

RELIGIOUS STUDIES

CASE STUDY

Natalie, Year 10

My favourite part of the course has been looking at different paintings or artwork such as the Creation of Adam.

I have enjoyed learning about different views on ethical issues like abortion and I look forward to looking at euthanasia in Year 11.

RE will help me because it will help me be a better person and understand the world around me.

I have learned lots but I now know how moral and natural evil can challenge God's existence and the responses (or theodicies) that can be used to prove God's existence.

I would advise Year 9 to engage in RE discussions in lesson because it will help them develop what they think and their skills ready for GCSE.



**For further information contact:
Mrs Brown**

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives.

The aims of the course:

- develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- develop learners' 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 learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- challenge learners 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.
- 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 non-religious beliefs, such as atheism and humanism.

Students will study The Eduqas specification, following route B.

Students will be assessed through the examinations of three components.

The breakdown of these components is:

Component 1 (Route B) Foundational Catholic Theology

Written examination: 1½ hours
37.5% of qualification
90 marks (plus 6 for spelling, punctuation and grammar)

For this component learners will study two themes:

Theme 1: Origins and Meaning

Theme 2: Good and Evil

Component 2 (Route B) Applied Catholic Theology

Written examination: 1½ hours
37.5% of qualification
90 marks (plus 6 for spelling, punctuation and grammar)

For this component learners will study two themes:

Theme 3: Life and Death

Theme 4: Sin and Forgiveness

Component 3 (Route B) Study of a World Faith: Judaism

Written examination: 1 hour
25% of qualification
60 marks

Learners should be aware that Judaism is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that 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.