

# YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

GCSE RELIGIOUS  
STUDIES



# GCSE RELIGIOUS STUDIES WITH EDUQAS

## WHY CHOOSE US?

- Direct access to an experienced subject specialist, via email or phone, with no call centres
- Access to our free digital resource website, which hosts a wealth of free material including a glossary of key terms, example schemes of learning and a booklet containing all textual references that appear in the specifications
- Our specifications include a specific Catholic Route B, written by the Catholic Education Service and fully compliant with Bishops' Conference requirements
- We provide teachers with marked examples of students' responses to the sample assessment materials

## SUMMARY OF ASSESSMENT

### ROUTE A

#### Component 1: Religious, Philosophical and Ethical Studies in the Modern World

Written examination: **2 hours**

**50% of qualification**

Candidates will study the following four themes. All questions are compulsory.

**Theme 1: Issues of Relationships**

**Theme 2: Issues of Life and Death**

**Theme 3: Issues of Good and Evil**

**Theme 4: Issues of Human Rights**

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

#### Component 2: Study of Christianity

Written examination: **1 hour**

**25% of qualification**

Candidates will study the beliefs, teachings and practices of Christianity.

This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.

#### Component 3: Study of a World Faith

Written examination: **1 hour**

**25% of qualification**

Candidates will study the beliefs, teachings and practices of one world faith from the following list: **either**

**Option 1: Buddhism** or

**Option 2: Hinduism** or

**Option 3: Islam** or

**Option 4: Judaism** or

**Option 5: Sikhism**

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

# MAKE THE SWITCH TO A BOARD THAT WILL SUPPORT YOU

Switching to Eduqas could be the best move you make.

You'll gain access to an unbeatable range of free teaching resources, and our team of subject specialists are on hand to give you all the help and advice you need.

Whether you're with AQA, OCR or Pearson (Edexcel), you can rest assured that switching to Eduqas is straightforward. Simply follow this guide, compare our specifications, and make the switch!

## MAKING THE SWITCH

Switching to Eduqas is simple, just follow these quick and easy steps:

1. Follow our switcher guide for your subject.
2. Register your interest at [www.eduqas.co.uk/switch](http://www.eduqas.co.uk/switch) and receive a printed copy of your chosen specification(s).
3. Visit your qualification page at [www.eduqas.co.uk/qualification](http://www.eduqas.co.uk/qualification), to access the materials you need to begin teaching our specifications.
4. Visit our Digital Resources Website ([resources.eduqas.co.uk](http://resources.eduqas.co.uk)), for free resources that can be used as classroom aids and as revision tools.
5. Contact our subject specialists for subject specific queries, practical advice and guidance.
6. Your Exams Officer will need to register your centre, if your centre is not already registered with us.
7. Once registered, your Exams Officer will be able to provide you with access to our Secure Website ([www.wjecservices.co.uk](http://www.wjecservices.co.uk)), which hosts a wealth of resources that are not available elsewhere.

## WE'RE HERE TO SUPPORT YOU

If you have a question, simply contact our Religious Studies team who will offer friendly advice and guidance:



**Lynda Maddock**  
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029 2026 5122



# HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

## GCSE RELIGIOUS STUDIES

	Eduqas Route A	AQA Spec A	OCR
Components	3 Components divided: 2 hours, 1 hour, 1 hour	2 Components divided: 1 hour 45 (split into 2 papers: <i>advisory</i> split of 50 min per paper 1 hour 45	2 Components divided: 2 hours (split into two 1 hour papers) 2 hours
Component titles (in brief)	<ul style="list-style-type: none"> <li>• Philosophy &amp; Ethics</li> <li>• Christianity</li> <li>• World Faith</li> </ul>	<ul style="list-style-type: none"> <li>• Religions, Beliefs, Teachings &amp; Practices</li> <li>• Thematic Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs, Teachings &amp; Practices</li> <li>• Religion, Philosophy &amp; Ethics</li> </ul>
Textual Studies Option	✗	✓ (within Comp 2)	✗
Christianity	✓	✓	✓
Catholic Christianity	✗ (in Route B)	✓ (but more focus in Spec B)	✗
Islam	✓	✓	✓
Judaism	✓	✓	✓
Hinduism	✓	✓	✓
Buddhism	✓	✓	✓
Sikhism	✓	✓	✗
Separate AOs per Question	✓	✓	✗
Choice of Questions in Individual Papers	✗	✗	✗
Short Course Option	✓	✓	✗
SPaG	First AO2 question on each of Comp 1 & Comp 2	All AO2 questions	Comp 1: First extended question on each religion Comp 2: First two extended questions

## GCSE RELIGIOUS STUDIES

	Pearson Spec A	Pearson Spec B
<b>Components</b>	3 Papers from 4 divided: 1 hour 45 50 minutes 50 minutes	2 Papers from 3 divided: 1 hour 45 1 hour 45
<b>Component titles (in brief)</b>	<ul style="list-style-type: none"> <li>• Study of Religion</li> <li>• Study of Second Religion</li> <li>• Philosophy &amp; Ethics</li> </ul> Or <ul style="list-style-type: none"> <li>• Textual Study</li> </ul>	Two of: <ul style="list-style-type: none"> <li>• Religion &amp; Ethics</li> <li>• Religion, Peace &amp; Conflict</li> <li>• Religion, Philosophy &amp; Social Justice</li> </ul>
Textual Studies Option	✓	✗
Christianity	✓	✓
Catholic Christianity	✓	✓
Islam	✓	✓
Judaism	✓	✓
Hinduism	✓	✓
Buddhism	✓	✓
Sikhism	✓	✓
Separate AOs per Question	✓	✓
Choice of Questions in Individual Papers	✗	✗
Short Course Option	✓	✓
SPaG	Paper 1: two AO2 questions Paper 2 one AO2 question Paper 3: one AO2 question	Two AO2 questions per Paper

In the comparison below, the components have been aligned in order to best illustrate similarities and differences between the specifications. This document will only be a comparison with the AQA Specification B Non-Textual Route, as Eduqas does not offer a Textual studies route.

## GCSE RELIGIOUS STUDIES

Eduqas Route B	AQA Specification B
<p><b>Overview</b> 3 Components</p> <p><b>Component 1: Foundational Catholic Theology</b> Split into 2 Themes Each Theme has 8 concepts which are addressed whilst studying the content <b>1 hour 30 minutes 37.5%</b></p> <p><b>Component 2: Applied Catholic Theology</b> Split into 2 Themes Each Theme has 8 concepts which are addressed whilst studying the content <b>1 hour 30 minutes 37.5%</b></p> <p><b>Component 3: Study of a World Faith: Judaism</b> Component has 8 concepts which are addressed whilst studying the content <b>1 hour 25%</b></p> <p>SPaG applied to Component 1 Question 1(d) and Component 2 Question 1(d) only (12 marks across whole specification = 5%)</p>	<p><b>Overview</b> 2 Components</p> <p><b>Component 1: Catholic Christianity</b> <b>1 hour 45 minutes 50%</b></p> <p><b>Component 2: Perspectives on Faith</b> Choose either Islam or Judaism and either Two religious, philosophical and ethical studies themes from:  <ul style="list-style-type: none"> <li>• Theme A: Religion, relationships and families</li> <li>• Theme B: Religion, peace and conflict</li> <li>• Theme C: Religion, human rights and social justice</li> </ul> or  Two textual studies themes (not addressed in this document):  <ul style="list-style-type: none"> <li>• Theme D: St. Mark's Gospel – the life of Jesus</li> <li>• Theme E: St. Marks Gospel as a sources of spiritual truth</li> </ul> <b>1 hour 45 minutes 50%</b></p> <p>SPaG applied to (e) questions in Component 1 and Component 2 Section A only (9 marks across whole specification = 5%)</p>
<p><b>Component 1: Foundational Catholic Theology</b></p>	<p><b>Component 1: Catholic Christianity</b></p>
<p><b>Theme1: Origins and Meaning</b></p> <ul style="list-style-type: none"> <li>• Origins &amp; meaning</li> <li>• Beliefs: Creation</li> <li>• Sources: The Bible</li> <li>• Forms: Painting</li> <li>• Forms: Symbolism</li> <li>• Practices: Loving and serving in Catholic communities in Britain and elsewhere</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Creation <i>ex nihilo</i></li> <li>• Evolution</li> <li>• <i>Imago Dei</i></li> <li>• Inspiration</li> <li>• Omnipotence</li> <li>• Revelation</li> <li>• Stewardship</li> <li>• Transcendence</li> </ul>	<p><b>Creation</b></p> <p>Forms of expression – art</p> <ul style="list-style-type: none"> <li>• Michelangelo's <i>Creation of Adam</i></li> </ul> <p><b>Beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Nature of God in Genesis 1 and 2</li> <li>• Human beings in the image of God</li> <li>• Influence of above on Catholic views</li> </ul> <p><b>Sources of authority</b></p> <ul style="list-style-type: none"> <li>• Scripture – origins of the Bible; Bible as the revealed word of God; issues surrounding Genesis creation accounts</li> <li>• Tradition – Natural Law and the goodness of creation; sanctity of life</li> <li>• Magisterium – Influence of Second Vatican Council on science vs religion</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Care for the environment as expression of requirement to love our neighbour</li> <li>• Stewardship</li> <li>• Work of CAFOD</li> </ul>

# GCSE RELIGIOUS STUDIES

Eduqas Route B	AQA Specification B
<b>Component 1: Foundational Catholic Theology</b>	<b>Component 1: Catholic Christianity</b>
<p><b>Theme 2: Good and Evil</b></p> <ul style="list-style-type: none"> <li>• Good, Evil and suffering</li> <li>• Beliefs: Trinity</li> <li>• Beliefs: Incarnation</li> <li>• Sources: Jesus and moral authority</li> <li>• Forms: Sculpture and Statuary</li> <li>• Practices: Popular devotion as practiced in Catholic communities in Britain and elsewhere</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Conscience</li> <li>• Evil</li> <li>• Free-will</li> <li>• Goodness</li> <li>• Incarnation</li> <li>• Natural Law</li> <li>• Privation</li> <li>• Suffering</li> </ul> <p>One 45 mark question on each Theme, split:            2 mark questions AO1            5 mark questions AO1            8 mark questions AO1            15 mark questions AO2</p>	<p><b>Incarnation</b></p> <p>Forms of expression – symbol and incarnation</p> <ul style="list-style-type: none"> <li>• Ichthus, Alpha-Omega, Chi-Rho</li> <li>• Belief in incarnation – influence on religious art and imagery</li> <li>• Meaning and significance of one sculpture/statue of Jesus</li> </ul> <p><b>Beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Jesus as the incarnate Son and divine Word</li> <li>• Jesus as Son of Man and Son of God</li> </ul> <p><b>Sources of authority</b></p> <ul style="list-style-type: none"> <li>• Scripture – Jesus as fulfilment of law, model of virtues, source for moral teaching</li> <li>• Tradition – Meaning/significance of ‘the glory of god is a human being fully alive’</li> <li>• Magisterium – <i>Dei Verbum and Verbum Domini</i></li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Grace</li> <li>• The names of the seven sacraments</li> <li>• <i>Imago dei</i></li> </ul> <p><b>The Triune God, mission and prayer</b></p> <p>Forms of expression – music and the glory of God</p> <ul style="list-style-type: none"> <li>• Psalms, plainchant, hymns, contemporary worship songs</li> <li>• Mass settings in liturgy</li> <li>• The Gloria, Alleluia, Sanctus, Mystery of Faith</li> </ul> <p><b>Beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• One God as a Trinity of persons; scriptural origins of this belief</li> <li>• Trinity’s influence on interpretations of Genesis</li> <li>• Influence of the Trinity on Catholic life today</li> </ul> <p><b>Sources of authority</b></p> <ul style="list-style-type: none"> <li>• Scripture – God as a Trinity of persons</li> <li>• Tradition – St Augustine and Catherine LaCugna on intimacy of God’s love</li> <li>• Magisterium – Conciliar magisterial authority</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Prayer – traditional and spontaneous</li> <li>• Prayer and posture – link to worship</li> </ul> <p><b>Redemption – ransomed, healed, restored, forgiven</b></p> <p>Forms of expression – architecture and design</p> <ul style="list-style-type: none"> <li>• Link between architecture of Catholic churches and belief</li> <li>• Lectern, altar, crucifix, tabernacle</li> <li>• Contrasting architecture/design within a church reflecting differing aspects of belief</li> </ul> <p><b>Beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• The death of Jesus; the resurrection; ascension as restoration and sacrifice</li> <li>• Significance of each resurrection event</li> <li>• Salvation and grace</li> <li>• Redemption and the liturgy</li> </ul>

### Component 1: Catholic Christianity continued

#### Sources of authority

- Scripture – redemption themes in Mark, John and Acts
- Tradition – salvation metaphors in Irenaeus and Anselm
- Magisterium – Voice of God as a guide for the redeemed; Christian understandings of conscience

#### Practices – Eucharist and redemption

- Mass as the source and summit
- Understandings links between Words of Institution, Agnus Dei, Real Presence, sacrifice of the Mass; belief in real presence influencing Eucharist

#### Church and the Kingdom of God

Forms of expression – drama and the faith journey

- Dramatised prayer – Stations of the Cross
- Pilgrimage – Jerusalem, Rome, Walsingham, Lourdes
- Mission and evangelism as expressed in drama

#### Beliefs and teachings

- Reign or Kingdom as expressed in the Lord's Prayer
- Justice, peace and reconciliation as signs of the Kingdom
- Hierarchy of the church as reflected in Second Vatican Council

#### Sources of authority

- Scripture – Mary as a model of discipleship; the Magnificat
- Tradition – four marks of the Church
- Magisterium – conciliar and pontifical; *Gaudium et Spes 1* and *Evangelii Gaudium 53-54*

#### Practices – Church as Body of Christ

- Love our neighbour expressed in work of agencies (one local, one national/global)
- Kingdom values through vocation
- Justice, peace reconciliation in life of one Catholic figure

#### Eschatology: Christian life, death and eternity

Forms of expression – artefact and eschatology

- Paschal candle as an artefact of the Resurrection
- Michelangelo's *The Last Judgement*
- Christian beliefs on life and death expressed through memorials

#### Beliefs and teachings

- Beliefs on eschatology and life after death; resurrection
- Death, judgement, heaven & hell
- Purgatory
- Different Christian beliefs about life after death

#### Sources of authority

- Scripture – Story of Rich Man and Lazarus
- Tradition – Cosmic reconciliation
- Magisterium – Second Vatican Council and understanding of eschatology

#### Practices – liturgies of life and death

- Last rites
- Prayers and actions of the funeral rite
- Influence of sanctity of life on views on care for the dying and euthanasia

One 24 mark question on any four of the six topics:

- 1 mark question AO1
- 2 mark question AO1
- 4 mark question AO1
- 5 mark question AO1
- 12 mark question AO2



Eduqas Route B	AQA Specification B
<b>Component 2: Applied Catholic Theology</b>	<b>Component 2: Perspectives on Faith</b>
<p><b>Theme 1: Life and Death</b></p> <ul style="list-style-type: none"> <li>• Death and the afterlife</li> <li>• Beliefs: Eschatology</li> <li>• Sources: The Magisterium</li> <li>• Forms: Artefacts</li> <li>• Forms: Music and the funeral rite</li> <li>• Practices: Prayer within Catholic communities in Britain and elsewhere</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Death</li> <li>• Eternal life</li> <li>• Heaven</li> <li>• Hell</li> <li>• Judgement</li> <li>• Magisterium</li> <li>• Resurrection</li> <li>• Soul</li> </ul> <p><b>Theme 2: Sin and Forgiveness</b></p> <ul style="list-style-type: none"> <li>• Crime and Punishment</li> <li>• Beliefs: Redemption</li> <li>• Sources: Church</li> <li>• Forms: Buildings</li> <li>• Practices: Sacraments</li> <li>• Practices: Mission and Evangelisation in Britain and elsewhere</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Absolution</li> <li>• Eucharist</li> <li>• Evangelisation</li> <li>• Forgiveness</li> <li>• Punishment</li> <li>• Relativism</li> <li>• Salvation</li> <li>• Sin</li> </ul> <p>One 45 mark question on each Theme, split:                  2 mark questions AO1                  5 mark questions AO1                  8 mark questions AO1                  15 mark questions AO2</p>	<p><b>Section A: Islam or Judaism</b></p> <p>One chosen:</p> <p><b>Islam</b></p> <p><b>Beliefs and teachings</b></p> <p><b>Key Beliefs</b></p> <ul style="list-style-type: none"> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam</li> <li>• Tawhid (the Oneness of God)</li> <li>• The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam</li> <li>• Angels</li> <li>• Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>• Akhirah (life after death)</li> </ul> <p><b>Authority</b></p> <ul style="list-style-type: none"> <li>• Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad</li> <li>• Qur'an: revelation and authority</li> <li>• The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority</li> <li>• The imamate in Shi'a Islam: its role and significance</li> </ul> <p><b>Practices</b></p> <p><b>Worship</b></p> <ul style="list-style-type: none"> <li>• Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam</li> <li>• Shahadah: declaration of faith and its place in Muslim practice.</li> <li>• Salah and its significance</li> </ul> <p><b>Duties and festivals</b></p> <ul style="list-style-type: none"> <li>• Sawm: the role and significance of fasting during the month of Ramadan</li> <li>• Zakah: the role and significance of giving alms</li> <li>• Hajj: the role and significance of the pilgrimage to Makkah</li> <li>• Jihad: different understandings of jihad</li> <li>• Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura</li> </ul> <p><b>Judaism</b></p> <p><b>Beliefs and teachings</b></p> <p><b>Key beliefs</b></p> <ul style="list-style-type: none"> <li>• The nature of God</li> <li>• The divine presence (Shekhinah).</li> <li>• Beliefs about life after death</li> <li>• The nature and role of the Messiah</li> </ul> <p><b>The Covenant and the mitzvot</b></p> <ul style="list-style-type: none"> <li>• The promised land and the Covenant with Abraham</li> <li>• The Covenant at Sinai</li> <li>• Key moral principles including justice, healing the world, charity and kindness to others</li> </ul>

### Component 2: Perspectives on Faith continued

- The importance of the sanctity of human life
- The relationship between free will and the 613 mitzvot.
- Mitzvot between man and God and mitzvot between man and man

#### Practices

##### The synagogue and worship

- The synagogue and its importance
- The design and religious features of synagogues
- Public acts of worship
- Shabbat in the home and synagogue
- Worship in the home and private prayer
- Tenakh (the written law) and Talmud (the oral law)

##### Family life and festivals

- Rituals and their significance: Brit Milah, Bar and Bat Mitzvah, marriage ceremony, mourning rituals
- Dietary laws and their significance: kosher and trefah, separation of milk and meat
- Festivals and their importance for Jews in Great Britain today: Rosh Hashanah and Yom Kippur, Pesach

#### Section B: Themes

##### Two themes chosen from:

Each Theme has 4 dialogues. The issues in each dialogue must also be looked at from different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society

##### Theme A: Religion, relationships and families

##### Dialogue 1: Relationships and the human condition – love and sexuality: communion and complementarity

###### Key ideas

- Human beings as sexual, male and female.
- Catholic teaching about the nature and purpose of sexual love as marital, unitive and procreative.
- John Paul II's Theology of the Body.

##### Dialogue 2: Perspectives on relationships – marriage, cohabitation, divorce and separation

###### Key ideas

- Conditions of a valid marriage in the Catholic Church.
- The nature of marriage and the marriage vows.
- Catholic guidelines on annulment, divorce and remarrying.

##### Dialogue 3: Families and responsibilities – roles of men, women and children within the family

###### Key ideas

- Catholic approaches to family planning.
- Catholic views on the nature and purpose of the family in the 21st century.
- Catholic teaching on the dignity of work within the home.

##### Dialogue 4: Gender, equality and discrimination – equality of women and men

###### Key ideas

- Equality of women and men in biblical tradition.
- Catholic teaching on the equality of women and men.
- Gender prejudice and discrimination.

#### Theme B: Religion, peace and conflict

##### Dialogue 1: Christian perspectives on human violence, justice, forgiveness and reconciliation

###### Key ideas

- Biblical perspectives on violence as a feature of the human condition including bullying.
- The concepts of forgiveness and reconciliation.
- The concept of justice.

##### Dialogue 2: Christian perspectives on societal war and just war

###### Key ideas

- The meaning and significance of the Just War theory.
- Catechism of the Catholic Church 2309.
- Catholic attitudes to nuclear war and the use of weapons of mass destruction.
- Catholic views regarding consequences of modern warfare

##### Dialogue 3: Holy war and pacifism

###### Key ideas

- Religion and belief as a reason for war and violence; the idea of Holy War.
- Old Testament biblical perspectives on war.
- The role of religion in 21st century conflicts

##### Dialogue 4: Christian perspectives on terrorism and Christian initiatives in conflict resolution and peace making

###### Key ideas

- Perspectives on terrorism as a mode of conflict.
- Catholic views on the use of torture.
- Catholic views about radicalisation and martyrdom.
- Catholic perspectives on conflict resolution and peacemaking

#### Theme C: Religion, human rights and social justice

##### Dialogue 1: Human rights and religious freedom

###### Key ideas

- The dignity of all people because they are created in the image of God; the concept of 'loving your neighbour'.
- Catholic understanding of human rights, and their importance for human dignity
- Catholic attitudes to freedom of religion or belief.

# GCSE RELIGIOUS STUDIES

## AQA Specification B

### Component 2: Perspectives on Faith continued

#### Dialogue 2: Perspectives on wealth

##### Key ideas

- Catholic teaching on the responsibilities of wealth, duty of stewardship of wealth.
- Catholic teaching about wealth creation
- Catholic attitudes to wealth, including the wealth of the Church.

#### Dialogue 3: Perspectives on poverty

##### Key ideas

- Catholic teaching about the Christian duty to take action against poverty
- Christian views about, of and actions on, poverty.
- Christian action against poverty, and the causes of poverty: the work of CAFOD or Christian Aid

#### Dialogue 4: Prejudice and discrimination

##### Key ideas

- Christian teaching against racial prejudice and discrimination.
- Christian teaching about the ideals of equality and justice.
- Christian attitudes towards prejudice and discrimination within religion, with reference to gender and sexuality.

#### Section A

Two 24 mark questions on each religion (answer both questions on chosen religion):

- 1 mark question AO1
- 2 mark question AO1
- 4 mark question AO1
- 5 mark question AO1
- 12 mark question AO2

#### Section B

One 24 mark question on each Theme (answer two of three):

- 1 mark question AO1
- 2 mark question AO1
- 4 mark question AO1
- 5 mark question AO1
- 12 mark question AO2

## Eduqas Route B

### Component 3: Study of a World Faith Option 4: Judaism

#### Theme 1: Beliefs and Teachings

- The nature of God
- Messiah (Mashiach)
- Covenant
- Life on earth
- The afterlife

#### Theme 2: Practices

- Worship: practices in Britain and elsewhere
- The Synagogue
- Rituals
- Daily life
- Festivals: practices in Britain and elsewhere
- Covenant

#### Concepts (addressed through Themes):

- Synagogue
- Shekinah
- Shabbat
- Kosher
- Torah
- Mitzvot
- Messiah

#### One 30 mark question on each Theme, split:

- a) 2 marks AO1
- b) 5 marks AO1
- c) 8 marks AO1
- d) 15 marks AO2

# THE SUPPORT YOU NEED

## FREE TAILORED DIGITAL RESOURCES

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## TEACHERS WHO HAVE MADE THE SWITCH

"I have taught for 20 years and dealt with numerous exam boards and Eduqas is by far the best."

DAVID GOUGH, HEAD OF RELIGIOUS STUDIES,  
OUR LADY OF PEACE CATHOLIC  
ENGINEERING COLLEGE



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