**Equipment you will need: pen**

**Assessment description: -**

Your assessment is comprised of three papers:

**Paper 1:** A set of questions from the AQA Paper 1 Option 3 The Study of Religions – Christianity

Your assessment is a set of questions from the Christianity beliefs and teachings and practices units.

There are 102 marks available, including 6 for SPaG. There are 51 marks available per paper, including 3 for SPaG. You have 1 hour 45 minutes to complete **both** the Christianity **and** Islam paper. Each section should take no more than 25 minutes to answer

The questions are split into two sections – one set is about beliefs and teachings and the other is about practices. In each set…

Q1 is a 1 mark multiple choice question.

Q2 is a 2 mark question that asks you to ‘give’ two ideas. If you provide more than two responses only the first two responses should be considered for marking.

Q3 is a 4 mark question that asks you to explain two ideas. You must develop each point to score full marks.

Q4 is a 5 mark question that asks you to explain two ideas (develop each one) and use sacred writing or a religious teaching to back up one of your ideas.

Q5 is a 12 mark question in which you evaluate a statement. In your answer you should:

* refer to Christian teaching
* give developed arguments to support this statement
* give developed arguments to support a different point of view
* reach a justified conclusion**.**

Here is the generic markscheme for 12 mark questions.

|  |  |  |
| --- | --- | --- |
| **Level** | **Criteria** | **Mark** |
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. **References to religion applied to the issue.**  | 10-12 |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. **Clear reference to religion.**  | 7-9 |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. **OR** Recognition of different points of view, each supported by relevant reasons / evidence. **Maximum of Level 2 if there is no reference to religion.**  | 4-6 |
| 1 | Point of view with reason(s) stated in support. | 1-3 |
| 0 | Nothing worthy of credit | 0 |

**Revision List Christian Beliefs and Teachings**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| The nature of God – omnipotent, loving, just, omniscient |  |
| The oneness of God and the Trinity |  |
| Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) |  |
| Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. |  |
| The problem of evil and suffering |  |
| Beliefs and teachings about the incarnation and Jesus as the Son of God |  |
| Beliefs and teachings about the crucifixion, resurrection and ascension |  |
| Beliefs and teachings about sin, including original sin |  |
| Beliefs and teachings about the means of salvation, including law, grace and Spirit |  |
| Beliefs and teachings about the role of Christ in salvation including the idea of atonement |  |

**Revision List Christian Practices**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| Different forms of worship and their significance |  |
| Liturgical and non-liturgical worship |  |
| Informal worship |  |
| Private and public worship |  |
| Quaker worship |  |
| The use of the Bible in worship |  |
| Prayer and its significance |  |
| The Lord’s Prayer |  |
| Set prayers |  |
| Informal prayer |  |
| The role and meaning of the sacraments |  |
| The sacrament of baptism and its significance for Christians |  |
| Believers' baptism |  |
| Different beliefs about infant baptism |  |
| The sacrament of Holy Communion/Eucharist and its significance for Christians |  |
| Different ways in which Holy Communion/Eucharist is celebrated |  |
| Different interpretations of the meaning of Holy Communion/Eucharist |  |
| The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona |  |
| The celebrations of Christmas and Easter, including their importance for Christians in GreatBritain today. |  |
| The role of the Church in the local community, including food banks and street pastors. |  |
| The place of mission, evangelism and Church growth. |  |
| The importance of the worldwide Church |  |
| The importance of the worldwide Church in working for reconciliation |  |
| How Christian churches respond to persecution |  |
| The work of Christian Aid |  |

**Paper 2:** A set of questions from the AQA Paper 1 Option 5 The Study of Religions – Islam

Your assessment is a set of questions from the Islam beliefs and teachings and practices units.

There are 102 marks available, including 6 for SPaG. There are 51 marks available per paper, including 3 for SPaG. You have 1 hour 45 minutes to complete **both** the Christianity **and** Islam paper. Each section should take no more than 25 minutes to answer

The questions are split into two sections – one set is about beliefs and teachings and the other is about practices. In each set…

Q1 is a 1 mark multiple choice question.

Q2 is a 2 mark question that asks you to ‘give’ two ideas. If you provide more than two responses only the first two responses should be considered for marking.

Q3 is a 4 mark question that asks you to explain two ideas. You must develop each point to score full marks.

Q4 is a 5 mark question that asks you to explain two ideas (develop each one) and use sacred writing or a religious teaching to back up one of your ideas.

Q5 is a 12 mark question in which you evaluate a statement. In your answer you should:

* refer to Islamic teaching
* give developed arguments to support this statement
* give developed arguments to support a different point of view
* reach a justified conclusion**.**

Here is the generic markscheme for 12 mark questions.

|  |  |  |
| --- | --- | --- |
| **Level** | **Criteria** | **Mark** |
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. **References to religion applied to the issue.**  | 10-12 |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. **Clear reference to religion.**  | 7-9 |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. **OR** Recognition of different points of view, each supported by relevant reasons / evidence. **Maximum of Level 2 if there is no reference to religion.**  | 4-6 |
| 1 | Point of view with reason(s) stated in support. | 1-3 |
| 0 | Nothing worthy of credit | 0 |

**Revision List Islamic Beliefs**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| The six articles of faith in Sunni Islam |  |
| The five roots of Usul ad-Din in Shi’a Islam |  |
| Key similarities and differences between the articles and roots |  |
| Tawhid (the Oneness of God), Qur’an Surah 112. |  |
| The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence. |  |
| Angels, their nature and role, including Jibril and Mika’il. |  |
| Predestination and human freedom and its relationship to the Day of Judgement. |  |
| Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. |  |
| Risalah (Prophethood) |  |
| The role and importance of Adam |  |
| The role and importance of Ibrahim |  |
| The role and importance of Muhammad |  |
| The holy books: Qur’an: revelation and authority |  |
| The holy books: the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. |  |
| The imamate in Shi'a Islam: its role and significance. |  |

**Revision List Islamic Practices**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| Five Pillars of Sunni Islam |  |
| Ten Obligatory Acts of Shi’a Islam |  |
| Shahadah: declaration of faith and its place in Muslim practice |  |
| Salah and its significance |  |
| How and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations |  |
| Salah in the home and mosque and elsewhere |  |
| Friday prayer: Jummah |  |
| Key differences in the practice of Salah in Sunni and Shi’a Islam, |  |
| Different Muslim views about the importance of prayer |  |
| Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur’an 96:1-5 |  |
| Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi’a Islam |  |
| Hajj: the role and significance of the pilgrimage to Makkah including origins |  |
| How hajj is performed, the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance |  |
| Jihad: the meaning and significance of greater and lesser jihad |  |
| Origins, influence and conditions for the declaration of lesser jihad |  |
| Festivals and commemorations and their importance for Muslims in Great Britain today |  |
| Origins and meaning of Id ul-Adha |  |
| Origins and meaning of Id ul-Fitr |  |
| Origins and meaning of Ashura |  |

**Paper 3:** A set of questions from the AQA Paper 2A Thematic Studies. You will complete the following four themes - Relationships and Families / Religion & Life / Religion, Peace and Conflict / Religion, Crime and Punishment.

For each theme, there are 24 marks available with three additional marks for SPaG on the 12 mark question. You have 1 hour 45 minutes. Each theme should take no more than 25 minutes to answer.

Q1 is a 1 mark multiple choice question.

Q2 is a 2 mark question that asks you to ‘give’ two ideas. If you provide more than two responses only the first two responses should be considered for marking.

Q3 is a 4 mark question that asks you to explain two ideas in one of the following formats. You must develop each point to score full marks.

* Explain two similar religious beliefs about…
* Explain two contrasting religious beliefs about…
* Explain two contrasting beliefs in contemporary British society about…. In your answer you should refer to the main religious tradition of Great Britain and one or more other religious traditions.

Q4 is a 5 mark question that asks you to explain two ideas (develop each one) similar to Q3 but you must use sacred writing or a religious teaching to back up one of your ideas.

Q5 is a 12 mark question in which you evaluate a statement. In your answer you should:

* should give reasoned arguments in support of this statement
* should give reasoned arguments to support a different point of view
* should refer to religious arguments
* may refer to non-religious arguments
* should reach a justified conclusion.

Here is the generic markscheme for 12 mark questions.

|  |  |  |
| --- | --- | --- |
| **Level** | **Criteria** | **Mark** |
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. **References to religion applied to the issue.**  | 10-12 |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. **Clear reference to religion.**  | 7-9 |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. **OR** Recognition of different points of view, each supported by relevant reasons / evidence. **Maximum of Level 2 if there is no reference to religion.**  | 4-6 |
| 1 | Point of view with reason(s) stated in support. | 1-3 |
| 0 | Nothing worthy of credit | 0 |

**Revision List: Relationships and families**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| Human sexuality including: heterosexual and homosexual relationships |  |
| Religious beliefs about sexual relationships before marriage |  |
| Religious beliefs about sexual relationships outside of marriage |  |
| Religious beliefs about contraception and family planning |  |
| Religious beliefs about the nature and purpose of marriage |  |
| Religious beliefs about same-sex marriage and cohabitation |  |
| Divorce, including reasons for divorce, and remarrying |  |
| Religious beliefs about divorce and remarriage |  |
| Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion |  |
| The nature of families, including the role of parents and children, extended families and the nuclear family. |  |
| The purpose of families including: procreation, stability and the protection of children, educating children in a faith |  |
| Religious and secular beliefs about same-sex parenting |  |
| Religious and secular beliefs about polygamy |  |
| The roles of men and women in society |  |
| The roles of men and women in religious organisations |  |
| Gender prejudice and discrimination, including examples |  |
| Religious and ethical beliefs about gender equality |  |
| Contrasting beliefs in contemporary British society: contraception, sexual relationships before marriage, homosexual relationships. |  |

**Revision List: Peace and Conflict**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| The meaning and significance of peace, justice, forgiveness, reconciliation. |  |
| Violence, including violent protest. |  |
| Terrorism. |  |
| Reasons for war, including greed, self-defence and retaliation. |  |
| The just war theory, including the criteria for a just war. |  |
| Holy war. |  |
| Pacifism. |  |
| Religion and belief as a cause of war and violence in the contemporary world. |  |
| Nuclear weapons, including nuclear deterrence. |  |
| The use of weapons of mass destruction. |  |
| Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. |  |
| Religious responses to the victims of war including the work of one present day religious organisation.  |  |
| Contrasting beliefs in contemporary British society, including Christianity and one or more other religious traditions, about violence, weapons of mass destruction and pacifism. |  |

**Revision List: Religion and Life**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| Religious teachings about the origins of the universe, and different interpretations of these |  |
| The relationship between scientific views of the origins of the universe, such as the Big Bang theory, and religious views |  |
| The value of the world and the duty of human beings to protect it, including religious teachings about stewardship, dominion, responsibility, awe and wonder |  |
| The use and abuse of the environment, including the use of natural resources, pollution |  |
| The use and abuse of animals including animal experimentation and the use of animals for food |  |
| Religious teachings about the origins of human life, and different interpretations of these |  |
| The relationship between scientific views about the origins of human life, such as evolution, and religious views |  |
| The concepts of sanctity of life and the quality of life |  |
| Abortion, including situations when the mother's life is at risk |  |
| Ethical arguments related to abortion, including those based on the sanctity of life and quality of life |  |
| Euthanasia |  |
| Beliefs about death and an afterlife, and their impact on beliefs about the value of human life |  |

**Revision List: Crime and Punishment**

|  |  |
| --- | --- |
| **Content** | **Revised** |
| Good and evil intentions and actions, including whether it can ever be good to cause suffering. |  |
| Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. |  |
| Views about people who break the law for these reasons. |  |
| Views about different types of crime, including hate crimes, theft and murder. |  |
| The aims of punishment, including: retribution, deterrence, reformation. |  |
| The treatment of criminals, including: prison, corporal punishment, community service. |  |
| Forgiveness. |  |
| The death penalty. |  |
| Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.  |  |
| Contrasting beliefs in contemporary British society, including Christianity and one or more other religious traditions, about corporal punishment, the death penalty, forgiveness. |  |