



Year 10

Steps to Success Presentation

Religious Studies

Mrs Johnston – Teacher of Religious Studies

Introduction to the subject

Name of subject: Religious Studies

Type of qualification: GCSE

Exam board: AQA Specification A

The components of the qualification:

Component 1: The study of religions beliefs and practices – Christianity and Islam (Paper 1)

Component 2: Thematic Studies - Theme A - Relationships and Families, Theme B – Religion and Life, Theme D – Religion Peace and Conflict and Theme E – Religion, Crime and Punishment. (Paper 2)



Course Outline

The course is split into two distinct sections. The study of beliefs, teachings and practices related to Christianity and Islam and the thematic studies.

Paper 1	Beliefs and Teachings	Practices
Christianity	<p>The nature of God</p> <p>The oneness of God and the Trinity</p> <p>Different Christian beliefs about creation</p> <p>Different Christian beliefs about the afterlife and their importance to different religious traditions.</p> <p>The incarnation and Jesus as the Son of God.</p> <p>The crucifixion, resurrection and ascension.</p> <p>Sin, including original sin.</p> <p>The means of salvation, including law, grace and Spirit.</p> <p>The role of Christ in salvation including the idea of atonement.</p>	<p>Different forms of worship and their significance.</p> <p>The role and meaning of the sacraments.</p> <p>The role and importance of pilgrimage.</p> <p>The role and importance of celebrations in the Christian calendar including their importance for Christians in Great Britain today.</p> <p>The role of the Church in the local community.</p> <p>The place of mission, evangelism and Church growth.</p> <p>The importance of the worldwide Church including: working for reconciliation, how Christian churches respond to persecution and the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p>



Course Outline

Paper 1	Beliefs and Teachings	Practices
Islam	<p>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam.</p> <p>Tawhid (the Oneness of God).</p> <p>The nature of God.</p> <p>Different ideas about God's relationship with the world: immanence and transcendence.</p> <p>Angels, their nature and role, including Jibril and Mika'il.</p> <p>Predestination and human freedom and its relationship to the Day of Judgement.</p> <p>Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority including the role and importance of Adam, Ibrahim and Muhammad.</p> <p>The holy books: Qur'an, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</p>	<p>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.</p> <p>Shahadah: declaration of faith and its place in Muslim practice.</p> <p>Salah and its significance.</p> <p>Key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</p> <p>Sawm: the role and significance of fasting during the month of Ramadan.</p> <p>Zakah: the role and significance of giving alms.</p> <p>Hajj: the role and significance of the pilgrimage.</p> <p>Jihad: different understandings of jihad</p> <p>Festivals and commemorations and their importance for Muslims in Great Britain today.</p>



Course Outline

Paper 2	
Theme A Relationships and Families	<p>Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Contraception, sexual relationships before marriage and homosexual relationships.</p> <p>Human sexuality: Sexual relationships before and outside of marriage. Contraception and family planning.</p> <p>The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and gender equality: 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.</p> <p>Contemporary family issues: same-sex parents and polygamy.</p> <p>The roles of men and women: Gender equality and gender prejudice and discrimination, including examples.</p>



Course Outline

Paper 2	
Theme B Religion and Life	<p>Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Abortion, Euthanasia and Animal experimentation.</p> <p>The origins of the universe: religious teachings about the origins of the universe, the relationship between scientific views, 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 teaching 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.</p> <p>The origins of life: religious teachings about the origins of human life, the relationship between scientific views, 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.</p>



Course Outline

Paper 2	
Theme D Religion, Peace and Conflict	<p>Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Violence. Weapons of mass destruction and Pacifism.</p> <p>Religion, violence, terrorism and war. The meaning and significance of: peace, justice, forgiveness, reconciliation. Violence, including violent protest and terrorism. Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war and 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.</p>



Course Outline

Paper 2	
Theme E Religion, Crime and Punishment	<p>Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Corporal punishment. Death penalty. Forgiveness.</p> <p>Religion, crime and the causes of crime. 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.</p>



Assessment

Externally the subject is assessed over two exams each lasting 1hour 45minutes.

Paper 1 will include only things taught from component 1: The study of religions: beliefs, teachings and practices. Students will be expected to answer questions on both Christianity and Islam. Paper 1 is out of 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG) and makes up 50% of the GCSE.

Each religion has a common structure of two five-part questions. For each question there are smaller questions worth 1, 2, 4, 5 and 12 marks. Students will be expected to answer all the questions relating to Christianity and Islam.

Paper 2 will include only things taught from component 2: Thematic Studies. Students will have to identify the four themes they have been taught (A,B,D and E) and ONLY answer the questions relating to these themes. Paper 2 is out of 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG) and makes up 50% of the GCSE. As with Paper 1 each theme has a common structure of one five-part question. For each question there are smaller questions worth 1, 2, 4, 5 and 12 marks.



Key learning habits for success in this subject

Below are a few key learning habits to successful revision.

A) Planning: Have you created a plan?

Do you know when your exams are?

Have you made sure that you have enough time to revise all the key areas?

b) Revising: Monitoring and adapting your plan along the way to allow for areas of strength and areas of weakness.

Have you fully responded to comments on work your teacher has marked?

Have you made sure you have caught up on work missed?

c) Methods: Have you created revision notes? Have you worked out your best method of learning?

Have you utilised revision resources (revision guides, internet sites, podcasts and your own notes)?

Have you got identified key quotes for each unit that you can use as evidence and examples?

d) Place: Have you made a specific area for your revision learning space?

Have you reduced all distractions (mobile phone, tv, social media, music)?

Make sure you keep hydrated with water.

Get out of your seat and move around every 20-30 minutes but for no more than 5 minutes.



What can I do to support my child?

Encouraging good study skills

Your child may feel really overwhelmed when they start their GCSEs, which is totally understandable. Here are some things you can do to help them make a successful transition from KS3 to GCSE. It is also a good idea to encourage your child to discuss their RE work. Many of our lessons will use discussion to develop arguments and consider other opinions to statements and questions. Discussing contemporary issues, or what they have been studying that day can help your child develop these skills.

Getting homework done on time

Your child will receive regular homework, which will usually take the form of exam questions. To help your child do the best they can, they could prepare a homework timetable that will help them to organise their priorities and meet deadlines. Even if they don't have official homework, by taking responsibility for independent learning, it will help support understanding and encourage good habits.

Creating the right environment

Creating a study space is a really positive thing to do where your child can work away from distractions if possible. Also making sure your child has everything they need – notebooks, revision books, pens, paper, post-it notes, index cards, and so on. You could buy folders that allow them to divide and organise their work into sections, so their work is easy to access.



Key reading

More information can be found at:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h> (Good for revision and key information)

www.reonline.org.uk (A good source of information/resources and articles.)

<https://www.therepodcast.co.uk/> The RE Podcast is available on most podcast channels. There are various episodes that cover large areas of the specification. They are written and presented by RE Teachers directly for RE students in the UK

- www.biblegateway.co.uk An online searchable Bible. This is useful for finding quotes and supporting evidence.



Any questions

If you have any questions regarding Religious Studies please email me directly J.johnston@alsophigh.org.uk

If you have any general queries please email one of the Year 10 pastoral leads

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