GCSE

eduqas
Part of WJEC

WJEC Eduqas GCSE in

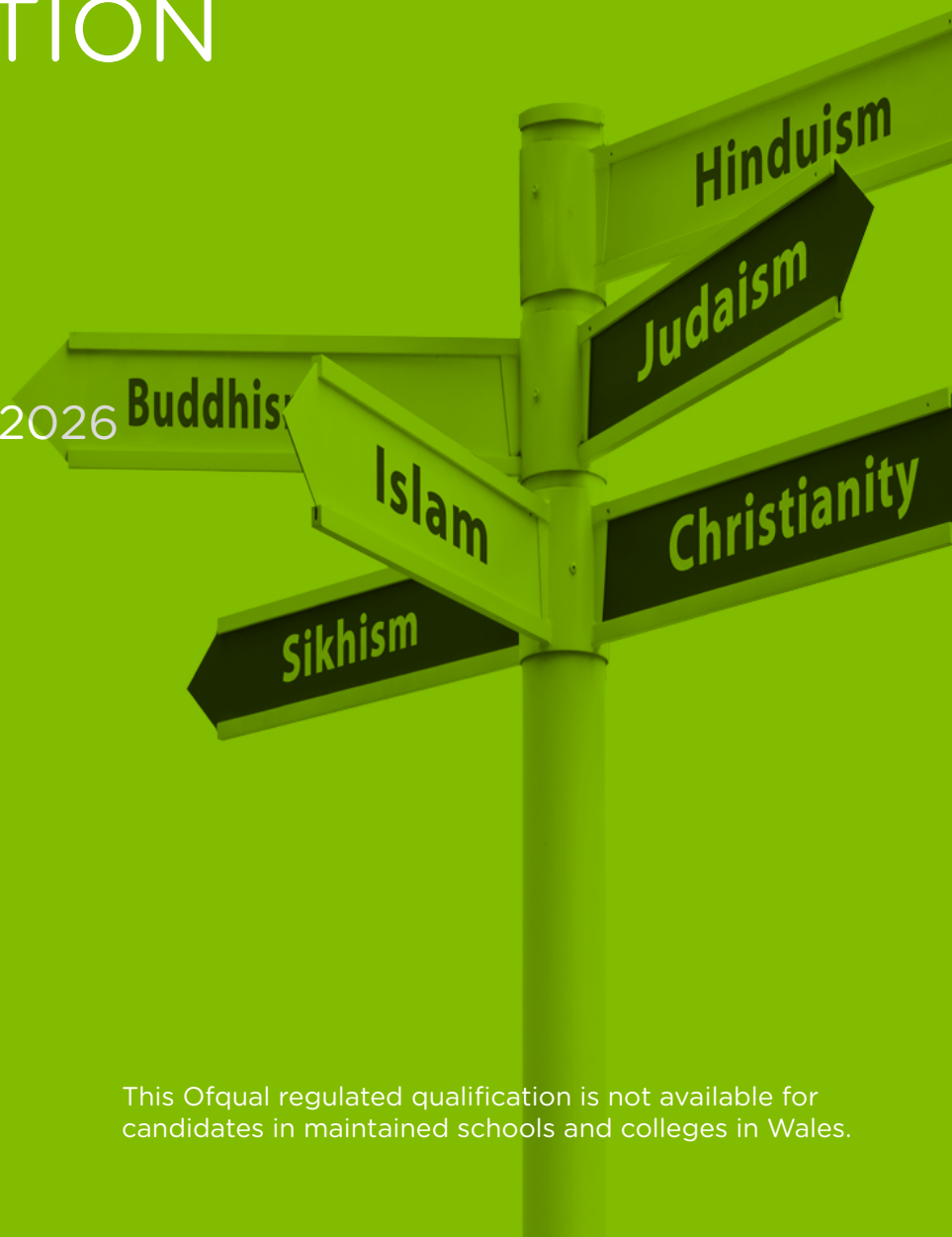
RELIGIOUS STUDIES (SHORT COURSE)

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2016
For award from 2018

Version 5 September 2026



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This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules.	28
3	We have added *'Non-religious beliefs about evolution: Charles Darwin, Richard Dawkins'* to *'the origin and value of human life'* area of study, to align the Hindu subject content with that of other religions within the specification.	16
4	Component 1 – Issues of Life and Death all religion sections – we have changed 'Humanists for a Better World' to 'Humanist Climate Action' - Humanists for a Better World doesn't exist anymore but has been replaced by Humanist Climate Action.	13 - 18
	Component 3 Buddhism – we have changed the wording from 'Bodhisattva Amida' to 'Amida Buddha' to make the description of Amida more accurate.	22
	Component 2 - Addition of the 2021 census.	19
5	Component 1 Life and Death Islam section – the 'Beliefs about death and the afterlife' section. 'Diversity of views between Shi'a and Sunni Muslims regarding worship at graves' has changed to 'Diversity of views regarding Muslim worship at graves'.	15
	Component 3 Islam – the 'Angels' section. 'Diversity in belief between Shi'a and Sunni Muslims regarding angels and free will' has changed to 'Muslim beliefs regarding angels and free will'.	24
	Component 1 Route A and B – Reference to Stephen Hawking has been removed and replaced with Brian Cox.	13 – 18
	References to SPaG have been updated to refer to specialist terminology.	6, 19, 27

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WJEC Eduqas GCSE (9-1) in RELIGIOUS STUDIES (Short Course)

For teaching from 2016
For award from 2018

		Page
Summary of assessment		**2**
1.	**Introduction**	**3**
1.1	Aims and objectives	3
1.2	Prior learning and progression	4
1.3	Equality and fair access	4
2.	**Subject content**	**5**
2.1	Component 1	6
2.2	Component 2	19
2.3	Component 3	21
3.	**Assessment**	**27**
3.1	Assessment objectives and weightings	27
4.	**Technical information**	**28**
4.1	Making entries	28
4.2	Grading, awarding and reporting	28

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GCSE RELIGIOUS STUDIES (Short Course)

SUMMARY OF ASSESSMENT

Component 1: Religious, Philosophical and Ethical Studies in the Modern World
Written examination: 1 hour
50% of qualification

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

Theme 1: Issues of Relationships
Theme 2: Issues of Life and Death

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: 35 minutes
25% of qualification

Candidates will study the beliefs and teachings of:

Christianity

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

Component 3: Study of a World Faith
Written examination: 35 minutes
25% of qualification

Candidates will study the beliefs and teachings 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.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

Qualification Approval Number: 601/8880/7

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GCSE RELIGIOUS STUDIES (Short Course)

1 INTRODUCTION

WJEC Eduqas GCSE Religious Studies (Short Course) covers the content necessary to fulfil the statutory requirements for the study of religion to the end of Key Stage 4.

Centres are reminded that learners may only be assessed in EITHER short course OR full course GCSE Religious Studies, not both in any one series.

Both are linear qualifications.

1.1 Aims and objectives

WJEC Eduqas GCSE Religious Studies (Short Course):

- develops students' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develops students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develops students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenges students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Following this specification will enable learners to:

- deepen their understanding of the relationship between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs, such as Atheism and Humanism.

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WJEC Eduqas GCSE Religious Studies (Short Course) takes a distinctive issues-based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two religions.

WJEC Eduqas GCSE Religious Studies (Short Course) provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of religious skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

This specification provides a solid basis for further study in this and related subject areas. In addition, it provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study.

1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school's/college's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Religious Studies at either AS or A level.

1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

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2 SUBJECT CONTENT

This specification is divided into **three** components.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World
Theme: Issues of Relationships Theme: Issues of Life and Death

Component 2: Study of Christianity
Option 1: Christianity

Component 3: Study of a World Faith
either Option 1: Buddhism **or** Option 2: Hinduism **or** Option 3: Islam **or** Option 4: Judaism **or** Option 5: Sikhism

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2.1 Component 1

Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 1 hour
50% of qualification
60 marks (plus 3 for spelling, punctuation, grammar and specialist terminology)

For this component learners will study two themes:

Issues of Relationships
Issues of Life and Death

Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. These texts might include, for example: the Bible; Qur'an; Torah; the Pali Canon; Vedas; or Guru Granth Sahib. Other sources of wisdom and/or authority might include, for example: St Augustine of Hippo; Maimonides; Archbishop Thomas Cranmer; the historical Buddha; Gautama/Shakyamuni; Shankara; or Guru Nanak and more contemporary sources such as the Pope, Archbishop of Canterbury, Patriarch, Dalai Lama, Chief Rabbi etc. and the views of past and current philosophers (including ethical philosophers).

Learners must be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world. Candidates will be expected to demonstrate an understanding of different perspectives. These may derive from **either** different religions **or** different views/denominations within a particular religion.

The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian, are also diverse and include the religious traditions detailed on the following pages as well as other religious and non-religious beliefs such as Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content.

Each theme contains eight concepts which candidates should be able to explain and apply in relation to the themes studied. These are detailed on the following pages.

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Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same-sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Christian Perspective

Content

Areas of Study	Specific Content
Relationships	➢ Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty-first century: families, roles of women and men, marriage outside the religious tradition and cohabitation ➢ The nature and purpose of marriage as expressed through the Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod ➢ Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9
Sexual relationships	➢ Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept ➢ Diverse attitudes within and across Christian traditions towards same-sex relationships, including varied interpretations of: Leviticus 18:22, 20:13 and 1 Timothy 1: 8-10
Issues of equality: gender prejudice and discrimination	➢ Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic and Anglican views on this issue ➢ Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27-29

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same-sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Jewish Perspective

Content

Areas of Study	Specific Content
Relationships	➢ Jewish beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty-first century: families, roles of women and men, marriage outside the religious tradition and cohabitation ➢ The nature and purpose of marriage as expressed through Jewish marriage ceremonies including the Seven Blessings and Ketubah ➢ Orthodox and Reform Jewish attitudes towards adultery, issuing of the get, divorce, separation and re-marriage. Interpretations of Talmud Gittin 90b, Deuteronomy 24: 1-4, Exodus 20:14
Sexual relationships	➢ Orthodox and Reform Jewish teachings about the nature and purpose of sex and the use of contraception ➢ Orthodox and Reform attitudes within and across Jewish traditions towards same-sex relationships, including varied interpretations of Leviticus 18:22, 20:13
Issues of equality: gender prejudice and discrimination	➢ Orthodox and Reform attitudes within Judaism toward the roles of women and men in worship and authority

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Content from an Islamic Perspective

Content

Areas of Study	Specific Content
Relationships	➢ Islamic beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty-first century: families, roles of women and men, marriage outside the religious tradition and cohabitation: Hadith Sahih Bukhari 9:89:252 ➢ The nature and purpose of marriage as expressed through the Muslim marriage ceremonies and teachings: Qur'an 30:21 ➢ Diversity of beliefs between Shi'a and Sunni Muslims regarding temporary, unannounced marriage ➢ Islamic attitudes towards adultery, divorce, separation and re-marriage. Qur'an 4:35, 4:128-130, 2:229 ➢ Arranged marriage in Britain
Sexual relationships	➢ Islamic teachings about the nature and purpose of sex and the use of contraception. Qur'an 17:32 ➢ Islamic attitudes towards same-sex relationships: Qur'an 7:80-81
Issues of equality: gender prejudice and discrimination	➢ Diverse attitudes within Islam toward the roles of women and men in worship and authority ➢ Teachings: Qur'an 2:228, 40:40, 4:1

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same-sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Hindu Perspective

Content

Areas of Study	Specific Content
Relationships	➢ Hindu beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty-first century: families, roles of women and men, marriage outside the religious tradition and cohabitation ➢ The nature and purpose of marriage as expressed through the Hindu marriage ceremonies and teachings: Rama and Sita (The Ramayana) as role models for married couples ➢ Hindu attitudes towards adultery, divorce and annulment and separation and re-marriage ➢ Arranged and assisted marriage in Britain
Sexual relationships	➢ Hindu teachings about the nature and purpose of sex, its relationship with karma and the use of contraception. Bhagavata Purana 5.5.8. Diversity of views between traditional Hinduism and Hinduism in Britain ➢ Hindu attitudes towards same-sex relationships: conflicting with the dharma of the householder ashrama. Diversity of views between traditional Hinduism and Hinduism in a country where same sex relationships are generally accepted (such as Britain)
Issues of equality: gender prejudice and discrimination	➢ Diverse attitudes within Hinduism toward the roles of women and men in worship and authority. Traditional and changing views in Hindu communities ➢ Interpretations of teachings: Manusmriti 2. 67 – 2. 68, 5. 148 – 155 compared with 9.72 – 81, 9.192 – 194

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same-sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Sikh Perspective

Content

Areas of Study	Specific Content
Relationships	➢ Sikh beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty-first century: families, roles of women and men, marriage outside the religious tradition and cohabitation ➢ The nature and purpose of marriage as expressed through the Sikh marriage ceremonies and teachings: Guru Granth Sahib 788 ➢ Sikh attitudes towards adultery, divorce and annulment and separation and re-marriage: Bhai Gurdaas Ji: Vaar 6: pauri 8, Rehat Maryada Chapter 11 Article 18. Guru Granth Sahib 274 ➢ Arranged and assisted marriage in Britain
Sexual relationships	➢ Sikh teachings about the nature and purpose of sex and the use of contraception: Guru Granth Sahib 335, GGS 1034 ➢ Sikh attitudes towards same sex relationships: The Lavan sees the married state as ideal. All but one of the ten Gurus were married
Issues of equality: gender prejudice and discrimination	➢ Diverse attitudes within Sikhism toward the roles of women and men in worship and authority. Traditional and changing views in Sikh communities ➢ Teachings: Guru Granth Sahib 473

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same-sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Buddhist Perspective

Content

Areas of Study	Specific Content
Relationships	➢ Buddhist beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty-first century: families, roles of women and men, marriage outside the religious tradition and cohabitation ➢ The nature and purpose of marriage as expressed through Buddhist marriage ceremonies and teachings: more a legal contract than a religious matter. Buddha – five duties of husband and wife: Buddha in Sigalovada Sutta ➢ Buddhist attitudes towards adultery, divorce, separation and re-marriage. Teachings: Avoiding dukkha and bad karma
Sexual relationships	➢ Buddhist teachings about the nature and purpose of sex and the use of contraception: complying with the Five Precepts and the Right Action section of the Eightfold Path, but no definite prohibition. Theravada tradition; monks and nuns are often celibate, Zen tradition; monks are allowed to marry ➢ Buddhist attitudes towards same-sex relationships: no official view but some may argue it goes against the Third Precept (although it is not usually viewed as negative by Western/Triratna Buddhist)
Issues of equality: gender prejudice and discrimination	➢ Diverse attitudes within Buddhism toward the roles of women and men in worship and authority; Theravada tradition has hierarchy: monks, nuns, laymen and laywomen ➢ Teachings: The roles of monks and nuns. Different rules and number of rules for each within the Theravada tradition

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme

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Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Content from Christian and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	➢ Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2 ➢ The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Brian Cox's view of the Big Bang ➢ Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6, 'Humanist Climate Action'
The origin and value of human life	➢ Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5 ➢ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➢ Diverse Christian attitudes towards abortion and euthanasia ➢ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➢ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	➢ Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44 ➢ Diverse Christian beliefs about the afterlife ➢ How Christian and Humanist funerals in Britain reflect beliefs about the afterlife

Concepts:

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Content from Jewish and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	➢ Orthodox and Reform Jewish beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2 ➢ The relationship between Jewish views and non-religious views of creation and the extent to which they conflict; Brian Cox's view of the Big Bang ➢ Jewish and non-religious beliefs, teachings and attitudes about dominion, tikkun olam and bal tashchit, gemilut hasadim, stewardship, environmental responsibility, sustainability, and global citizenship: Honi from the Talmud (Avot d'Rebbe/Rabbi Natan 31b) and teachings of Maimonides' 13 Principles (number 10). 'Humanist Climate Action'
The origin and value of human life	➢ Jewish beliefs, teachings and attitudes toward the origin and sanctity of human life: pikuach nefesh, The Talmud (B. Yoma 84b, number 8-9) ➢ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➢ Diverse Jewish attitudes towards abortion and euthanasia: Ethics of the Fathers 4:22, Mishnah Oholot 7.6 ➢ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➢ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	➢ Orthodox and Reform Jewish beliefs and teachings about life after death, including soul, judgement, heaven and hell, resurrection, sheol, olam ha-ba ➢ How Jewish and Humanist funerals in Britain reflect beliefs about the afterlife

Concepts:

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Content from Islamic and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	➢ Islamic beliefs, teachings and attitudes about the origin of the universe: Qur'an 36:81 ➢ The relationship between Islamic views and non-religious views of creation and the extent to which they conflict; Brian Cox's view of the Big Bang ➢ Islamic and non-religious beliefs, teachings and attitudes about fitra, khalifah, environmental responsibility, sustainability, and global citizenship: Qur'an 7:54 ➢ 'Humanist Climate Action'
The origin and value of human life	➢ Islamic beliefs, teachings and attitudes toward the origin and sanctity of human life: Qur'an 5:32, 6:151 ➢ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➢ Islamic attitudes towards abortion and euthanasia; Qur'an 30:40 ➢ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➢ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	➢ Islamic beliefs and teachings about life after death, including soul, judgement, akhirah, heaven and hell: Qur'an 46:33, 3:16 ➢ How Islamic and Humanist funerals in Britain reflect beliefs about the afterlife ➢ Diversity of views regarding Muslim worship at graves

Concepts:

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Content from Hindu and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	➢ Hindu beliefs, teachings and attitudes about the accounts of the origin of the universe: Hymn of Creation (Rig Veda), Bhagavata Purana 12.4.4, Bhagavad Gita 11:7 ➢ The relationship between Hindu views and non-religious views of creation and the extent to which they conflict; Brian Cox's view of the Big Bang ➢ Hindu and non-religious beliefs, teachings and attitudes towards practising ahimsa to the environment, environmental responsibility, sustainability, and global citizenship: Bhagavata Purana 7, 14,9, Bhagavad Gita 7, 10, 'Humanist Climate Action'
The origin and value of human life	➢ Hindu beliefs, teachings and attitudes toward the origin and sanctity of human life: Bhagavad Gita 2:17. Concept of atman as universal in all living beings: Bhagavad Gita 18:61 ➢ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➢ Hindu attitudes towards abortion and euthanasia. Yajur Veda 40-43. Diversity of attitudes between Hindu culture in Britain and traditional Hindu teaching ➢ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➢ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	➢ Hindu beliefs and teachings about life after death, including atman, samsara, reincarnation/transmigration and moksha: Bhagavad Gita 2: 12-13, 22, 27 ➢ How Hindu and Humanist funerals in Britain reflect beliefs about the afterlife

Concepts:

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Content from Sikh and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	➢ Beliefs, teachings and attitudes about the origin of the universe: Sikhs have no creation story but they do believe the universe was created by God; Guru Granth Sahib 1 ➢ The relationship between Sikh views and non-religious views of creation and the extent to which they conflict; Brian Cox's view of the Big Bang ➢ Sikh and non-religious beliefs, teachings and attitudes about, stewardship, environmental responsibility, sustainability, and global citizenship: Guru Granth Sahib 21, 1037. 'Humanist Climate Action'
The origin and value of human life	➢ Sikh beliefs, teachings and attitudes toward the origin and sanctity of human life: concept of soul as universal in all living beings: Guru Granth Sahib 441 ➢ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➢ Sikh attitudes towards abortion and euthanasia: practising ahimsa, Gurus condemned infanticide and Sikh view of not tampering with God-given natural processes ➢ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➢ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	➢ Sikh beliefs and teachings about life after death, soul, samsara, reincarnation/transmigration and mukti: Guru Granth Sahib 13, 793 ➢ How Sikh and Humanist funerals in Britain reflect beliefs about the afterlife

Concepts:

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

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Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority, as well as the beliefs of Humanists and Atheists.

Content from Buddhist and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	➢ Buddhists have no creation story and no concept of a creator God. ➢ The cycle of decay, death and rebirth of worlds ➢ Non-religious views of creation and the extent to which they concur with Buddhist views; Brian Cox's view of the Big Bang ➢ Buddhist and non-religious beliefs, teachings and attitudes about environmental responsibility, sustainability, and global citizenship: Buddhist Action Month, Pratiya Samutpada, Right Action (Eightfold Path) and second Precept, 'Humanist Climate Action'
The origin and value of human life	➢ Buddhist beliefs, teachings and attitudes toward the value of human life: Five Precepts, Noble Eightfold Path, Middle Way ➢ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➢ Buddhist attitudes towards abortion and euthanasia: karuna and working with dukkha may make euthanasia acceptable (Dalai Lama). Ahimsa and first Precept must also be considered. ➢ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➢ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	➢ Buddhist beliefs and teachings about life after death, including anatta, (s)khandhas, karma, samsara, nirvana, re-birth, realms of existence. Diverse views of Triratna tradition which is not required to believe in life-to-life rebirth, but rather moment-to-moment rebirth ➢ How Buddhist and Humanist funerals in Britain reflect beliefs about the afterlife

Concepts:
From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

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2.2 Component 2

Study of Christianity

Written examination: 35 minutes
25% of qualification
30 marks (plus 3 for spelling, punctuation, grammar and specialist terminology)

Christianity

The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and teachings

Areas of Study	Specific Content
Beliefs in Great Britain	➢ Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and non-religious beliefs and practices (including those of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian; results of the 2021 census showing Christianity to remain the dominant religion in Britain but fewer than half of those who responded considered themselves Christian ➢ UK laws, festivals and traditions rooted in the Christian tradition
The nature of God	➢ Omnipotent: Exodus 7-11, Exodus 14:21: Omni-benevolent: Psalm 86:15, John 3:16, Romans 8: 37-39. Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1: 8 -12, 42:1-6 ➢ The Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit: John 10:30, John 14: 6-11
Creation	➢ Genesis 1-3; nature and role of humans, literal and non-literal ways of interpretation. ➢ The role of Word and Spirit in creation: John 1:1-5
Jesus Christ	➢ Beliefs and teachings about Jesus' incarnation: John 1:14, Luke1:28-33 ➢ Crucifixion: Matthew 27:28-50; Salvation and Atonement: Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9. ➢ Resurrection: Luke 24:1-9,1 Corinthians 15:3-8, 12-14 ➢ Ascension: Luke 24:50-53
Salvation	➢ Law: Word of God; inspiration and revelation; differing ways of interpreting biblical writings; Bible in relation to other sources of authority. ➢ Sin as preventing salvation ➢ Grace and the Spirit Acts 2:1-6. The role of Holy Spirit in Evangelical worship
The afterlife	➢ Eschatological beliefs: John 11:25-26, John 14:2-7 ➢ Judgement: Matthew 25:31-46, Luke 16:19-31 ➢ Resurrection: 1 Corinthians 15:42-55

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	➢ Traditional and contemporary beliefs about Heaven and Hell

From the study of the areas above learners will gain an understanding of the following concepts:

- omnipotent
- omnibenevolent
- Trinity
- Incarnation
- Atonement
- Resurrection
- Salvation
- Judgement

Learners should be able to explain and apply these concepts in relation to the theme.

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2.3 Component 3

The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian are also diverse and include the following religious traditions as well as other religious and non-religious beliefs such as humanism and atheism. This knowledge may be applied throughout the assessment of the specified content.

Study of a World Faith

Written examination: 35 minutes
25% of qualification
30 marks

Candidates will be assessed on **ONE** of the following options.

either

Option 1: Buddhism

or

Option 2: Hinduism

or

Option 3: Islam

or

Option 4: Judaism

or

Option 5: Sikhism

The specific content of each of these options is detailed on the following pages.

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Option 1: Buddhism

Learners should be aware that Buddhism is one of a diverse range of religious traditions and beliefs in Great Britain today that also includes Christianity, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism; but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and Teachings

Areas of Study	Specific Content
The Buddha	➢ Stories of his early life: pre-birth, birth, prophecy, palace ➢ The Four Sights: old age, sickness, death, the holy man ➢ His Enlightenment following renunciation and meditation
The Dhamma/Dharma	➢ Dependent origination/conditionality (pratityasamutpada) ➢ Three Marks of Existence (lakshanas); Suffering/ unsatisfactoriness (dukkha), impermanence (anicca); no fixed self, essence or soul (anatta): The Story of Nagasena and the Chariot (The Milindapanha)
The Four Noble Truths	➢ Suffering (dukkha); types and causes of suffering; Three Poisons (ignorance, greed, hatred): Dhammapada 1, 5 Interpretations of nirvana, samsara and enlightenment; Theravada and Mahayana ➢ The Eightfold Path (magga) to nirvana, the Three-fold Way: ethics, meditation and wisdom
Human personality	➢ Theravada - Five Aggregates (ever-changing (s)kandhas): Dhammapada 113 ➢ Mahayana - sunyata ➢ Tathagatagarbha (Buddha-nature - all have potential to achieve enlightenment)
Human destiny and ethical teaching	➢ Arhat ideals (Theravada) ➢ Bodhisattva Ideals (Mahayana) e.g. Manjushri, Buddhahood: the potential of all to be enlightened and become a buddha ➢ Pure Land (Amida Buddha) ➢ Karma and rebirth: achieving positive karma, and avoiding samsara and rebirth through compassion (karuna); loving kindness (metta); five precepts (panchasila): Dhammapada 183 ➢ in the Mahayana: the development of the Six Perfections (paramitas) or virtues which must be cultivated to realise one's Buddha nature

From the study of the areas above learners will gain an understanding of the following concepts:

- anicca
- anatta
- dukkha
- (s)kandhas
- Mahayana
- Theravada
- bodhisattva
- arhat

Learners should be able to explain and apply these concepts in relation to the theme.

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Option 2: Hinduism

Learners should be aware that Hinduism is one of a diverse range of religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Islam, Judaism, Sikhism, Humanism and Atheism but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and Teachings

Areas of Study	Specific Content
Nature and features of Brahman/Bhagavan	➢ As spirit, ultimate reality, absolute truth; Chandogya Upanishad 3:14.1 ➢ Everywhere and within the heart; Katha Upanishad 5:2 ➢ A personal and loving God; Bhagavad Gita 14.27 ➢ Belief in Brahman as nirguna (without qualities) and saguna (with qualities) Bhagavad Gita 11.8; Bhagavad Gita 4 ➢ Diversity of views within Hinduism: monist and monotheist
Hindu Gods/deities	➢ Nature and role of the trimurti (Brahma, Vishnu and Shiva and their consorts); Kūrma Purana 1.6, 1.9, 1.26 ➢ The importance of Krishna and Shakti ➢ The nature and role of avatara; Bhagavad Gita 4.5, 7-8 ➢ Importance and role of murti in worship; Bhagavad Gita 12.5 ➢ Diversity of views towards trimurti; Vaishnavism and Shaivism
The Eternal Self	➢ Atman; trapped in matter, distinct from body and mind: Bhagavad Gita 2.12, 2.17, 5.18 ➢ Diversity of views; Advaita Vedanta and Dvaita Vedanta ➢ Karma (action and reaction), samsara, reincarnation: Bhagavad Gita 2:22, Moksha: Bhagavad Gita 2.13, 8.06, 15.9, Bhagavata Purana 6.1.45, Bhagavad Gita 2.15
Human Life	➢ Four aims: (dharma as duty/righteousness, artha, kama and moksha); sanatana dharma and varnashramadharma: Bhagavata Purana 1.2.6, The Mahabharata, Book 9.60 ➢ Free will and responses to suffering and maya: Bhagavata Purana 5.5.8, cycle of birth and death, Bhagavad Gita 2.60 – 63 ➢ Importance of knowledge, ahimsa, mind/sense control, respect, humility and love: Bhagavad Gita 18. 42-43, 13.8-12, 16.1-3
Cosmology	➢ Understanding of the universe (prakriti): Bhagavata Purana 1.2.6 ➢ The Three Qualities (Tri-guna) ➢ Cycle of the four ages (yugas): Vishnu Purana, 1.3 Bhagavata Purana, 3.11.19 Bhagavad Gita, 8.17 Vayu Purana, 57: and importance of vaikuntha: Srimad-Bhagavatam 3.15.16–23

From the study of the areas above learners will gain an understanding of the following concepts:

- ahimsa
- Brahman
- dharma
- karma
- moksha
- murti
- avatara
- trimurti

Learners should be able to explain and apply these concepts in relation to the theme.

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Option 3: Islam

Learners should be aware that Islam is one of a diverse range of religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Judaism, Sikhism, Humanism and Atheism but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and teachings

Areas of Study	Specific Content
The Nature of Allah	➢ The teaching about the nature of Allah: the belief in the oneness of Allah (Tawhid): Qur'an 3:18 ➢ Nature of Allah: immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice: Qur'an 46:33 ➢ Adalat in Shi'a Islam
Prophethood (Risalah)	➢ The nature of prophethood; why are prophets important? Qur'an 2:136 ➢ The importance of Adam as the first prophet ➢ Ibrahim as father of Isaac and Ishma'il and his significance for the Muslim religion ➢ Isa as a prophet for Muslims: Qur'an 2:87 ➢ Muhammad as the Seal of the Prophets
Angels (Malaikah)	➢ The significance of angels in Islam: Qur’an 2:97-98, Qur’an 2:285 ➢ Muslim beliefs regarding angels and free will ➢ The significance of Jibril's revelation of the Qur'an to Muhammad: Qur’an 2:97-98 ➢ The significance of Mika'il placed in charge of plants and rain ➢ The significance of Israfil to announce the Day of Resurrection
Akhirah (Afterlife)	➢ Al-Qadr (Predestination): Implications for human freedom ➢ Akhirah: Human responsibility and accountability; Muslim beliefs and teachings about the afterlife ➢ Human Freedom and its relationship to Day of Judgement ➢ Heaven; Muslim beliefs about the nature, stages and purpose of heaven ➢ Hell; Muslim beliefs about the nature and purpose of hell
Foundations of faith	➢ The six articles of faith in Sunni Islam ➢ The five roots in Usul ad-Din in Shi'a Islam ➢ Islamic attitudes towards Kutub (books), Sahifah (Scrolls), Injil (Gospel), Tawrat (Torah), Zabur (Psalms)

From the study of the areas above learners will gain an understanding of the following concepts:

- Tawhid
- prophethood
- Allah
- immanence
- transcendence
- angels
- Al-Qadr
- akirah

Learners should be able to explain and apply these concepts in relation to the religion.

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Option 4: Judaism

Learners should be aware that Judaism is one of a diverse range of religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Islam, Sikhism, Humanism and Atheism but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and Teachings

Areas of Study	Specific Content
The nature of God	➢ Issues of God as: One, Creator: Genesis 1 3-5; 1 26-28, The Shema ➢ Law-Giver and Judge: Exodus 20:1-15 ➢ The nature and significance of shekinah (the divine presence)
Messiah (Mashiach)	➢ Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signaling the end of the world, praying for his coming, concerned more with living life according to the mitzvot
Covenant	➢ The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14, including the importance of the 'Promised Land' ➢ The meaning and significance of the Covenant with Moses: Exodus 3:11-15, including the continuing importance of the idea of a 'Promised Land'. ➢ Importance of the Ten Commandments: Exodus 20:2-14
Life on earth	➢ Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life): Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139:13-15, Jeremiah 1 :5 ➢ The relationship between free will and the 613 mitzvot (duties) between humans and with God
The afterlife	➢ Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next

From the study of the areas above learners will gain an understanding of the following concepts:

- Ten Commandments
- shekinah
- Shema
- pikuach nefesh
- Torah
- mitzvot
- Messiah
- covenant

Learners should be able to explain and apply these concepts in relation to the theme.

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Option 5: Sikhism

Learners should be aware that Sikhism is one of a diverse range of religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Islam, Judaism, Humanism and Atheism but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and Teachings

Areas of Study	Specific Content
The Nature of God	➢ Beliefs and teachings about the nature of God as expressed in the Mool Mantra: Guru Granth Sahib 1 ➢ God as Creator: GGS 294 ➢ God's relationship with human life: Guru Granth Sahib: 921
The Oneness of Humanity	➢ Beliefs and teachings about the equality of all human beings, including equality of men and women: GGS 349 ➢ Diversity of views of khalsa and non-khalsa (sahaj-dhari) Sikhs about Khalsa and the Five Ks ➢ Examples of equality in the lives of the Gurus and in Sikhism today, including practice of the Langar, Guru Amar Das appoints women preachers ➢ The priority of service to others: Daswandh (Guru Amar Das)
Gurmukh (God-centred)	➢ The importance of being God-centred (gurmurkh): GGS,125, 250, 1054-55 ➢ The elimination of haumai (pride/ego): GGS 226, 538, 466
The sangat	➢ The role of the sangat (community) in spiritual edification and progress of an individual: Guru Nanak - GGS 72, GGS 1098 ➢ As a centre of religious and ethical training: Guru Arjan - GGS 266 ➢ Basis for acts of sewa (selfless service), nihangs, khalsa
The Afterlife	➢ Teachings and beliefs about karma and rebirth: GGS 2, 78 ➢ The aim of mukti (liberation): GGS 11,43

From the study of the areas above learners will gain an understanding of the following concepts:

- Guru Granth Sahib
- langar
- gurmurkh
- Mool Mantra
- mukti
- sangat
- sewa
- khalsa

Learners should be able to explain and apply these concepts in relation to the theme.

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3 ASSESSMENT

3.1 Assessment objectives and weightings

AO1
Demonstrate knowledge and understanding of religion and belief*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

AO2
Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements

The following grid demonstrates the allocation of assessment objectives per component.

	AO1	**AO2**
Component 1	25%	25%
Component 2	12.5%	12.5%
Component 3	12.5%	12.5%
Overall weighting	**50%**	**50%**

For each series the learner's spelling, punctuation, grammar and use of specialist terminology will be assessed in specified questions that require extended writing. The total weighting for spelling, punctuation, grammar and use of specialist terminology will be 5% of the sum of all marks available for assessment objectives AO1 to AO2 i.e. 6 marks overall. In this specification SPaG is assessed in Components 1 and 2.

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4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in May/June each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination components in the same series.

The entry codes appear below.

Qualification title	Route	Entry codes
WJEC Eduqas GCSE Religious Studies (Short Course)	Route 1 - including Component 3 Option 1: Buddhism	C125P1
	Route 2 - including Component 3 Option 2: Hinduism	C125P2
	Route 3 - including Component 3 Option 3: Islam	C125P3
	Route 4 - including Component 3 Option 4: Judaism	C125P4
	Route 5 - including Component 3 Option 5: Sikhism	C125P5

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine-point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

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