



# Year 9 GCSE Religious Education STUDENT

# GCSE Religious Education Handbook

## GCSE Religious Education – An Overview

**Examining body:** Edexcel

### Course overview:

You will study two units over the duration of this course – Marks' Gospel and Religion and Life (Christianity and Islam). Within those two units the following topics will be covered:

- Mark's Gospel
- Discipleship
- Conflict and Argument
- Death and Resurrection
- The identity of Jesus
- Religion and Life
- Christian Faith
- Islamic Faith
- Believing in God
- Matters of Life and Death
- Marriage and the Family
- Religion and Community Cohesion

Every topic you study over this course aims to give you core knowledge, skills and understanding that are not only specific to this subject and applicable to your future studies and work (even if this is not within RE) but also help you to develop spiritually and morally; making up your own minds about world issues and giving you the chance to make informed choices.

- You will explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning on life in the UK and the world today.
- You will have the chance to express personal responses and give informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
- You will adopt an enquiring, critical and reflective approach to the study of religion by exploring religions and beliefs, reflecting on fundamental questions, and engaging with them intellectually personally.

The course is designed to help develop your understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion by reflecting on your own values, opinions and attitudes.

# GCSE Religious Education Handbook

## **Assessment:**

The two units you will study over this GCSE will both be examined externally in a Summer examination.

Each unit is assessed through a one-and-a-half hour examination, divided into four sections.

You must choose one out of two questions from each section. This means that you will answer four questions in total in each unit's examination.

Each question is divided into four parts with each part increasing in difficulty. This means that you have a chance to show a range of knowledge and skills in the examination and that there is one paper that everyone will sit. There is no foundation or higher paper.

Each unit gives 50 per cent of the total GCSE marks.

The total number of marks available for each paper is 80.

There is no coursework, although you will be set Independent Learning and Projects across the year in order for your to gain an in-depth insight into the religions and ethical issues being studied.

# GCSE Religious Education Handbook

## YEAR 9 PLANNER

	<b>Autumn Half-term 1</b>	<b>Autumn Half-term 2</b>
<b>Topics</b>	Matters of Life and Death <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Medical Ethics</li> </ul>	Matters of Life and Death <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Medical Ethics</li> </ul>

	<b>Spring Half-term 1</b>	<b>Spring Half-term 2</b>
<b>Topics</b>	Believing in God <ul style="list-style-type: none"> <li>• Theism and Atheism</li> <li>• God's existence</li> <li>• Practices with Islam and Christianity</li> </ul>	Believing in God <ul style="list-style-type: none"> <li>• Theism and Atheism</li> <li>• God's existence</li> <li>• Practices with Islam and Christianity</li> </ul>

	<b>Summer Half-term 1</b>	<b>Summer Half-term 2</b>
<b>Topics</b>	St Mark's Gospel Key question: Who is Jesus? Chapters 1-4	St Mark's Gospel Key question: What did Jesus do and why did he do it? Chapters 4-6
<b>Assessment</b>		Continuous assessment through the year. Summer Exam.

## YEAR 10 PLANNER

	<b>Autumn Half-term 1</b>	<b>Autumn Half-term 2</b>
<b>Topics</b>	Marriage and the Family in Christianity and Islam <ul style="list-style-type: none"> <li>• Weddings and Divorce</li> <li>• Families</li> <li>• Homosexuality</li> <li>• Sex and Contraception</li> </ul>	Marriage and the Family in Christianity and Islam <ul style="list-style-type: none"> <li>• Weddings and Divorce</li> <li>• Families</li> <li>• Homosexuality</li> <li>• Sex and Contraception</li> </ul>

	<b>Spring Half-term 1</b>	<b>Spring Half-term 2</b>
<b>Topics</b>	St Mark's Gospel Key question: What did Jesus teach? Chapters 6-9	St Mark's Gospel Key question: What did Jesus teach? Chapters 9-13

	<b>Summer Half-term 1</b>	<b>Summer Half-term 2</b>
<b>Topics</b>	St Mark's Gospel Key question: How is Jesus a rebel? Chapters 10-13	St Mark's Gospel Key question: How is Jesus a rebel? Chapters 10-13
<b>Assessment</b>		Continuous assessment through the year. Summer Exam.

# GCSE Religious Education Handbook

## YEAR 11 PLANNER

	<b>Autumn Half-term 1</b>	<b>Autumn Half-term 2</b>
<b>Topics</b>	Community Cohesion in Christianity <ul style="list-style-type: none"> <li>• Sexism</li> <li>• Racism</li> <li>• Xenophobia</li> <li>• Religious Tolerance</li> </ul>	Community Cohesion in Islam <ul style="list-style-type: none"> <li>• Sexism</li> <li>• Racism</li> <li>• Xenophobia</li> <li>• Religious Tolerance</li> </ul>

	<b>Spring Half-term 1</b>	<b>Spring Half-term 2</b>
<b>Topics</b>	St Mark's Gospel Key question: Why did Jesus die? Chapters 13-16	Revision and Exam Preparation Units 1 and 2

	<b>Summer Half-term 1</b>	<b>Summer Half-term 2</b>
<b>Topics</b>		Revision sessions
<b>Assessment</b>		External Examination of Units 1 and 2
<b>Assessment</b>		Mock exams

# GCSE Religious Education Handbook

## Resources & Useful Links

### Fronter Independent Learning

As in Key Stage 3, much of your Independent Learning will be set using Fronter. As mentioned in the rules and expectations section of this handbook, it is very important that you find out where you went wrong by reading your feedback.

### Fronter Forums

Make use of the forums to help you present your ideas clearly to other people. You will need to practise using evidence to support your conclusions and this is a good way to do it.

### Fronter videos

Make use of the links provided on TRUETUBE and other RE websites. These videos give you guidance not only on key religious ideas and beliefs, but also on how to use them well in a GCSE answer or presentation.

### Fronter lesson presentations and worksheets

If you are absent or cannot attend a lesson for any other reason, or even if you just need to go back over the activities from a lesson, all of the presentations you see on the interactive whiteboard in class are uploaded to Fronter in a student-friendly version.

### Text books

There are a range of textbooks with information that you will find useful in the LRC and room 219. As well as this you will all have your own copy of Mark's Gospel, which will be your most important resources for Unit 1. Course textbooks will be provided with relevant sections and activities loaded on to Fronter.

### This course handbook!

At the back of this course handbook, you have all of the vocabulary lists Units 1 and 2. Fill these in as you go along, and make sure you know as many of the words as possible and use them to support your answers.

This handbook also gives you a definitive guide to what you need to do to get an A\* / A / B or C grade. Ensure that you are familiar with these criteria.

### Revision guide

During the course, you will be issued with a revision guide, which includes useful tips and strategies to help revise for exams.

**Past papers** <http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE-SAMS-Religious-Studies-Booklet-2008.pdf>

# GCSE Religious Education Handbook

A wide range of past exam papers are available to download for free on the Edexcel website. Mark schemes are also available.

## **Edexcel Student Guide –**

<http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE09-RS.pdf>

This guide contains some basic information about the course structure.

## **Clubs**

### **Debating Club**

Keep an eye out for debating opportunities in Enrichment and after school clubs. This will help with the structure of your longer answers and your use of evidence to support your key points.

### **RE Quest**

An excellent website to help you with any gaps in your knowledge. It would be useful for you to take their quizzes and look at their case studies to refresh your knowledge of Christianity!

### **The GCSE RE Site**

Some useful and detailed quizzes and model answers. A Great tool for helping you assess your own learning.

[www.religiousstudies.co.uk](http://www.religiousstudies.co.uk)

Click on the revision section for mindmaps and quizzes and the Philosophy and Ethics section for a run down of what you need for GCSE and some activities to help you prepare.

### **BBC Bitesize RE**

A revision site to help you check for gaps in your knowledge.

### **BBC Religion and Ethics**

A great source of information on the world's religions and the variety of attitudes held towards different ethical and social issues.

### **TRUETUBE**

A fantastic resource of videos from a variety of religious and cultural backgrounds and addressing all the issues in Unit 2 of this course.

# GCSE Religious Education Handbook

## The Big Questions

Fancy learning by watching TV?

Tune in to BBC at 10am on Sunday mornings to watch this religion and ethics debate show. They often have a range of speakers from different faith backgrounds and communities and will really help you reach your targets and beyond!



## Unit 1 Mark's Gospel

### Content overview

This unit studies the nature of St Mark's Gospel in the New Testament section of the Bible and its effects on the lives of Christians in the UK. There are four sections covering discipleship, conflict and argument, death and resurrection, and the identity of Jesus. By the end of this unit you should be aware of the meaning of the key words in the glossary section of this handbook and should be able to explain their meanings and be able to use them in your examination answers. You will also need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment of this unit will be through a one-and-a-half-hour examination. The examination will be divided into four sections and you will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

## Section 1 – Discipleship

You will be required to:

- demonstrate knowledge and understanding of the specification
- express their own responses to the issues and questions raised by the specification using reasons and evidence
- evaluate alternative points of view about these issues and questions

The unit will cover:

- How the nature of discipleship is shown in the call of the first disciples (1:14-20, 2:13-17), and why it is important for Christians today.
- How the nature of discipleship is shown in the sending out of the Twelve (6:7-13), and how it affects ideas about Christian living today.
- How the costs of discipleship are shown in the true family of Jesus (3:31-35), and why this teaching causes problems for some Christians today.
- How the costs of discipleship are shown in true greatness (9:33-37), and why this teaching causes problems for some Christians today.
- How the costs of discipleship are shown in the rich man (10:17-31), and why this teaching causes problems for some Christians today.
- How the costs of discipleship are shown in the parable of the tenants (12:1-12), and its relationship to Christians today.

# GCSE Religious Education Handbook

- How the problems of discipleship are shown in the spirit cast out of the boy (9:14-29), and why this teaching causes problems for some Christians today.
- How the problems of discipleship are shown in the parable of the sower (4:1-20), and why Mark's account causes problems for Christians today.
- How the problems of discipleship are shown in Jesus and service (10:41-45), and what it means for Christian living today.
- How the problems of discipleship are shown in the failure of the disciples (14:27-42), and how it might both help and cause problems for Christians today.
- How the problems of discipleship are shown in Peter's denial (14:66- 72), and how it might both help and cause problems for Christians today.

## Section 2 – Conflict and Argument

You will cover:

- Why the healing of the paralysed man led to conflict (2:1-12) and its significance for Christians today.
- Why disagreements about the Sabbath led to conflict (2:23-3:6) and their significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why disagreements about the meaning of the Law led to conflict (7:1- 23) and their significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why Jesus' predictions of his passion might have led to conflict (8:31- 33, 9:30-32, 10:32-34) and their significance for Christians today.
- Why Jesus' entry into Jerusalem might have caused conflict (11:1-11) and its significance for Christians today.
- Why Jesus' cleansing of the Temple might have caused conflict (11:15- 18) and its significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why the argument about authority might have led to conflict (11:27- 33) and its significance for Christians today.
- Why Jesus' answer to the question about Caesar and taxes might have led to conflict (12:13-17) and its significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why Jesus' argument with the Sadducees about resurrection might have led to conflict (12:18-27) and its significance for Christians today.
- Why the anointing at Bethany might have led to conflict (14:3-9) and its significance for Christians today.
- The meaning and significance of the plot to kill Jesus (14:1-2, 10-11, 17-21).

## Section 3 – Death and Resurrection

You will cover:

- The meaning and significance of the Last Supper for Mark (14:12-31). Why the Last Supper is important for Christians today.
- The meaning and significance of the prayers in Gethsemane (14:32- 42), and why they might cause problems for some Christians today.
- The meaning and significance of the betrayal and arrest (14:43-52) in Mark, and why there are different attitudes to Judas among Christians today.
- The meaning and significance of the trial before the High Priest (14:53-65) in Mark, and how it affects Christian attitudes to justice.
- The meaning and significance of the trial before Pilate (15:1-15) in Mark, and why

# GCSE Religious Education Handbook

- Christians today see the significance differently from Mark.
- The meaning and significance of the crucifixion (15:21-39) in Mark. Why the crucifixion is important for Christians today.
  - The meaning and significance of the burial for Christians today.
  - The meaning and significance of the resurrection for Mark as recorded in 16:1-8. The meaning and significance of the resurrection for Christians today.



## Section 4 – The Identity of Jesus

You will cover:

- What the baptism shows about Jesus (1:2-11) for Mark, and why it causes problems for some Christians today.
- What Peter's confession at Caesarea Philippi shows about Jesus (8:27- 33) in Mark, and why Matthew's record (Matthew 16:13-20) is more important for Roman Catholic Christians today.
- What the transfiguration shows about Jesus (9:1-10) for Mark, and why it causes problems for some Christians today.
- What the calming of the storm shows about Jesus (4:35-41) for Mark, and why it causes problems for some Christians today.
- What the feeding of the five thousand shows about Jesus (6:32-44) for Mark, and why it causes problems for some Christians today.
- What the walking on the sea shows about Jesus (6:45-52) for Mark, and why it causes problems for some Christians today.
- What the healing of Legion shows about Jesus (5:1-20) for Mark, and why it causes problems for some Christians today.
- What the raising of Jairus' daughter shows about Jesus (5:21-43) for Mark, and why it causes problems for some Christians today.
- What the title 'Messiah' shows about Jesus and its significance for Christians today.
- What the title 'Son of Man' shows about Jesus and its significance for Christians today.
- Why reading Mark's Gospel leads some people to believe that Jesus was the Son of God.

## Unit 2 Religion and Life

### Content overview

In this unit you will study the relationship between religion and life in the UK. There are four sections covering believing in God, matters of life and death, marriage and the family, and religion and community cohesion.

Your studies will be based on two religions: Christianity and Islam.

By the end of this unit you should be aware of the meaning of the key words in the glossary section of this handbook and shoul be able to explain their meanings and be able to use them in your examination answers. You will also need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment of this unit will be through a one-and-a-half-hour examination. The examination will be divided into four sections and you will be expected to choose one of the two questions set on

# GCSE Religious Education Handbook

each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

## Section 1 – Believing in God

You will cover:

- The main features of a religious upbringing in one religion and how it may lead to belief in God.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in God.
- The argument from design and how it may, or may not, lead to belief in God.
- The argument from causation and how it may, or may not, lead to belief in God.
- Why scientific explanations of the origins of the world may lead some people not to believe in God. How one religion responds to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in God. How one religion responds to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in God. How one religion responds to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in God.

## Section 2 – Matters of Life and Death

You will cover:

- Why Christians believe in life after death and how beliefs about life after death affect their lives.
- Why the followers of one religion other than Christianity believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, the evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue. Different Christian attitudes to abortion and the reasons for them. Different attitudes to abortion in one religion other than Christianity and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue. Christian attitudes to euthanasia and the reasons for them. Attitudes to euthanasia in one religion other than Christianity and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.

## Section 3 – Marriage and the Family

You will cover:

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Christian attitudes to sex outside marriage and the reasons for them.
- Attitudes to sex outside marriage in one religion other than Christianity and the reasons for them.
- Different Christian attitudes to divorce and the reasons for them.
- Different attitudes to divorce in one religion other than Christianity and the reasons for

# GCSE Religious Education Handbook

them.

- Christian teachings on family life and its importance.
- The teachings of one religion other than Christianity on family life and its importance.
- Christian attitudes to homosexuality and the reasons for them.
- Attitudes to homosexuality in one religion other than Christianity and the reasons for them.
- Different Christian attitudes to contraception and the reasons for them.
- Different attitudes to contraception in one religion other than Christianity and the reasons for them.

## Section 4 – Religion and Community Cohesion

You will cover:

- How and why attitudes to the roles of men and women have changed in the UK. Different Christian attitudes to equal rights for women in religion and the reasons for them. Different attitudes to equal rights for women in religion in one religion other than Christianity and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- Why Christians should help to promote racial harmony. Why the followers of one religion other than Christianity should help to promote racial harmony.
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

# GCSE Religious Education Handbook

## OFFICIAL CRITERIA FOR GCSE GRADES A\*-C

### Grade A Descriptor

Candidates demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary. They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.

### Grade C Descriptor

Candidates demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can describe the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately. They use argument supported by relevant evidence to express and evaluate different responses to issues studied. They refer to different points of view in making judgements about these issues.

# GCSE Religious Education Handbook

## CHELSEA ACADEMY GUIDELINES FOR ACHIEVEMENT

### Grade A

- ✓ I can demonstrate detailed knowledge and understanding of beliefs, values and traditions.
- ✓ I can explain the impact of beliefs, values and traditions on individuals, communities and Society.
- ✓ I can use detailed examples and case studies to support every point I make.
- ✓ I consistently use and interpret a range of specialist vocabulary.
- ✓ I draw out and explain the meaning and religious significance of the key elements of each religion studied.
- ✓ I can explain how differences in belief lead to differences in religious response.
- ✓ I can support, analyse and evaluate a range of religious responses recognising the complexity of issues, weighing up opinions and making reasoned judgments supported by evidence and a well structured argument.

### Grade C

- ✓ I can demonstrate some knowledge and understanding of beliefs and values.
- ✓ I can explain how religious beliefs impact on people's lives.
- ✓ I can use key words when questions ask for it specifically.
- ✓ I can describe and explain key elements of religions studied.
- ✓ I can use evidence to support and argue about religious responses to a range of issues.
- ✓ I can give a personal opinion and use examples as evidence for this.

### Quality of written communication

You will also get marks for the quality of your written work. All of your answers will need to be written in standard, formal English. The examiners will take into account spelling, punctuation and grammar. Correct spelling is particularly important when using key words.

Candidates must:

- Write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- Select and use a form and style of writing appropriate to purpose and to complex subject matter
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

# GCSE Religious Education Handbook

## Glossary

You will need to learn these words and practise including them in your written answers. You need to know how to spell them as well as what they mean.

To use this glossary go through each word with a dictionary and write the meaning next to it.

### A

Agnosticism  
Atheism  
Abortion  
Assisted Suicide  
Adultery  
Akhirah  
Al'Jannah

### B

Blasphemy  
Baptism  
Barzakh

### C

Conversion  
Community cohesion  
Civil partnership  
Contraception  
Cohabitation  
corban  
Crucifixion  
Confession

### D

Discrimination  
Disciples  
Divorce

### E

Euthanasia  
Ethnic minority  
Elijah

### F

Free Will

# GCSE Religious Education Handbook

Faithfulness  
Fasting  
Feast of unleavened bread

## G

Gethsemane  
Golgotha

## H

Homosexuality  
High Priest  
Healing

## I

Interfaith marriages  
Immortality of the Soul

## J

Judas Iscariot  
Jairus  
John the Baptist

## K

## L

Levi  
Last supper  
Legion

## M

Multi-ethnic society  
Multi-faith society  
Miracle  
Moral Evil  
Miracle  
Messiah  
Moses  
Monotheism

## N

Natural Evil  
Numinous  
Near Death Experiences (NDEs)  
Non-voluntary Euthanasia

# GCSE Religious Education Handbook

Nuclear Family  
Nature Miracle

## O

Omnibenevolent  
Omnipotent  
Omniscient  
Omnipresent

## P

Prejudice  
Pluralism  
Prayer  
Paranormal activity  
Premarital Sex  
Procreation  
Promiscuity  
Peter's denial  
Palm Sunday  
Passion  
Pharisees  
Passover  
Pontius Pilate

## Q

Quality of Life

## R

Racial Harmony  
Religious Freedom  
Religious prejudice  
Racism  
Religious Pluralism  
Reincarnation  
Resurrection  
Reconstituted family  
Remarriage  
Ritual cleanliness

## S

Society  
Sexism  
Sanctity of life  
Self-sacrifice  
Service  
Sons of Zebedee  
Sabbath

# GCSE Religious Education Handbook

Sadducees  
Sinners  
Sanhedrin  
Son of Man

## T

The Ten Commandments  
Tawid  
The eye of a needle  
The Kingdom  
True Family  
True greatness  
The twelve  
The law  
The temple  
Transfiguration  
Trinity

## U

Upper Room

## V

Voluntary Euthanasia

## W

## X

## Y

## Z