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Examinations Board

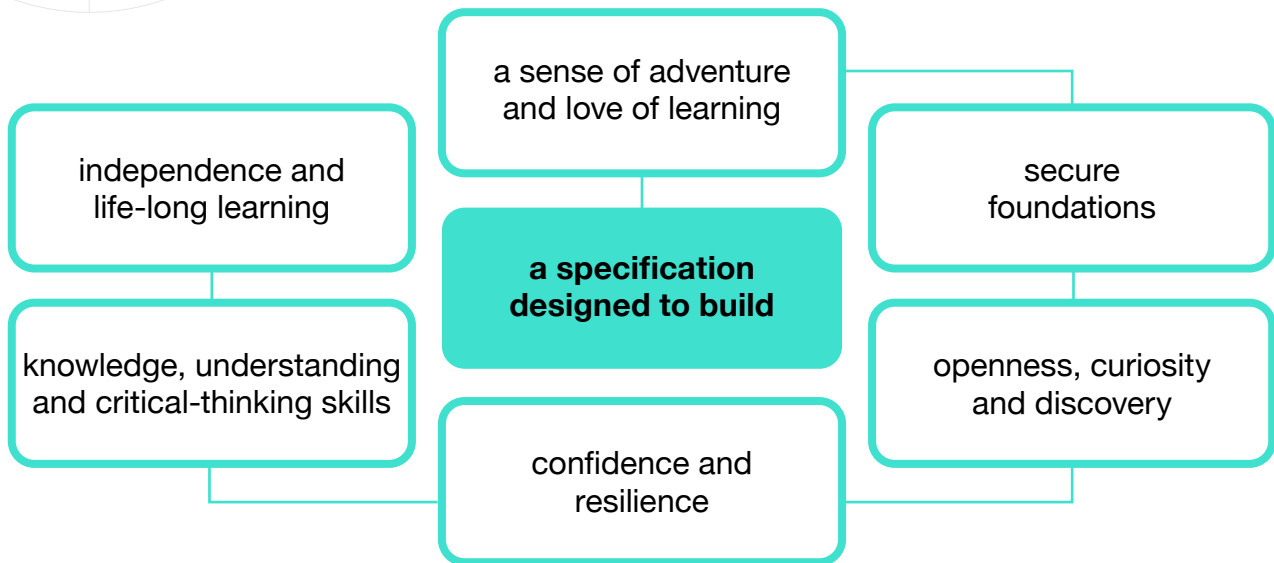
# THEOLOGY, PHILOSOPHY AND RELIGION

**CE AT 13+**  
**COMMON ACADEMIC SCHOLARSHIP AT 13+**

*Specification*

*For teaching from September 2021 onwards*

*For examinations from November 2022 onwards*



## ISEB CORE AIMS

Pupils who have pursued a course of study based on CE specifications and assessments will:

- > be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- > be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.

They will:

- > enjoy reading and be able to articulate clearly orally and in writing
- > have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- > have the skills to work independently and collaboratively
- > understand how subjects connect with each other
- > demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.

## IMPORTANT INFORMATION | DISCLAIMER

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times.

When we make changes to the specifications:

- > we will indicate the change clearly in the specification
- > there will be a new version number indicated
- > a summary of changes will be published as a separate document

If you do notice a discrepancy between the specification and a resource please contact us at: [common-entrance@iseb.co.uk](mailto:common-entrance@iseb.co.uk)

## INTRODUCTION

From 2021, there will be only one specification for Theology, Philosophy and Religion (TPR). Roman Catholic entrants must study Theology and the Roman Catholicism unit from the Religion section of the specification.

The study of Theology, Philosophy and Religion (TPR) offers pupils of any religion or none, a challenging and exciting means to evaluate responses to many of life's biggest and basic questions: why is the world here? what is our purpose in it? why is there suffering and evil? what does it mean to be morally good? does God exist? what does it mean to worship God? why are people devoted to different religions? why does the environment matter? and so on.

The TPR course offers exceptional choice, with eighteen different topics within three sections (theology, philosophy and religion), meaning there is great flexibility for teachers and pupils alike; schools can tailor and design a course to suit the interests and competences of teachers and pupils, whilst fitting it to any time constraints.

Above all, the skills offered by TPR are especially significant in contemporary plural 21<sup>st</sup> Century societies, enabling pupils to be independent and enthusiastic learners, engaging in a subject which has direct relevance to their lives. The focus on evaluating and debating issues and responses opens up tremendous learning opportunities. The different topics are catalysts for independent and collaborative learning, allowing pupils to think critically and form their own ideas as well as developing learning attitudes for life. TPR teaches pupils to understand and respect values and beliefs which may not be their own, to evaluate them precisely and carefully and learn to reflect on their ideas and present them clearly and articulately.

## AIMS

**The specification aims at giving candidates the opportunity to:**

- > develop skills relevant to the study of theology, philosophy and religion
- > think, weigh up evidence and evaluate theological, philosophical and religious responses to moral issues
- > identify, investigate and respond to fundamental questions of life raised by religion, philosophy and human experience, including questions about the meaning and purpose of life
- > develop theological skills through the critical study of foundational biblical texts of the Judeo-Christian tradition
- > develop philosophical skills to reason, argue and evaluate claims made by religious and non-religious belief systems
- > acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s)
- > consider and evaluate the influence of the beliefs, values and traditions associated with one or more religion(s).



## ASSESSMENTS OBJECTIVES

Candidates must demonstrate their ability to:

<b>AO1</b>	recall, select, organise, summarise and deploy knowledge of the specification content, including the content and distinctive concepts of theology, philosophy and religion and the specialist vocabulary according to each.
<b>AO2</b>	describe, analyse and explain the relevance and application of theological, philosophical and religious ideas and practices and the issues arising from the study of each area.
<b>AO3</b>	evaluate different responses to theological, philosophical and religious issues; including a personal response, using relevant evidence and argument, and appropriate language and terminology.

Although the assessment objectives are expressed separately, they are not wholly discrete.

## SCHEME OF ASSESSMENT

The examination will be 60 minutes.

CE TPR at 13+		Marks	60 minutes
<b>Section 1</b>	Theology	20	30 minutes
<b>Section 2</b>	Philosophy	20	30 minutes
<b>Section 3</b>	Religion	20	30 minutes

Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view.

Each Section will contain four questions. There will be two questions per Topic in each Section. Each question will be subdivided into three parts (a-c), to test knowledge, understanding and evaluation.

Candidates must answer **one** question from **any two** of the three Sections.

Candidates may restrict their study to either Topic 1 or Topic 2 in each Section if they wish (but this will reduce their choice of questions in the examination).

Roman Catholic schools taking part F of Section 3 (Roman Catholic Christianity) must combine it with Section 1 – Theology.

## FORMAT AND TEACHING STRATEGY

### Format of the examination and choice of sections

CE TPR at 13+		Marks	60 minutes
<b>Section 1</b>	Theology	20	30 minutes
<b>Section 2</b>	Philosophy	20	30 minutes
<b>Section 3</b>	Religion	20	30 minutes

Candidates must answer **one** question from **any two** sections. As the examination is 60 minutes long, this gives candidates 30 minutes to plan and write carefully considered answers.

Teachers may choose which two sections to prepare their candidates for, depending on the type of course they wish to develop. Courses may comprise the following combinations:

- > theology and philosophy (sections 1 and 2)
- > theology and religion (sections 1 and 3)
- > philosophy and religion (sections 2 and 3).

There is no coursework although, by arrangement with senior schools, prep schools may wish to send on to senior schools coursework completed to supplement the examination.

### Teaching strategy

Each of the three sections is divided into two topics. Although it is intended that both topics should be taught, in some cases a teacher may decide to focus on one of the two topics. As the examination paper provides two questions per topic area, candidates will still have a choice of questions, but the choice will be reduced.

Some teachers may decide to cover two topics but from different religions in Section 3. This has the advantage of covering a wider range of religious traditions but without requiring more teaching time.

The topics are arranged so that those choosing only to cover the first topic area in each section focus on more abstract ideas, whereas the second topic area deals with human and practical issues.

CE TPR at 13+			
	Section 1: Theology	Section 2: Philosophy	Section 3: Religion
<b>Topic 1</b>	God's Relationship with the World	Great Thinkers and Their Ideas	Beliefs and Teachings
<b>Topic 2</b>	Human Responses to God	Ethics	Practices and Ceremonies

## SCHOLARSHIP (CASE)

The Common Academic Scholarship Examination (CASE) is based on the TPR specification. Candidates are expected to demonstrate wider knowledge, understanding and evaluative skills than candidates for CE.

The paper is 60 minutes in length and will consist of two sections, with six questions in Section 1 and nine questions in Section 2. Candidates must answer one question from Section 1 and one question from Section 2.

### Section 1: General (25 marks)

These questions will explore general theological and philosophical issues covered in the TPR specification.

Six questions will be set; candidates must answer one question.

All questions in Section 1 require an essay response to a single question.

### Section 2: Theology and Religion (25 marks)

Nine structured questions will be set covering Sections 1 and 3 of the TPR specification (Theology and Religion). Candidates must answer one question.

Each question in Section 2 comprises three parts: part (a) knowledge; part (b) understanding and interpretation; part (c) evaluation and assessment.

Common Academic Scholarship		Marks	60 minutes
Section 1	General	25	30 minutes
Section 2	Theology & Religion	25	30 minutes

## SUBJECT CONTENT

### SECTION 1: THEOLOGY

The theological element of the TPR specification develops theological interpretation of some of the foundational stories of the Old and New Testaments through two topic areas: Topic 1 God's Relationship with the World; Topic 2 Human Responses to God. Candidates should have a critical understanding of the ideas studied.

Candidates may study Topic 1 or Topic 2 or both Topics. Two questions will be set on Topic 1 and two questions on Topic 2. Candidates who choose Section 1 answer one question from either Topic 1 or Topic 2.

#### **Selected texts**

The theology of the Divine Initiative selected texts are listed on the next two pages. Candidates are expected to know and understand the selected texts and have the necessary skills to evaluate the role of the biblical material in relation to the theological themes listed.

Suggested background texts and texts for extension work are listed in Appendix V.



## SECTION 1: THEOLOGY

### THEOLOGY

#### Topic 1: God's Relationship with the World

The theology of the Divine Initiative selected texts covers the following themes:

The set texts are:

the nature of God – what is God like?

Creation: Genesis 1:1 – 2:4

the nature of revelation – how does God reveal who He is?

The call of Moses: Exodus 3: 1-17

God's relationship with creation – how do God and His creation interact?

Passover: Exodus 12: 1-13

God's commands and call to worship – how does God want people to live?

Crossing the Sea: Exodus 14: 10-31

the miraculous – how does God act in the world?

Elijah: at Zarephath: 1 Kings 17: 8-24

the divine nature and mission of Jesus

Elijah at Carmel: 1 Kings 18: 19-39

Jesus' fulfilment of Old Testament hope

God's plans of salvation

The Paralysed Man: Mark 2: 1-12

The Calming of the Storm: Mark 4: 35-41

The Feeding of the Five Thousand: Mark 6: 30-44

The Transfiguration: Mark 9: 2-13

The Crucifixion: Mark 15: 22-39

The Resurrection: John 20: 24-29

#### Topic 2: Human Responses to God

The theology of the Human Responses selected texts covers the following themes:

The set texts are:

human nature – what are people like?

Adam and Eve (Creation and the Fall): Genesis 2:4 – 3:24

human responses to God and His commands – how do people react to God?

Cain and Abel: Genesis 4: 1-16

human responses to creation

Abraham: Genesis 22: 1-19

requirements of discipleship and responding to God

David: David and Bathsheba: 2 Samuel 11: 1-17; 12: 1-14

different types of vocation

the nature of belief, faith and commitment

The Call of the Disciples: Luke 5: 1-11

consequences of faith and disobedience

The Good Samaritan: Luke 10:25-37

The Lost Son: Luke 15: 11-32

Zacchaeus: Luke 19: 1-10

The Centurion: Matthew 8: 5-13

The Rich Young Man: Mark 10: 17-27



## SECTION 2: PHILOSOPHY

The philosophical element of the TPR specification develops philosophical thinking through the study of two topic areas:

### **Topic 1: Great Thinkers and Their Ideas**

### **Topic 2: Ethics**

Candidates should have a critical understanding of the ideas studied. Candidates may study Topic 1 or Topic 2 or both Topics. Two questions will be set on Topic 1 and two questions on Topic 2. Candidates who choose Section 2 answer one question from either Topic 1 or Topic 2.

### **Topic 1: Great Thinkers and Their Ideas**

The Great Thinkers and Their Ideas topic covers the following philosophical ideas:

- > what is a persuasive argument?
- > what is real and what is illusion?
- > can God's existence be proved?
- > do the ends justify the means?
- > what is happiness?
- > what is justice?
- > is civil disobedience justified?

### **Topic 2: Ethics**

The Ethics topic covers the following philosophical questions:

- > whether there is existence after death
- > whether the use of war is justified
- > what is punishment for?
- > what are the limits of freedoms?
- > who are the marginalised and how should they be treated?
- > are humans morally responsible for their environment?

Candidates may study the following topics from any religious tradition or none. They will be expected to know and understand the philosophical arguments for and against each topic.

## SECTION 2: PHILOSOPHY

### PHILOSOPHY

#### Topic 1: Great Thinkers and Their Ideas

##### Plato's life and thought

key moments in Plato's life including:

upbringing in Athens, Socrates' example (teaching and death) and influence, use of dialogues, the Academy, the importance of finding the truth

Plato's parable of the cave, its key symbols and their interpretation: shadows, prisoners, journey out of the cave, the sun, treatment of the returning prisoner and reaction of the prisoners

##### David Hume's life and thought

key moments in Hume's life including:

upbringing, education at Edinburgh University, the 'new scene of thought' he encountered aged 18 – the importance of science; his travels, writings on philosophy and history, career as a tutor and in politics; reasons for his atheism

arguments for God's existence and Hume's objections: argument for design, arguments from design for God's existence, beauty purpose and order; Hume's objections and criticisms such as: many gods, apparent design, random design

##### John Stuart Mill's life and thought

key moments in Mill's life including:

upbringing, education, mental breakdown and recovery; utilitarianism and the influence of Bentham; parliament and politics; his book 'On Liberty' and its influence on his campaigns for women's suffrage/rights, other reforms, views on the death penalty

Mill's ethical principles: the greatest happiness of the greatest number; higher and lower pleasures; duties and consequences; ends and means

##### Martin Luther King's life and thought

key moments in Martin Luther King's life including:

upbringing and experience of racism and segregation; his life as a Christian and Baptist minister; bus boycott, protests, imprisonment, march on Washington, 'I have a dream' speech; assassination; influence of Gandhi; Nobel Peace Prize

Martin Luther King's teaching on: equality as expressed in his 'I have a dream' speech; justice and fairness; civil disobedience and non-violent direct action; the 'beloved community'

#### Topic 2: Ethics

##### Life and death

sanctity of life and quality of life

life after death: nihilism, resurrection, reincarnation

reasons for war; just war principles

pacifism: absolute and weak pacifism

##### Punishment

aims of punishment: retribution, deterrence, reform, protection

prison: ethics of imprisonment and prison reform

capital punishment: arguments for and against

##### Prejudice, discrimination and freedom

causes of prejudice and discrimination and its effects on society

freedom and tolerance

reasons for and against freedom of speech, actions and beliefs

ethical issues surrounding the treatment of the marginalised in society, e.g. women, LGBTQ, the poor, race

##### The environment

key environment issues and debates

ethical issues about how humans use the environment

shallow and deep ecology

ethical treatment of animals

ethical treatment of the material world



## SECTION 3: RELIGION

The religion element of the TPR specification develops knowledge and critical understanding in the study of one religion chosen from seven religions. Each religion has two topic areas:

Topic 1: Beliefs and Teachings

Topic 2: Practices and Ceremonies

Candidates may study Topic 1 or Topic 2 or both Topics. Two questions will be set on Topic 1 and two questions on Topic 2. Candidates who choose Section 3 answer one question from either Topic 1 or Topic 2.

Some schools may decide to prepare candidates in two religions. They may do this by studying one Topic area from each religion rather than both of the designated Topics for one religion.

Roman Catholic schools taking part F of Section 3 (Roman Catholic Christianity) must combine it with Section 1 – Theology.



## SECTION 3: RELIGION

### A: BUDDHISM

#### Topic 1: Buddhist Beliefs and Teachings

<b>The Buddha</b>	Siddhartha's early life: birth; Asita's prediction; ploughing festival experience the Four Sights: old person, sick person, dead person and holy man journey to enlightenment: Sujata's role; Bodhi tree; Mara; three knowledges
<b>Dharma: Three Marks of Existence</b>	impermanence (anicca) no fixed self (anatta/anatman) suffering (dukkha)
<b>Dharma: Four Noble Truths</b>	suffering (dukkha), different types of suffering craving (tanha) end of craving (nirodha) the Middle Way (magga) and the Noble Eightfold Path
<b>Ethical teachings</b>	karma: skilled (punna) and unskilled (pappa) re-becoming (samsara) and the Wheel of Life compassion (karuna) to all sentient beings loving kindness (metta) nirvana and parinirvana: freedom from the three poisons; state of joy and peace

#### Topic 2: Buddhist Practices and Ceremonies

<b>Meditation</b>	concentration and tranquillity (samatha practices) vipassana meditation Zen: Buddha Nature; koans; sitting (zazen) and walking (kinhin) meditation
<b>Buddhist places of worship</b>	chanting and other practices for mental concentration and devotion mantras features and functions of: temples, shrines and monuments (stupas) worship (puja): use of rupas (images), flowers, candles, bell, hand gestures (mudras), offerings Buddha/bodhisattva images, symbols; mudras
<b>Festivals and ceremonies</b>	Wesak Going for Refuge ceremony

## SECTION 3: RELIGION (continued)

### B: CHRISTIANITY

#### Topic 1: Christian Beliefs and Teachings

<b>Nature of God</b>	omnipotence – God is all powerful
	omnibenevolence – God is all good
	omniscience – God is all knowing
	omnipresence – God is everywhere
<b>Creation and Stewardship</b>	role of the Word and Spirit
	creation and stewardship: God’s role in creation and responsible human behaviour
<b>The Trinity</b>	oneness of God
	as Father
	as Son
	as Holy Spirit
<b>Beliefs and teachings relating to Jesus Christ</b>	the Incarnation
	the Crucifixion
	the Resurrection
	the Ascension
	atonement

#### Topic 2: Christian Practices and Ceremonies

<b>Different forms of worship</b>	eucharist or holy communion
	liturgical
	informal
	individual
<b>Rites of Passage</b>	places of worship and their function: church and chapel
	baptism: infant and believer’s
	confirmation: purpose and promises
<b>Prayer</b> The place of Christian prayer, including:	marriage: purpose and vows
	the Lord’s Prayer
	set prayers: intercessions
<b>Pilgrimage</b>	informal prayer
	the purpose of Christian pilgrimage
<b>Festivals and celebrations</b> The role of Christian celebrations or festivals, including:	at least two contrasting examples: e.g. Canterbury, Walsingham, Rome, Lourdes, Holy Land, Santiago de Compostella
	Holy Week: Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday
	Easter Day
	Christmas

## SECTION 3: RELIGION (continued)

### C: HINDUISM

#### Topic 1: Hindu Beliefs and Teachings

<b>Key beliefs and concepts</b>	Brahman: Spirit, ultimate reality or absolute truth, relationship to deities
	atman: eternal self; distinct from material mind and body; relationship with the brahman
	samsara: atman as jivatman and the cycle of birth and death
	karma: laws of moral action and reaction; laws of cause and effect; good/bad karma
	dharma: aims of human life; laws of reality; eternal truth
<b>Manifestations of the divine</b>	moksha: types of moksha (liberation)
	tri-murti: Brahma, Vishnu and Shiva; their symbols and meanings
	female deities; Durga, the Mother Goddess (or Shakti); Kali; their symbols and meanings
	murtis: place in worship and meditation; examples

#### Topic 2: Hindu Practices and Ceremonies

<b>Forms of worship and meditation</b> Raja yoga or meditation, the 'royal pathway' achieved through:	havan: fire
	puja: offerings
	arti
	darshan: glimpsing the deities and effects of this
	bhajans and kirtan: songs and chants
<b>Places of worship</b> Nature and usage:	mantras and japa
	use of deities, murtis (images), shrines, priests and gurus
	home shrines: worship (puja) at home; prashad; murti; mantras
<b>Festivals</b>	mandir (temple): spire (shikhara); carvings; vehicle of the deity; mandapa; puja, mediation, arti ceremony, prashad
	Divali
<b>Pilgrimage</b> Practices and purposes of Hindu pilgrimage	Holi
	Badrinath
	Varanasi (Benares)
<b>Rites of Passage</b>	Ganges River
	birth
	sacred thread

## SECTION 3: RELIGION (continued)

### D: ISLAM

#### Topic 1: Muslim Beliefs and Teachings

<b>God</b>	oneness (tawhid)
	omnipotence – God is all powerful
	beneficence – God is the giver of life
<b>Angels</b>	Beautiful Names
	functions of angels in Islam
<b>Books</b>	examples such as Jibril
	Qur'an: its origins, composition and main features
	Hadith
<b>Prophets (including Muhammad)</b>	Qur'an in worship
	the role of the prophets and their message
	Muhammad and the Night of Power
	Muhammad's life and message in Makkah
	Muhammad's migration (Hijrah) to Madinah
<b>The Day Of Judgement</b>	Muhammad's life and teaching in Madinah
	Muhammad's return to Makkah and cleansing of the Ka'bah
	the Day of Judgement and afterlife
<b>The Will of God</b>	all things come from God

## SECTION 3: RELIGION (continued)

### D: ISLAM (continued)

#### Topic 2: Muslim Practices and Ceremonies

<b>Five Pillars of (Sunni) Islam and their significance in Islam</b>	shahadah: declaration of faith, shahadah in Muslim practice
	salah: its significance; how and why Muslims pray; ablution (wudu); in the home and mosque and elsewhere; Jummah prayer
	sawm: the significance of fasting during the month of Ramadan; duties and benefits; who is excused and why
	zakah: the significance of giving alms: how and why it is given; benefits of receipt
	hajj: pilgrimage to Makkah: origins, how and why it is performed; Ka'bah
<b>Festivals</b>	Id-ul-Adha
	Id-ul-Fitr
<b>Rites of Passage</b>	birth: adhan, aqiqah, names
	marriage: dowry, witnesses, contract
<b>Mosque</b>	purpose of the mosque
	orientation and main features
	prayer hall: minbar, mihrab, ka'bah
	minaret: muezzin and adhan
	wudu area
	women in mosques
	social function of mosques



## SECTION 3: RELIGION (continued)

### E: JUDAISM

#### Topic 1: Jewish Beliefs and Teachings

<b>God</b>	one God: monotheism
	creator, law-giver and judge
	divine presence (shekinah)
<b>Covenant</b>	meaning and nature of covenant
	the Ten Commandments
	Shema
<b>Messiah</b>	signs of the covenant: mezuzah
	bringer of peace/time of peace
<b>World to come</b>	different interpretations of messiah
	eternal state (olam ha'ba)
<b>Mitzvot</b>	judgement
	free will and the 613 mitzvot
<b>Mitzvot</b>	mitzvot between people and God
	mitzvot between people and people

#### Topic 2: Jewish Practices and Ceremonies

<b>Worship</b>	public acts of worship: synagogue services - on the Shabbat
	home worship on the Shabbat: Friday evening ceremonies, kiddush; havdalah ceremony
	prayers: prayer book (siddur); Shema; private prayer
<b>Synagogue</b>	clothes: tefillin, tallit, tzitzit and kippah
	religious features and layout: ark, ner tamid, menorah, bimah
<b>Law</b>	reasons for separation of men and women
	Tenakh (the written law) and Talmud (the oral law)
<b>Rites of Passage</b> Practices and their significance:	Torah in worship
	birth ceremonies: circumcision (brit milah)
	bar and bat mitzvah
<b>Festivals</b> Origins and meaning of festivals:	marriage: huppah and ketubah
	Rosh Hashanah and Yom Kippur
	Pesach
<b>Dietary and food laws</b>	Hanukkah
	kosher and trefa
	kashrut laws and separation of milk and meat
	teaching of Orthodox and Reform Judaism on kashrut

## SECTION 3: RELIGION (continued)

### F: ROMAN CATHOLIC CHRISTIANITY

#### Topic 1: Roman Catholic Beliefs and Teachings

<b>God and the world</b>	omnipotence, omnibenevolence, omniscience
	the Communion of Saints
	attitude to other world religions
<b>The Trinity</b>	creation and stewardship: God's role in creation and responsible human behaviour
	oneness of God
	God as Father
	God as Son
<b>Beliefs and teachings relating to Jesus Christ</b>	God as Holy Spirit
	the Incarnation
	the Crucifixion
	the Resurrection
	eternal life: heaven, hell and purgatory
<b>Sacraments</b>	the ascension
	atonement
	grace and the meaning of sacrament
	the meaning and practice of the sacraments: baptism; confirmation; Eucharist or mass

## F: ROMAN CATHOLIC CHRISTIANITY (continued)

### Topic 2: Roman Catholic Practices and Ceremonies

<b>Different forms of worship</b>	sacramental and liturgical (including Eucharist)
	non-sacramental
	individual
<b>Prayer and life of the Church</b> Roman Catholic prayer and life of the Church, including:	places of worship and their function: church and cathedral
	the Lord's Prayer
	set prayers: intercessions
	role of laity
	charity
	Our Lady: the Mysteries of the Rosary
	the role and purpose of: bishops, priests, deacons and religious orders
<b>Pilgrimage</b>	the Pope and Church authority
	the purpose of Roman Catholic pilgrimage
<b>Festivals and the Liturgical Year</b> The role of Roman Catholic celebrations or festivals, including:	at least two contrasting examples: e.g. Walsingham, Rome, Lourdes, Holy Land, Santiago de Compostela
	Pentecost
	Lent and the Stations of the Cross
	Holy Week and Easter: Palm Sunday; Maundy Thursday; Good Friday; Holy Saturday; Easter Day
	Advent and Christmas

## SECTION 3: RELIGION (continued)

### G: SIKHISM

#### Topic 1: Sikh Beliefs and Teachings

<b>God's nature</b>	Mul Mantra prayer: one God, eternal, creator, timeless
	human life as an opportunity to unite with God
	Gurmukh: aim of being God-centred and eliminating ego (haumi)
<b>Service to others</b>	karma and rebirth, and the aim of mukti (liberation)
	the Khalsa: names Singh and Kaur
	equality of all human beings
	gurus' lives as examples for Sikhs to follow
	Guru Granth Sahib
	sewa: intellectual, manual and material service to others
	community and worship

#### Topic 2: Sikh Practices and Ceremonies

<b>Gurdwara</b>	religious features: design, furniture, artefacts and associated practices
	role of gurdwara in the Sikh community
	worship (diwan): use of Guru Granth Sahib, kirtans
<b>Prayer, Reading and Meditation</b>	langar: principles and practice as sewa (selfless service to others)
	meditating on the name of God (Nam Japna)
	reading Will of God (Hukam) from Guru Granth Sahib
	the Akhand Path
<b>Festivals (Gurpurbs)</b>	prayer and worship at home (nit nem and gutka)
	Vaisakhi
	Guru Nanak's birthday
<b>Rites of Passage</b>	Diwali
	birth and naming ceremonies
	the Five Ks
	amritsanskar (the initiation ceremony) and importance of the Khalsa
	marriage ceremonies

## APPENDIX I

### ASSESSMENT

#### RELATIONSHIP OF ASSESSMENT OBJECTIVES TO SCHEME OF ASSESSMENT IN EACH SECTION

These tables give the approximate weightings for each assessment component. In any particular examination series, however, the weightings for the assessment objectives in the examination papers may vary very slightly.

<b>TPR CE at 13+</b>				
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Marks</b>
<b>Section 1</b>	30%	30%	40%	20
<b>Section 2</b>	30%	30%	40%	20
<b>Section 3</b>	30%	30%	40%	20
<b>Paper Total</b>				<b>40</b>

<b>TPR Scholarship (CASE)</b>				
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Marks</b>
<b>Section 1</b>	20%	20%	60%	25
<b>Section 2</b>	20%	40%	40%	25
<b>Paper Total</b>				<b>50</b>

## APPENDIX II

### ASSESSMENT CRITERIA

It is suggested that questions be marked according to the following levels of response:

AO1: (a) Knowledge		
Level	Mark	Level Descriptor
6	6	Gives a <b>very good</b> answer: a coherent and precise description; an incisive summary of the significant details; very good command of English.
5	5	Gives a <b>good</b> answer: a precise description summarising significant details; a high level of knowledge and understanding.
4	4	Gives a <b>satisfactory</b> answer: a description showing more precise knowledge and understanding.
3	3	Gives a <b>broadly satisfactory</b> answer: a description presented in a structured way but lacking precision and some knowledge; moderate use of English.
2	2	Gives a <b>basic</b> answer: limited knowledge of a relevant idea presented in a structured way.
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information; poor use of English.

AO2: (b) Understanding		
Level	Mark	Level Descriptor
6	6	Gives a <b>very good</b> answer: a coherent and comprehensive explanation of several ideas (with sound reference to background, history, other relevant passages etc.); very good command of English.
5	5	Gives a <b>good</b> answer: a detailed explanation of several ideas with a good level of knowledge and understanding.
4	4	Gives a <b>satisfactory</b> answer: an explanation of more than one idea presented with some detail and understanding.
3	3	Gives a <b>broadly satisfactory</b> answer: an explanation presented in a structured way but lacking detail and some knowledge; moderate use of English.
2	2	Gives a <b>basic</b> answer: a limited understanding of a relevant idea.
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information; poor use of English.

## ASSESSMENT CRITERIA (continued)

### AO3: (c) Evaluation

Level	Mark	Level Descriptor
8	8	Gives an <b>excellent</b> answer: excellent structure and balanced answer; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; another point of view considered, supported by very clear reasoning.
7	7	Gives a <b>very good</b> answer: very good structure; ideas developed in a balanced way; well-chosen and relevant examples; another point of view considered, supported by clear reasons.
6	6	Gives a <b>good</b> answer: good, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas; another point of view considered, supported by good reasons.
5	5	Gives a <b>satisfactory</b> answer: reasonably clear structure and balanced answer; some examples and sound explanation; reasonable expression; one or two relevant points made; another point of view considered, supported by reasons.
4	4	Gives a <b>broadly satisfactory</b> answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
3	3	Gives a <b>basic</b> answer: a viewpoint is expressed with minimum justification; an example given; limited relevance.
2	2	Gives a <b>poor</b> answer: no essay structure; a very brief answer; a statement with little reasoning; very little reference to the question; poor or irrelevant examples; makes little sense.
1	1	Gives a <b>very weak</b> answer: almost no content; no reasoning; almost no reference to the question; makes very little sense.

## APPENDIX III

### SCHOLARSHIP ASSESSMENT CRITERIA

#### Section 1: General (25 marks)

Level	Mark	Level Descriptor
5	21-25	Gives an <b>excellent</b> answer: excellent structure and balanced answer; sharp reasoning; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; shows intellectual flair/spark. Clear award standard.
4	16-20	Gives a <b>very good</b> answer: very good structure; ideas developed in a balanced way; insightful reasons/evaluation; well-chosen and relevant examples. Worthy of consideration for an award.
3	11-15	Gives a <b>good</b> answer: good, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas with good reasons. Good CE equivalent
2	6-10	Gives a <b>competent</b> answer: reasonably clear structure and balanced answer; some examples and sound explanation; reasonable expression; one or two relevant points made with reasons. Sound CE equivalent.
1	1-5	Gives a <b>basic</b> answer: some structure or organisation of the ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.

#### Section 2: Theology and Religion (25 marks)

##### Part a (knowledge)

Level	Mark	Level Descriptor
5	5	Gives a <b>very good</b> answer: a coherent and precise description; an incisive summary of the significant details; very good command of English.
4	4	Gives a <b>good</b> answer: a precise description summarising significant details; a high level of knowledge and understanding; good use of English.
3	3	Gives a <b>satisfactory</b> answer: a description showing more precise knowledge and understanding; sound use of English.
2	2	Gives a <b>basic</b> answer: limited knowledge of a relevant idea presented in a structured way; moderate use of English.
1	1	Gives a <b>poor</b> answer: an isolated example of a simple piece of relevant information; poor use of English.



## Section 2: Theology and Religion (continued)

### Part b (understanding and interpretation)

Level	Mark	Level Descriptor
5	7-8	Gives a <b>very good</b> answer: a coherent and comprehensive explanation or interpretation of several ideas (with very good reference to background, history, other relevant passages etc.); very good command of English.
4	5-6	Gives a <b>good</b> answer: a detailed and coherent explanation or interpretation of several ideas with a good level of knowledge and understanding; good use of English.
3	3-4	Gives a <b>satisfactory</b> answer: an explanation or interpretation of more than one idea presented with some detail, precision and understanding; sound use of English.
2	2	Gives a <b>basic</b> answer: an explanation or interpretation presented in a structured way but lacking detail and knowledge; moderate use of English.
1	1	Gives a <b>poor</b> answer: a limited explanation or interpretation of a relevant idea; poor use of English.

## Section 2: Theology and Religion (continued)

### Part c (evaluation)

Level	Mark	Level Descriptor
6	11-12	Gives an <b>excellent</b> answer: excellent structure and balanced answer; sharp reasoning; excellent use of language; focuses on the question throughout; well-chosen and original examples to illustrate the points being made; shows intellectual flair/spark; excellent command of English. Clear award standard.
5	9-10	Gives a <b>very good</b> answer: very good structure and balanced answer; insightful reasoning; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; potential intellectual flair; very good command of English. Worthy of consideration for an award.
4	7-8	Gives a <b>good</b> answer: good structure; ideas developed in a balanced way; clear reasons/evaluation; well-chosen and relevant examples; good use of English. High CE equivalent.
3	5-6	Gives a <b>sound</b> answer: sound, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas with good reasons; sound use of English. Good CE equivalent.
2	3-4	Gives a <b>competent</b> answer: reasonably clear structure and balanced answer; some examples and sound explanation; moderate use of English; one or two relevant points made with reasons; moderate use of English.
1	1-2	Gives a <b>basic</b> answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples; poor use of English.

## APPENDIX IV

### TEXTBOOKS AND OTHER TEACHING RESOURCES

*Theology and Philosophy for Common Entrance 13+* Susan Grenfell and Michael Wilcockson, Hodder Education

*Theology and Philosophy for Common Entrance 13+, Teacher Resource Book* Susan Grenfell and Michael Wilcockson, Hodder Education

*Religion for Common Entrance 13+* Susan Grenfell and Michael Wilcockson, Hodder Education

*Religion for Common Entrance 13+, Teacher Resource Book* Susan Grenfell and Michael Wilcockson, Hodder Education

*Theology, Philosophy and Religion for Common Entrance 13+ Practice Questions and Answers* Susan Grenfell and Michael Wilcockson, Galore Park

*Theology, Philosophy and Religion for Common Entrance 13+ Revision Guide*, Michael Wilcockson, Galore Park

*The Roman Catholic Tradition Handbook*, produced by Farleigh School and available through ISEB

*Compendium of the Catechism of the Catholic Church* Catholic Truth Society

#### Other recommended resources

A Rocha, a Christian environmentalist charity based in the UK:

<http://www.arocha.org/int-en/index.html>

*Buddhism*, Mark Constance, Oxford University Press

*Christianity*, Julie Haigh, Oxford University Press

*Hinduism*, Neera Vyas, Oxford University Press

*Islam*, Stella Neal, Oxford University Press

*Judaism*, Sue Schraer, Oxford University Press

*Sikhism*, Julie Haigh, Oxford University Press

*People of the Bible: Icons for Today* Nigel Bavidge and others, Collins

*Living Faiths* Teacher Guides to the Oxford University Press series

## APPENDIX V

### THEOLOGY ADDITIONAL TEXTS

The following are suggested texts to support the study of the prescribed texts in Section 1 (Theology). None of the texts are examined, but they may provide helpful background and context to specification and for extension work.

#### **Topic 1: God's Relationship with the World**

Suggested support material for Creation:

The Second Creation Account: Genesis 2:2-25

Suggested support material for texts on Moses:

The Call of Moses (continued): Exodus 3:18-4:18

After the crossing of the sea: Exodus 15:22-16:5

The Covenant at Mount Sinai: Exodus 19:1-20:17

Suggested support material for texts on Elijah:

King Ahab: 1 Kings 16:29-33

Elijah at the Kerith Ravine: 1 Kings 17:1-7

Elijah runs away to Horeb: 1 Kings 19:1-18

Elijah and Naboth's Vineyard: 1 Kings 21

Suggested support material texts on Jesus:

Baptism and Temptations: Mark 1:7-13

Blind Bartimaeus: Mark 10:46-52

Last Supper, Gethsemane and Trials: Mark 14:12-15:21

The Resurrection: John 20:1-23, 30-31

#### **Topic 2: Human Responses to God**

Suggested support material for texts on Adam and Eve / Cain and Abel:

The First Creation Account: Genesis 1:1-2:4

Faith in Action: Hebrews 11:4

Suggested support material for text on Abraham:

Call of Abram: Genesis 12:1-5

God's Covenant with Abram: Genesis 15:1-6, 18-21

God's Promise of Isaac: Genesis 17:15-19

Faith in Action: Hebrews 11:8-12, 17-19

Suggested support material for texts on David:

David and Goliath: 1 Samuel 17:12-51

David's successes as King: 2 Samuel 8

Suggested support material for texts on Jesus:

The Call of Levi: Mark 2:13-17

The Woman and Simon the Pharisee: Luke 7:36-50

Peter's Declaration: Mark 8:27-33

The Pharisee and Tax Collector: Luke 18:9-14

Thomas and the Resurrection: John 20:24-29

