



## **COMMON ENTRANCE EXAMINATION AT 13+**

## **COMMON ACADEMIC SCHOLARSHIP EXAMINATION AT 13+**

### **THEOLOGY, PHILOSOPHY AND RELIGION**

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#### **INTRODUCTION**

This syllabus comprises three elements: the study of theology through key biblical texts; philosophy through some significant philosophers and basic human questions about value and meaning; the study of religion in one or more world religion(s). It reflects the fact that the religious traditions of the United Kingdom are, in the main, Christian, while taking into account other principal religions represented in the United Kingdom. It thus meets the requirements of the 1944 Education Act (Section 28 where appropriate) and the 1966 Education Act (Section 375).

The Theology, Philosophy and Religion (TPR) syllabus provides a common body of knowledge which senior schools can assume when creating their theology, philosophy or religious studies courses. It is distinctive in that candidates study a full issues-based course, which requires the ability to read, interpret religious texts theologically, reason philosophically and understand religion in its contemporary setting. It also provides a coherent course, balanced in terms of breadth and depth, and offers all candidates, of any religious persuasion or none, the opportunity to demonstrate their attainment, irrespective of their gender or ethnic or social background.

#### **AIMS**

The syllabus aims at giving candidates the opportunity to:

- (i) study the foundational biblical texts of the Judeo-Christian tradition;
- (ii) develop philosophical skills to reason, argue and evaluate claims made by religious and non-religious belief systems
- (iii) acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s);
- (iv) consider the influence of the beliefs, values and traditions associated with one or more religion(s);

- (v) consider the theological, philosophical and religious responses to moral issues;
- (vi) 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;
- (vii) develop skills relevant to the study of theology, philosophy and religion.

## **ASSESSMENT OBJECTIVES**

Candidates must demonstrate their ability to:

- AO1 recall, select, organise, summarise and deploy knowledge of the syllabus content, including the content and distinctive concepts of theology, philosophy and religion and the specialist vocabulary according to each;
- AO2 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;
- AO3 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.

## **FORMAT AND TEACHING STRATEGY**

### **1. Format of the examination and choice of sections**

Candidates 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, junior schools may wish to send on to senior schools coursework completed to supplement the examination.

## 2. 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.

	<b>Section 1 Theology</b>	<b>Section 2 Philosophy</b>	<b>Section 3 Religion</b>
<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

## SYLLABUS CONTENT

### SECTION 1: THEOLOGY

The theological element of the TPR syllabus 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.

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

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

- the nature of God – what is God like?
- the nature of revelation – how does God reveal who He is?
- God's relationship with creation – how do God and His creation interact?
- God's commands and call to worship – how does God want people to live?
- the miraculous – how does God act in the world?
- the divine nature and mission of Jesus
- Jesus' fulfilment of Old Testament hope
- God's plans of salvation

The set texts are:

Creation: Genesis 1:1 – 2:4

The call of Moses: Exodus 3:1-17

Passover: Exodus 12: 1-13

Crossing the Sea: Exodus 14: 10-31

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

Elijah at Carmel: 1 Kings 18:19-39

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:

- human nature – what are people like?
- human responses to God and His commands – how do people react to God?
- human responses to creation
- requirements of discipleship and responding to God
- different types of vocation
- the nature of belief, faith and commitment
- consequences of faith and disobedience

The set texts are:

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

Cain and Abel: Genesis 4: 1-16

Abraham: Genesis 22: 1-19

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

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

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

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 above.

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

## **SECTION 2: PHILOSOPHY**

The philosophical element of the TPR syllabus 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?

The topics for Great Thinkers and Their Ideas are:

#### **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
- Plato's parable of the cave and its key symbols: shadows, prisoners, journey out of the cave, the sun, treatment of the returning prisoner

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

- key moments in Hume's life including: upbringing, education at Edinburgh University, the 'new scene of thought' aged 18, travels and writings on philosophy and history, career and atheism
- arguments for God's existence and Hume's objections: argument from design, beauty purpose and order; objections: many gods, apparent design, random design

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

- key moments in Mill's life including: upbringing and education, The Utilitarian Society, career, Bentham, parliament and politics, women's suffrage and other reforms
- Mill's ethical principles: the greatest happiness of the greatest number; ends and means

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

- key moments in Martin Luther King's life including: upbringing, Baptist minister, bus boycott, protests, imprisonment, march on Washington, 'I have a dream' speech, Nobel Peace Prize, assassination
- Martin Luther King's teaching on: justice and fairness, the 'beloved community'

## **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?

The topics for Ethics are:

### **Life and death**

- life after death: nihilism, resurrection, reincarnation
- ethics of war and pacifism

### **Punishment**

- aims of punishment
- ethics of imprisonment and capital punishment

### **Prejudice, discrimination and freedom**

- reasons for and against freedom of speech, actions and beliefs
- ethical issues surrounding the treatment of the marginalised in society

### **The environment**

- the relationship of humans, animals and the material world
- ethics of human treatment of the environment

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

## **SECTION 3: RELIGION**

The religion element of the TPR Syllabus develops knowledge and critical understanding in the study of one religion chosen from six 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.

### **A. BUDDHISM**

#### **Topic 1: Buddhist Beliefs and Teachings**

##### **The Buddha**

- Siddhartha's early life: birth; Asita's prediction; ploughing festival experience
- the Four Sights: old, sick and dead person; holy man
- journey to enlightenment: Sujata's role; Bodhi tree; Mara; three knowledges

##### **Dharma: Three Marks of Existence**

- impermanence (anicca)
- no fixed self (anatta/anatman)
- suffering (dukkha)

##### **Dharma: Four Noble Truths**

- suffering (dukkha), different types of suffering
- craving (tanha)
- end of craving (nirodha)
- the Middle Way (magga) and the Noble Eightfold Path

##### **Ethical Teachings**

- 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**

### **Meditation**

- concentration and tranquillity (samatha practices)
- vipassana meditation
- Zen: buddha nature; koans; sitting (zazen) and walking (kinhin) meditation

### **Buddhist places of worship**

- 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

### **Festivals and ceremonies**

- Wesak
- going for refuge ceremony

## **B. CHRISTIANITY**

### **Topic 1: Christian Beliefs and Teachings**

#### **Nature of God**

- omnipotence – God is all powerful
- omnibenevolence – God is all good
- omniscience – God is all knowing
- omnipresence – God is everywhere

#### **Creation and Stewardship**

- role of the Word and Spirit
- creation and stewardship: God's role in creation and responsible human behaviour

#### **The Trinity**

- oneness of God
- as Father
- as Son
- as Holy Spirit

#### **Beliefs and teachings relating to Jesus Christ**

- the incarnation
- the crucifixion

- the resurrection
- the ascension
- atonement

## **Topic 2: Christian Practices and Ceremonies**

### **Different forms of worship**

- eucharist or holy communion
- liturgical
- informal
- individual
- places of worship and their function: church and chapel

### **Rites of Passage**

- baptism: infant and believer's
- confirmation: purpose and promises
- marriage: purpose and vows

### **Prayer**

The place of Christian prayer, including:

- the Lord's Prayer
- set prayers: intercessions
- informal prayer

### **Pilgrimage**

- the purpose of Christian pilgrimage.
- at least two contrasting examples: e.g. Canterbury, Walsingham, Rome, Lourdes, Holy Land, Santiago de Compostella

### **Festivals and celebrations**

The role of Christian celebrations or festivals, including:

- Holy Week: Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday
- Easter Day
- Christmas

## **C. HINDUISM**

### **Topic 1: Hindu Beliefs and Teachings**

#### **Key beliefs and concepts**

- 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
- moksha: types of moksha (liberation)

### **Manifestations of the divine**

- tri-murti: Brahma, Vishnu and Shiva; their symbols and meanings
- female deities; Durga, the Mother Goddess (or Shakti); Kali; her symbols and meanings
- murtis: place in worship and meditation; examples

## **Topic 2: Hindu Practices and Ceremonies**

### **Forms of worship and meditation**

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
- mantras and japa
- use of deities, murtis (images), shrines, priests and gurus

### **Places of worship**

Nature and usage:

- home shrines: worship (puja) at home; prashad; murti; mantras
- mandir (temple): spire (shikhara); carvings; vehicle of the deity; mandapa; puja, mediation, arti ceremony, prashad

### **Festivals**

- Divali
- Holi

### **Pilgrimage**

Practices and purposes of Hindu pilgrimage, with reference to at least two sites. For example:

- Badrinath
- Varanasi (Benares)
- Ganges River

## **Rites of passage**

- birth
- sacred thread

## **D. ISLAM**

### **Topic 1: Muslim Beliefs and Teachings**

#### **God**

- oneness (tawhid)
- omnipotence – God is all powerful
- beneficence – God is the giver of life
- beautiful Names

#### **Prophets (including Muhammad)**

- the role of the prophets and their message
- Muhammad and the Night of Power
- life and message in Makkah
- the migration (hijrah)
- life and teaching in Madinah
- return to Makkah and cleansing of the Ka'bah

#### **Books**

- Qur'an: its origins, composition and main features
- Hadith
- Qur'an in worship

#### **Angels**

- Functions of angels in Islam
- Examples such as Jibril

#### **The Will of God**

- all things come from God
- the Day of Judgement and afterlife

### **Topic 2: Muslim Practices and Ceremonies**

#### **Five Pillars of (Sunni) Islam and their significance in Islam**

- 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

### **Festivals**

- Id-ul-Adha
- Id-ul-Fitr

### **Rites of passage**

- birth: adhan, aqiqah, names
- marriage: dowry, witnesses, contract

### **Mosque**

- 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

## **E. JUDAISM**

### **Topic 1: Jewish Beliefs and Teachings**

#### **God**

- one God: monotheism
- creator, law-giver and judge
- divine presence (shekinah)

#### **Covenant**

- meaning and nature of covenant
- the Ten Commandments
- Shema
- signs of the covenant: mezuzah

#### **Messiah**

- bringer of peace/time of peace
- different interpretations of messiah

#### **World to come**

- eternal state (olam ha'ba)
- judgement

## **Mitzvot**

- free will and the 613 mitzvot
- mitzvot between people and God
- mitzvot between people and people

## **Topic 2: Jewish Practices and Ceremonies**

### **Worship**

- 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
- clothes: tefillin, tallit, tzitzit and kippah

### **Synagogue**

- religious features and layout: ark, ner tamid, menorah, bimah
- reasons for separation of men and women

### **Law**

- Tenakh (the written law) and Talmud (the oral law)
- Torah in worship

### **Rites of Passage**

Practices and their significance:

- birth ceremonies: circumcision (brit milah)
- bar and bat mitzvah
- marriage: huppah and ketubah

### **Festivals**

Origins and meaning of festivals:

- Rosh Hashanah and Yom Kippur
- Pesach
- Hanukkah

### **Dietary and food laws**

- kosher and trefa
- kashrut laws and separation of milk and meat
- teaching of Orthodox and Reform Judaism on kashrut

## **F. SIKHISM**

### **Topic 1: Sikh Beliefs and Teachings**

#### **God's nature**

- 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)
- karma and rebirth, and the aim of mukti (liberation)

#### **Service to others**

- 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**

#### **Gurdwara**

- religious features: design, furniture, artefacts and associated practices
- role of gurdwara in the Sikh community
- worship (diwan): use of Guru Granth Sahib, kirtans
- langar: principles and practice as sewa (selfless service to others)

#### **Prayer, Reading and Meditation**

- meditating on the name of God (nam japna)
- reading Will of God (hukam) from Guru Granth Sahib
- the Akand Path
- prayer and worship at home (mit nem and gutka)

#### **Festivals (Gurpurbs)**

Any two festivals:

- Vaisakhi
- Guru Nanak's birthday
- Diwali

#### **Rites of passage**

- birth and naming ceremonies
- the Five Ks
- amritsankar (the initiation ceremony) and importance of the Khalsa

- marriage ceremonies

## **SCHEME OF ASSESSMENT**

The examination will be 60 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).

## **SCHOLARSHIP (CASE)**

The Common Academic Scholarship Examination (CASE) is based on the TPR Syllabus and TPR Roman Catholicism. Candidates are expected to demonstrate wider knowledge, understanding and evaluative skills of either syllabus than candidates for Common Entrance.

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.

Questions marked with an asterisk will be suitable for those who have been prepared for TPR Roman Catholicism.

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

These questions will explore general theological and philosophical issues covered in the TPR syllabus and from TPR Roman Catholicism. Questions will require an essay-style response.

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 syllabus (Theology and Religion) and TPR Roman Catholicism. 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.

**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.

**TPR Common Entrance**

<b>Section</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Marks</b>
<b>1</b>	30%	30%	40%	20
<b>2</b>	30%	30%	40%	20
<b>3</b>	30%	30%	40%	20
				Paper Total: <b>40</b>

**TPR Scholarship (CASE)**

<b>Section</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Marks</b>
<b>1</b>	20%	20%	60%	25
<b>2</b>	20%	40%	40%	25
				Paper Total: <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
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information; poor use of English.
2	2	Gives a <b>basic</b> answer: limited knowledge of a relevant idea presented in a structured way.
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.
4	4	Gives a <b>satisfactory</b> answer: a description showing more precise knowledge and understanding.
5	5	Gives a <b>good</b> answer: a precise description summarising significant details; a high level of knowledge and understanding.
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.

#### AO2: (b) Understanding

Level	Mark	Level Descriptor
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information; poor use of English.
2	2	Gives a <b>basic</b> answer: a limited understanding of a relevant idea.
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.
4	4	Gives a <b>satisfactory</b> answer: an explanation of more than one idea presented with some detail and understanding.
5	5	Gives a <b>good</b> answer: a detailed explanation of several ideas with a good level of knowledge and understanding.
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.

**AO3: (c) Evaluation**

<b>Level</b>	<b>Mark</b>	<b>Level Descriptor</b>
1	<b>1</b>	Gives a <b>very weak</b> answer: almost no content; no reasoning; almost no reference to the question; makes very little sense.
2	<b>2</b>	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.
3	<b>3</b>	Gives a <b>basic</b> answer: a viewpoint is expressed with minimum justification; an example given; limited relevance.
4	<b>4</b>	Gives a <b>broadly satisfactory</b> answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
5	<b>5</b>	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.
6	<b>6</b>	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.
7	<b>7</b>	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.
8	<b>8</b>	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.

**APPENDIX III**  
**SCHOLARSHIP ASSESSMENT CRITERIA**

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

Level	Mark	Level Descriptor
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.
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.
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.
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.
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.

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

**Part a (knowledge)**

Level	Mark	Level Descriptor
1	1	Gives a <b>poor</b> answer: an isolated example of a simple piece of relevant information; poor 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.
3	3	Gives a <b>satisfactory</b> answer: a description showing more precise knowledge and understanding; sound use 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.
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.

### Part b (understanding and interpretation)

Level	Mark	Level Descriptor
1	1	Gives a <b>poor</b> answer: a limited explanation or interpretation of a relevant idea; poor 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.
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.
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.
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.

### Part c (evaluation)

Level	Mark	Level Descriptor
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.
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.
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.
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.
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.

6	<b>11-12</b>	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.
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## APPENDIX IV

### TEXTBOOKS AND OTHER TEACHING RESOURCES

*The Jewish Experience*, Liz Aylett and Kevin O'Donnell, Hodder Education  
*The Hindu Experience*, Liz Aylett and Kevin O'Donnell, Hodder Education  
*The Christian Experience*, JF Aylett and Kevin O'Donnell, Hodder Education  
*The Muslim Experience*, JF Aylett and Kevin O'Donnell, Hodder Education  
*The Sikh Experience*, Philip Emmett, Hodder Education  
*The Buddhist Experience*, Mel Thompson, Hodder Education  
*Religious Studies for Common Entrance* (second edition), Susan Grenfell, Hodder Education – Pupil's Book and Teacher's Resource Book

*Religious Studies: ISEB Revision Guide* (new edition), Michael Wilcockson, Galore Park

*Religious Studies Practice Exercises 13+* (new edition), Michael Wilcockson and Susan Grenfell, Galore Park

*Religious Studies Practice Exercises 13+ Answer Book* (new edition), Michael Wilcockson and Susan Grenfell, Galore Park

#### 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

*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 syllabus 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 Mt 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 Trial: 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

**APPENDIX VI**  
**COMMAND WORDS AND PHRASES USED IN EXAMINATION**  
**QUESTIONS**

**AO1:**

- what is/was/does
- who is/was
- outline
- outline what/how/some/why
- outline the reasons
- briefly outline
- describe
- describe a typical
- describe what/how
- how does

**AO2**

- explain
- explain what/how/some/why
- explain the significance/meaning of
- explain the reasons
- explain the purpose of
- explain what ... teaches about

**AO3**

- Do you agree? Give reasons to support your answer.