

Specification

**Edexcel Entry level Certificate in
Religious Studies (8932)**

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Introduction

Edexcel Entry level Certificate in Religious Studies

Entry level is the first level in the National Qualification Framework and enables progression to level 1 and beyond. The entry level in Religious Studies has been designed to be taught alongside GCSE Religious Studies Specification A.

The Edexcel Entry level Certificate in Religious Studies replaces the Certificate of Achievement in Religious Studies.

Module 1		Module 2	
Unit A	Religion and life based on a study of Christianity and at least one other religion	Unit H	Religion and society based on a study of Christianity and at least one other religion
Unit B	Religion and life based on a study of Christianity		
Unit C	Religion and life based on a study of Catholic Christianity		
Unit D	Religion and life based on a study of Islam		
Unit E	Religion and life based on a study of Judaism		
Unit F	Religion and life based on a study of Hinduism		
Unit G	Religion and life based on a study of Sikhism		

Key features

This specification:

- is consistent with the national criteria for Religious Studies
- recognises achievement at Entry 1, Entry 2 and Entry 3
- offer progression to the Edexcel GCSE specifications for Religious Studies (both short and full course)
- is teachable alongside GCSE Religious Studies Specification Units A–H
- can be based on any of the five main religions practised in the UK
- provides opportunities for developing the skills of Religious Studies
- prepares candidates to respond to the religious and moral issues of everyday life
- has no terminal examination but tasks set by Edexcel

- has teacher assessed practical tasks, externally moderated
- is well resourced with a related textbook
- contains detailed guidance for teachers and candidates
- covers aspects of the KS4 Citizenship criteria.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the statutory requirements in religious education at Key Stages 1, 2 and 3. It provides a foundation for further study at GCSE, and level 1 programmes.

Specification aims and assessment objectives

Rationale

The Edexcel Entry level Certificate in Religious Studies offers candidates not yet ready for the GCSE the opportunity to focus on religious and moral issues which relate to their own lives, and to meet the statutory requirements for Religious Studies.

This specification reflects the fact that the religious traditions of the United Kingdom are in the main Christian, while taking into account the other principal religions represented in the United Kingdom, thus meeting the requirements of the Education Act (1996) section 375(3) and, where appropriate, section 28(1) of the Education Act (1944).

The emphasis of this specification on religious and moral issues is designed to be in line with the subject content for Key Stage 4 of many locally agreed specifications for Religious Education, and to stimulate the interest of students for whom Religious Studies is compulsory.

The specification is distinctive in that it allows candidates to study either Christianity plus one other religion or Christianity, Catholic Christianity, Islam, Judaism, Hinduism or Sikhism only. It also allows centres to teach GCSE and Edexcel Entry level Certificate candidates in the same class. This specification provides a coherent course, balanced in terms of the breadth and depth and offers all candidates, of any religious persuasion or none, the opportunity to demonstrate their attainment regardless of their gender, ethnic or social background.

Aims

The specification aims to give students opportunities to:

- acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s)
- consider the influence of the beliefs, values and traditions associated with one or more religion(s)
- consider religious and other responses to moral issues
- identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life
- develop skills relevant to the study of religion.

Knowledge, skills and understanding

The specification requires candidates to acquire knowledge and understanding of the content and distinctive concepts in the unit(s) chosen for study and issues arising from the study of religion.

This specification requires candidates to develop the following skills:

- to select and organise knowledge of the specified content
- to show the nature, relevance and application of religious knowledge by using descriptions and explanation
- to give a personal response to religious/moral issues
- to communicate religious and moral ideas.

Assessment objectives

The coursework and supervised tasks will test candidates’:

- AO1 knowledge of the specification content
- AO2 understanding of the religion(s) studied
- AO3 ability to respond to religious and moral issues.

These three assessment objectives are equally weighted at 33.3%.

Scheme of assessment

Introduction

Each unit is divided into five sections. Candidates are assessed on ONE unit only. Candidates are assessed on:

- ONE of Sections 1 and 2 (supervised task)
 - ONE of Sections 3 and 4 (supervised task)
- and
- ONE of the options in Section 5 (coursework task).

Example

Unit A: Religion and life based on a study of Christianity and at least one other religion*		Candidate is assessed on:
Section 1	Believing in God	A supervised task for either Section 1 or Section 2 (Christianity)
Section 2	Matters of life and death	
Section 3	Marriage and family life	A supervised task for either Section 3 or Section 4 (Islam)
Section 4	Social harmony	
Section 5	Option 1 Religion and the Media	A coursework task for one option
	Option 2 Religion: Wealth and Poverty	

During the course of study:

- teachers may select the order in which they wish to complete the sections
- candidates may wish to complete tasks on **three** or **four** of the first four sections and be assessed on their best two, provided one is from Section 1 or Section 2, and one is from Section 3 or Section 4.
- teachers may administer the supervised tasks whenever appropriate during the course
- teachers will assess both coursework and supervised tasks and record marks on a photocopy of the record sheet provided on page 130
- each candidate's tasks must be certified by the teacher as the candidate's own work.

Centres must keep a record of results and the candidates' tasks so that Edexcel can moderate them. The record sheet (*Appendix 1 – Candidate record sheet*) must be completed for each candidate.

*for this unit only one supervised task must be on Christianity. The other supervised task must be on another religion.

Supervised tasks

Edexcel provides supervised tasks to be completed under controlled conditions. These are in the section of this publication beginning on page 27. Teachers may read the material and explain questions to candidates. Although they can give guidance, teachers must not mark drafts. Supervised tasks must be completed during lessons to a deadline decided by the teacher. The deadline should ensure sufficient challenge but be appropriate to the candidate's curriculum and the centre's timetable. The candidate must not take the tasks out of the teacher's direct supervision at any time. The length of time for the supervised task (normally about an hour) must be stated clearly on the task. If candidates are unsuccessful in their first attempt at a supervised task, they may re-sit the task at a later stage.

The two tasks completed under controlled conditions contribute 67% of the final award.

Coursework tasks

Edexcel provides coursework tasks for Section 5 in each unit. These are in the section of this publication beginning on page 27.

The related GCSE coursework task may be set but **must** be marked according to the Entry level coursework mark scheme.

The coursework task will contribute 33% to the overall award.

Assessment

The Entry level Certificate has three sub-levels of award; Entry 1 (the first level), Entry 2 and Entry 3.

For each task, candidates will attain credits towards their final level of award. The assessment of each task throughout the course will provide an opportunity to give feedback to candidates and motivate them towards the achievement of short-term goals. In addition, candidates will be able to track the number of credits they gain during the course.

Assessing each task

To assess each supervised task and the coursework, teachers should use the mark schemes provided in this specification. There are three objectives to assess:

- AO1 knowledge of the specification content
- AO2 understanding of the religion(s) studied
- AO3 the ability to respond to religious and moral issues.

Each of the three components is marked out of three as follows:

- one mark for Entry 1
- two marks for Entry 2
- three marks for Entry 3

to produce an overall mark out of nine for each task.

Assessment objectives

These three assessment objectives are equally weighted at 33.3%. The assessment objectives are as follows:

AO1 Knowledge of the specification content	
The candidate:	
Entry 1	Presents a correct fact about religious belief or practice
Entry 2	Presents an unorganised description of religious belief or practice
Entry 3	Presents a basic description of religious belief or practice.

AO2 Understanding of the religion(s) studied	
The candidate:	
Entry 1	Gives a valid religious reason to explain a problem
Entry 2	Gives a valid religious reason in sentence form
Entry 3	Develops a valid religious reason or giving two valid religious reasons

AO3 Ability to respond to religious and moral issues	
The candidate:	
Entry 1	Responds to a religious or moral issue, giving an opinion
Entry 2	Responds to a religious or moral issue, giving an opinion with a reason
Entry 3	Responds to a religious or moral issue, giving an opinion with religious/moral reasons.

Teachers are required to record marks for each task on a photocopy of the record sheet (see page 130).

Calculating the final award

In order to determine the final overall award, teachers should award credits for each task as follows:

- 1–3 marks = 1 credit
- 4–6 marks = 2 credits
- 7–9 marks = 3 credits.

As there are three tasks in total (two supervised tasks and one coursework task), a maximum of 9 credits is possible. The final award gained depends on the number of credits gained overall:

- 1–3 credits = Entry 1
- 4–6 credits = Entry 2
- 7–9 credits = Entry 3.

Example

MODULE		KNOWLEDGE	UNDERSTANDING	RESPONSE	TOTAL	NUMBER OF CREDITS
SECTION 1 OR SECTION 2	S	2	2	1	5	2
SECTION 3 OR SECTION 4	S	3	2	2	7	3
SECTION 5	C	3	2	1	6	2

TOTAL NUMBER OF CREDITS

7

ENTRY LEVEL AWARDED

3

Rewarding progress

Individual centres may wish to award their own certificates indicating the level achieved for each task in order to encourage candidates.

Forbidden combinations

There are no forbidden combinations for this subject. This specification lends itself to co-teachability with other entry qualifications.

Certification

Certificates will be awarded at each level.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the codes and practice approved and published by the regulatory authorities.

Enquiries about results and appeals

Edexcel has made arrangements for enquiries about results and appeals. Details on how these requests may be made are contained in the Regulations and Specification Synopses (current edition) and in the booklet *Information and Guidance for Centres*.

Candidates with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 0845 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

The wider curriculum

Spiritual, moral, ethical, social and cultural issues

This specification contributes to spiritual, moral, ethical, social and cultural issues in the following ways.

- Spiritual development, through helping students to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society.
- Moral development, through helping students to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables students to assume informed and reasoned judgements on moral and ethical issues.
- Social development, through helping students to develop their sense of identity and belonging, and preparing them for life as citizens in a plural society.
- Cultural developments, through fostering students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context within which they live.

Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship. All units, and in particular a combination of a Religion and life unit (Units A–G) and the Religion and Society unit (Unit H), give candidates a qualification which covers the majority of issues in Key Stage 4 Citizenship, with specific opportunities to:

- acquire the knowledge, skills and understanding to play an effective role in society at local, national and international level
- become informed, thoughtful and responsible citizens
- respect different national, religious and ethnic identities
- reflect on topical, spiritual, moral, political, social and cultural issues
- take part in discussions on topical, political and social issues.

Information and communication technology

Students should be encouraged to use ICT wherever possible. A variety of applications could be used to support the qualification, such as creating graphs and charts to analyse the percentage of different religious groups in Britain, or the use of digital devices to capture religious events. Coursework may be word processed. The internet could be used as a resource, although the credibility of the information should be checked. CD ROMs are a further source of information.

Environmental education, health and safety education and the European dimension

This specification provides opportunities for teaching environmental education, especially through the coursework option in unit H, where it is possible to study religion looking at specific environmental concerns such as pollution and the conservation of natural resources.

Opportunities for health education are provided in the sections on Marriage and Family Life and Matters of Life and Death in Units A to G (abortion, contraception, and euthanasia), and in the religion and medical issues section in Unit H.

This specification focuses on religion at a global or national level since religions do not naturally conform to a European scale. However, the European dimension is addressed where appropriate, for example the European dimension of proportional representation in Unit H.

Specification content

Unit A: Religion and life based on a study of Christianity and at least one other religion

This unit requires candidates to study Christianity and ONE of the following religions: Buddhism, Hinduism, Islam, Judaism, Sikhism. The unit is divided into five sections: four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

ONE supervised task must be answered from the viewpoint of Christianity and ONE from the viewpoint of another religion.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section A1 Believing in God

How a religious upbringing may lead to or support belief in God. How religious experiences lead some people to believe in God. How religious people respond to evil and suffering in the world.

Section A2 Matters of Life and Death

The teachings of ONE religion on life after death. The social context of abortion and euthanasia, including current legislation in the United Kingdom, and non-religious arguments about abortion and euthanasia. The attitudes of ONE religion to abortion and euthanasia.

Section A3 Marriage and Family Life

The marriage ceremony in ONE religion. Teachings of ONE religion on the nature and purpose of marriage; cohabitation and divorce; family life and its importance. Changing attitudes to cohabitation, marriage and divorce, and family life in the United Kingdom.

Section A4 Social Harmony

The teachings of ONE religion on the status and role of women and men. The growth in equal rights for women in the United Kingdom. The teachings of ONE religion on racial harmony, prejudice and discrimination. The nature of the United Kingdom as a multi-ethnic society.

Section A5 Options

Candidates are required to study ONE of these options. It will be assessed by coursework.

Option 1 Religion and the Media

The variety and range of specifically religious programmes (religious broadcasts) on BBC1, BBC2, Channel 3 and Channel 4. Channel 5, cable and satellite religious broadcasts may be included but are not required. Candidates should be aware of the general contents of such programmes and must study ONE programme in depth to assess the reasons for its popularity/unpopularity.

How either TV soap operas or the national daily press deal with religious and moral issues, including an in-depth study of ONE religious or moral issue that has been dealt with.

Option 2 Religion: Wealth and Poverty

Christian teachings AND the teachings of ONE other religion on: possession; uses and dangers of wealth; stewardship; almsgiving and charity; compassion and justice; the relationship between rich and poor.

An outline of the need for world development in response to the causes, extent and effects of poverty in the world. The work of religious agencies such as Christian Aid and Muslim Aid in world development and the relief of poverty. Detailed knowledge of ONE religious agency and the reasons for its work will be required.

Unit B: Religion and life based on a study of Christianity

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section B1 Believing in God

How religious upbringing in a Christian family and community may lead to or support belief in God. How religious experiences lead some people to believe in God. How Christians respond to the problem of evil and suffering.

Section B2 Matters of Life and Death

Christian teachings on life after death. The social context of contraception, abortion and euthanasia, including current legislation in the United Kingdom. Non-religious arguments about contraception, abortion and euthanasia. Christian attitudes to contraception and abortion and the reasons for them. Differences among Christians in their attitudes to euthanasia and the reasons for them.

Section B3 Marriage and the Family

Changing attitudes to cohabitation, marriage and divorce and the family in the United Kingdom. The purposes of Christian marriage as seen in marriage services. Christian teachings on cohabitation and divorce. The reasons why people cohabit and divorce. Christian teachings about family life. The importance of family life.

Section B4 Social Harmony

The growth in equal rights for women in the United Kingdom. Biblical teachings on the role of men and women (Ephesians 5:22–23, Galatians 3:28, 1 Timothy 2:9–14). Prejudice and discrimination and the nature of the United Kingdom as a multi-ethnic society. Christian teachings on racial harmony including the biblical (Acts 10:34, Luke 10:25–37, Galatians 3:28) and statements by modern churches.

Section B5 Options

Candidates are required to study ONE of these options. It will be assessed by coursework.

Option 1 Religion and the Media

The variety and range of specifically religious programmes (religious broadcasts) on BBC1, BBC2, Channel 3 and Channel 4. Channel 5, cable and satellite religious broadcasts may be included but are not required. Candidates should be aware of the general contents of such programmes and must study ONE programme in depth to assess the reasons for its popularity/unpopularity.

How either TV soap operas or the national daily press deal with religious and moral issues of importance to Christians, including an in-depth study of ONE religious or moral issue that has been dealt with.

Option 2 Religion: Wealth and Poverty

Christian teachings on: possession; uses and dangers of wealth; stewardship; almsgiving and charity; compassion and justice; the relationship between rich and poor.

An outline on the need for world development in response to the causes of poverty. The extent and effects of poverty in the world. The work of Christian organisations such as Christian Aid in world development, and the relief of poverty. Detailed knowledge of ONE Christian agency and the reasons for its work will be required.

Unit C: Religion and life based on a study of Catholic Christianity

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates will be expected to study Catholic teachings in the context of the broader Christian tradition.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section C1 Believing in God

How religious upbringing and experience in a Catholic family and community may lead to or support belief in God. How religious experiences lead some people to believe in God. How Catholics respond to the problems of evil and suffering.

Section C2 Matters of Life and Death

Catholic teachings on life after death. The social context of contraception, abortion and euthanasia, including current legislation in the United Kingdom. Non-religious arguments about contraception, abortion and euthanasia. Christian attitudes to contraception and abortion, and the reasons for these attitudes. Differences among Christians in their attitudes to euthanasia and the reasons for their attitudes.

Section C3 Marriage and the Family

Changing attitudes to cohabitation, marriage and divorce and family life in the United Kingdom. The purposes of Christian marriage as seen in the Catholic marriage service. Catholic teachings on cohabitation and divorce, and the reasons for these teachings. The process of annulment. Catholic teachings on family life and their importance.

Section C4 Social Harmony

The growth in equal rights for women in the United Kingdom. Biblical teachings on the role of men and women (Ephesians 5:22–23, Galatians 3:28, 1 Timothy 2:9–14). Differing attitudes to the role of women in ministry. Prejudice and discrimination and the nature of the United Kingdom as a multi-ethnic society. Catholic teachings on racial harmony including reference to Acts 10:34, Luke 10:25–37, Galatians 3:28.

Section C5 Options

Candidates are required to study one of these options. It will be assessed by coursework.

Option 1 Religion and the Media

The variety and range of specifically religious programmes (religious broadcasts) on BBC1, BBC2, Channel 3 and Channel 4. Channel 5, cable and satellite religious broadcasts may be included but are not required. Candidates should be aware of the general contents of such programmes and must study ONE programme in depth to assess the reasons for its popularity/unpopularity.

How either TV soap operas or the national daily press deal with religious and moral issues of importance to Catholics, including an in-depth study of ONE religious or moral issue that has been dealt with.

Option 2 Religion: Wealth and Poverty

Catholic teachings on: possession, uses and dangers of wealth; stewardship; almsgiving and charity; compassion and justice; the relationship between rich and poor.

An outline of the need for world development in response to the causes of poverty in the world. The extent and effects of poverty in the world. The work of Catholic organisations such as CAFOD in world development and the relief of poverty. Detailed knowledge of ONE Catholic agency and the reasons for its work will be required.

Unit D: Religion and life based on a study of Islam

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

All verse references are from ‘The Holy Qur’an’ translated by Yusuf Ali.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section D1 Believing in Allah

How religious upbringing and experience in a Muslim family and community can lead to or support belief in Allah. What Muslims believe about Allah’s nature as shown in Surah 1; 2 v 115–117; 6 v 95–99; 30 v 20–25; 40 v 61–68; 112. How Islam responds to the problems of evil and suffering.

Section D2 Matters of Life and Death

Islamic teachings about life after death. The social context of contraception, abortion and euthanasia, including current legislation in the United Kingdom. Non-religious arguments about contraception, abortion and euthanasia. Muslim attitudes to abortion and contraception and the reasons for those attitudes. Muslim attitudes to euthanasia and the reasons for these attitudes.

Section D3 Marriage and Family Life

Changing attitudes to cohabitation, marriage and divorce and family life in the United Kingdom. The purposes of Islamic marriage. Islamic teachings on cohabitation and divorce and the reasons for these teachings. Islamic teachings on family life and the importance of family life.

Section D4 Social Harmony

The growth in equal rights for women in the United Kingdom. Differences among Muslims on the roles and status of women and men, and the reasons for those differences (Qur’an 16 v97; 2 v228; 4 v34). Prejudice and discrimination, and the nature of the United Kingdom as a multi-ethnic society. Islamic teachings on racial harmony (Qur’an 30 v22; 49 v13; the last sermon of the Prophet Muhammad).

Section D5 Options

Candidates are required to study one of these options. It will be assessed by coursework.

Option 1 Religion and the Media

The variety and range of specifically religious programmes (religious broadcasts) on BBC1, BBC2, Channel 3 and Channel 4. Channel 5, cable and satellite religious broadcasts may be included but are not required. Candidates should be aware of the general contents of such programmes and must study ONE programme in depth to assess the reasons for its popularity/unpopularity.

How either TV soap operas or the national daily press deal with religious and moral issues of importance to Muslims, including an in-depth study of ONE religious or moral issue that has been dealt with.

Option 2 Religion: Wealth and Poverty

The teachings of Islam on: possession; uses and dangers of wealth; stewardship; almsgiving and charity; compassion and justice; the relationship between rich and poor.

An outline of the need for world development in response to the causes of poverty in the world. The extent and effects of poverty in the world. The work of Muslim organisations such as Muslim Aid in world development and the relief of poverty. Detailed knowledge of ONE Muslim agency and the reasons for its work will be required.

Unit E: Religion and life based on a study of Judaism

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section E1 Believing in God

How religious upbringing and experience in a Jewish home and in a Jewish community may lead to or support belief in the Almighty. Jewish teaching about the nature of the Almighty (Genesis 1:26–27, Exodus 20: 1–8, Deuteronomy 6: 4–9). Jewish responses to the problem of evil and suffering.

Section E2 Matters of Life and Death

Jewish teachings about life after death. The social context of contraception, abortion and euthanasia, including current legislation in the United Kingdom. Non-religious arguments about contraception, abortion and euthanasia. Jewish attitudes to conception, contraception and abortion and reasons for these attitudes. Jewish attitudes to euthanasia and the reasons for these attitudes.

Section E3 Marriage and Family Life

Changing attitudes to cohabitation, marriage and divorce, and family life in the United Kingdom. The purpose of Jewish marriage as seen in the wedding ceremony. Jewish teachings on cohabitation and divorce and the reasons for these attitudes. Jewish teaching on family life and its importance.

Section E4 Social Harmony

The growth in equal rights for women in the United Kingdom. Jewish teachings on the roles and status of men and women, with reference to different traditions in Judaism, (Genesis 1: 27–28; 3:16). Prejudice and discrimination and the nature of the United Kingdom as a multi-ethnic society. Jewish teachings on racial harmony (including reference to Genesis 3: 20, Leviticus 19: 33–34, Deuteronomy 23: 7, Isaiah 42: 6)

Section E5 Options

Candidates are required to study one of these options. It will be assessed by coursework.

Option 1 Religion and the Media

The variety and range of specifically religious programmes (religious broadcasts) on BBC1, BBC2, Channel 3 and Channel 4. Channel 5, cable and satellite religious broadcasts may be included but are not required. Candidates should be aware of the general contents of such programmes and must study ONE programme in depth to assess the reasons for its popularity/unpopularity.

How either TV soap operas or the national daily press deal with religious and moral issues of importance to Jews, including an in-depth study of ONE religious or moral issue that has been dealt with.

Option 2 Religion: Wealth and Poverty

The teachings of Judaism on: possession; uses and dangers of wealth; stewardship; almsgiving and charity; compassion and justice; the relationship between rich and poor.

An outline of the need for world development in response to the causes of poverty in the world. The extent and effects of poverty in the world. The work of Jewish organisations in world development and the relief of poverty, such as Jewish World Relief. Detailed knowledge of ONE Jewish agency and the reasons for its work will be required.

Unit F: Religion and life based on a study of Hinduism

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section F1 Believing in God

How religious upbringing in a Hindu family and community may lead to or support belief in God. How religious experiences lead some people to believe in God. How Hindus respond to the problems of evil and suffering.

Section F2 Matters of Life and Death

Hindu teachings on life after death. The social context of contraception, abortion and euthanasia, including current legislation in the United Kingdom. Non-religious arguments about contraception, abortion and euthanasia. Hindu attitudes to contraception and abortion and the reasons for these attitudes. Differences among Hindus in their attitudes to euthanasia and the reasons for these attitudes.

Section F3 Marriage and the Family

Changing attitudes to cohabitation, marriage and divorce, and the family in the United Kingdom. The purposes of Hindu marriage as seen in marriage services. Hindu teachings on cohabitation and divorce, and the reasons for them. Hindu teachings on family life and its importance.

Section F4 Social Harmony

The growth in equal rights for women in the United Kingdom. Differences among Hindus in their attitudes to the role of men and women. Prejudice and discrimination and the nature of the United Kingdom as a multi-ethnic society. Hindu teachings on racial harmony including references to the life and work of Mahatma Gandhi.

Section F5 Options

Candidates are required to study one of these options. It will be assessed by coursework.

Option 1 Religion and the Media

The variety and range of specifically religious programmes (religious broadcasts) on BBC1, BBC2, Channel 3 and Channel 4. Channel 5, cable and satellite religious broadcasts may be included but are not required. Candidates should be aware of the general contents of such programmes and must study ONE programme in depth to assess the reasons for its popularity/unpopularity.

How either TV soap operas or the national daily press deal with religious and moral issues of importance to Hindus, including an in-depth study of ONE religious or moral issue that has been dealt with.

Option 2 Religion: Wealth and Poverty

Hindu teachings on: possession; uses and dangers of wealth; stewardship; almsgiving and charity; compassion and justice; the relationship between rich and poor.

An outline of the need for world development in response to the causes of poverty. The extent and effects of poverty in the world. The work of Hindu agencies in world development and the relief of poverty. Detailed knowledge of ONE Hindu agency and the reasons for its work will be required.

Unit G: Religion and life based on a study of Sikhism

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section G1 Believing in God

How religious upbringing in a Sikh family and community may lead to or support belief in God. How religious experiences lead some people to believe in God. How Sikhs respond to the problems of evil and suffering.

Section G2 Matters of Life and Death

Sikh teachings on life after death. The social context of contraception, abortion and euthanasia, including current legislation in the United Kingdom. Non-religious arguments about contraception, abortion and euthanasia. Sikh attitudes to contraception and abortion and the reasons for these attitudes. Differences among Sikhs in their attitudes to euthanasia and the reasons for these attitudes.

Section G3 Marriage and the Family

Changing attitudes to cohabitation, marriage, divorce and the family, in the United Kingdom. The purposes of Sikh marriage as seen in marriage services. Sikh teachings on cohabitation and divorce, and the reasons for these teachings. Sikh teachings on family life and its importance.

Section G4 Social Harmony

The growth in equal rights for women in the United Kingdom. Differences among Sikhs in their attitudes to the role of men and women. Prejudice and discrimination and the nature of the United Kingdom as a multi-ethnic society. Sikh teachings on racial harmony, including reference to the life and teachings of Guru Nanak.

Unit H: Religion and society based on a study of Christianity and at least one other religion

This unit is divided into five sections; four sections assessed by supervised tasks, and a fifth section assessed by a coursework task. Details of the assessment are on page 6.

Candidates need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Candidates are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of:

Section H1 Religion and Social Responsibility

How Christians make moral decisions: the authority of the Bible, the authority of the Church, the role of conscience.

The electoral system in the United Kingdom: local government, national government, and differences among Christians in their attitudes to politics.

The Christian basis of the welfare state in the United Kingdom: the Parable of the Sheep and the Goats (Matthew 25:31–46) and its relationship to the basic provisions of the welfare state.

Section H2 Religion and the Environment

How pollution poses a threat to the future of the planet.

Christian teachings on creation and stewardship that could have an effect on attitudes to the environment.

Christian teachings on animal rights and how these teachings can have an effect on Christian attitudes to the use of animals in medical research.

Section H3 Religion: Peace and Conflict

One area of conflict in the world today, including the reasons for the conflict.

The attitudes to war of ONE religion other than Christianity and the reasons for these attitudes.

Religious and non-religious attitudes to bullying. The teachings of ONE religion other than Christianity on forgiveness and reconciliation.

Section H4 Religion: Crime and Punishment

The need for law and justice. The attitude to justice of ONE religion other than Christianity.

Theories of punishment: deterrence, retribution, reform. The teachings of one religion other than Christianity on judgement, forgiveness and punishment.

The nature of capital punishment and the non-religious arguments about it. The attitudes of one religion other than Christianity to capital punishment.

Section H5 Options

Candidates are required to study one of these options. It will be assessed by coursework.

Option 1 Religion and Medical Issues

Medical treatments for infertility. The attitudes of ONE religion to infertility treatments. Non-religious attitudes to infertility treatments.

The nature of genetic engineering. The attitudes of ONE religion to genetic engineering. Non-religious attitudes to genetic engineering.

Option 2 Religion and Science

The cosmology of ONE religion and the attitudes of its followers to it.

The scientific cosmology the explanation of how the world began and religious attitudes to it.
The ways in which some scientists see science as leading to or supporting belief in God.

Supervised tasks and coursework tasks

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A1 Believing in God

Supervised task

For the teacher

Please note that, of the two supervised tasks to be submitted, one must be from a Christian point of view, and the other must be from the point of view of one of the other five religions.

Preparation

Teachers should teach candidates the nature of religious experience and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your family or make up your own mind about religion. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion

- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A1 Believing in God

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate in Religious Studies.

In class you will learn about how people may come to believe in God. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious experience.
- b) Explain why an experience like this might lead someone to believe in God.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A2 Matters of Life and Death

Supervised task

For the teacher

Please note that, of the two supervised tasks to be submitted, one must be from a Christian point of view, and the other must be from the point of view of one of the other five religions.

Preparation

Teachers should introduce candidates to the teaching of one religion about life after death. This should be followed by classwork on the sanctity of life and the attitudes of one religion to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the attitude of one religion to life-support machines. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate in Religious Studies.

In class you will learn about matters of life and death. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline the teaching of one religion about life after death.
- b) Explain why the followers of one religion do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A3 Marriage and Family Life

Supervised task

For the teacher

Please note that, of the two supervised tasks to be submitted, one must be from a Christian point of view, and the other must be from the point of view of one of the other five religions.

Preparation

Teachers should teach candidates what happens in the marriage ceremony of one religion. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and religious attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate in Religious Studies.

In class you will learn about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at the marriage ceremony in one religion.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Religious people should never get divorced.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A4 Social Harmony

Supervised task

For the teacher

Please note that, of the two supervised tasks to be submitted, one must be from a Christian point of view, and the other must be from the point of view of one of the other five religions.

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of one religion on racism and why followers of this religion would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and religion and whether religion is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate in Religious Studies.

In class you will learn about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event that shows racial discrimination.
- b) Choose one religion. Why would followers of this religion oppose racial discrimination?
- c) 'Religion is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A5 Religion and the Media

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on the next page) should be used as the coursework assessment in Religion and the Media. Teachers may, however, set their own coursework task with the prior approval of Edexcel. There is no need to give the Candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part a) of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates, throughout the course, to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete Part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:

Describe the content of a religious television programme.

- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group come up with to answer this question:

Explain why religious people might be interested in this programme.

- c) Watch some television soap operas, and other television programmes that show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group come up with to answer this question:

‘Television doesn’t show religious people in a fair way.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on the next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, although they are set out in sequential order.

You should talk about the work of a religious agency and give the candidates some resource materials so that they can complete Part 1 of the task.

You should give the candidates resource material on the teachings of one religion on wealth and poverty and go over it with them. Then organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete Part 2 of the task.

This should be followed up by group work to discuss whether religious people can be rich. You may need to give candidates some resources to help them with this. The candidates can then complete Part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a religious agency
- 2 marks for an unorganised description of the work of a religious agency
- 3 marks for a basic description of the work of a religious agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit A: Religion and life based on a study of Christianity and at least one other religion

Section A5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a religious agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one religious agency that helps the poor.

- b) Your teacher will give you some resources on the teaching of one religion on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Choose one religion and say why its followers would support this work.

- c) Your teacher may give you some more resources on religious attitudes to wealth and poverty, and you will have a group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both religious and rich.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit B: Religion and life based on a study of Christianity

Section B1 Believing in God

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of religious experience in Christianity and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your parents or make up your own mind about religion. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit B: Religion and life based on a study of Christianity

Section B1 Believing in God

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class how people may come to believe in God. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious experience.
- b) Explain why an experience like this might lead someone to believe in God.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit B: Religion and life based on a study of Christianity

Section B2 Matters of Life and Death

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to Christian teaching about life after death. This should be followed by classwork on the sanctity of life and Christian attitudes to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the Christian attitudes to life-support machines. Candidates should be encouraged to make notes.

Candidates should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit B: Religion and life based on a study of Christianity

Section B2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn about matters of life and death in class. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline Christian teaching about life after death.
- b) Explain why some Christians do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched it off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit B: Religion and life based on a study of Christianity

Section B3 Marriage and Family Life

Supervised task

For the teacher

Preparation

Teachers should teach candidates what happens in the marriage ceremony of one Christian denomination. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce including both social and Christian attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit B: Religion and life based on a study of Christianity

Section B3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at the marriage ceremony in one Christian denomination.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Christians should never get divorced.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit B: Religion and life based on a study of Christianity

Section B4 Social Harmony

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Christianity on racism and why Christians would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and Christianity and whether Christianity is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas, which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit B: Religion and life based on a study of Christianity

Section B4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event which shows racial discrimination.
- b) Why would Christians oppose racial discrimination?
- c) 'Christianity is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit B: Religion and life based on a study of Christianity

Section B5 Religion and the Media

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on the next page) should be used as the coursework assessment in Religion and the Media. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part 1 of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates, throughout the course, to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a religious programme
- 2 marks for an unorganised description of a religious programme
- 3 marks for a basic description of a religious programme.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit B: Religion and life based on a study of Christianity

Section B5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:
Describe the content of a religious television programme.
- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group come up with to answer this question:
Explain why religious people might be interested in this programme.
- c) Watch some television soap operas, and other television programmes which show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group come up with to answer this question:
'Television doesn't show religious people in a fair way.'
Do you agree? Give reasons for your opinion.

When your work is complete it will be marked by your teacher. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit B: Religion and life based on a study of Christianity

Section B5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on the next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should talk about the work of a Christian agency in helping the poor and give the candidates some resource materials so that they can complete part 1 of the task.

You should give the candidates resource material on the teachings of Christianity on wealth and poverty and go over it with them. Then organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

This should be followed up by group work to discuss whether Christians can be rich. You may need to give candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a Christian agency
- 2 marks for an unorganised description of the work of a Christian agency
- 3 marks for a basic description of the work of a Christian agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit B: Religion and life based on a study of Christianity

Section B5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you may have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a religious agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one Christian agency which helps the poor.

- b) Your teacher will give you some resources on the teaching of Christianity on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Using the teaching of Christianity, explain why Christians would support this work.

- c) Your teacher may give you some more resources on Christian attitudes to wealth and poverty, and you will have group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both a good Christian and a rich person.’

Do you agree? Give reasons for your opinion.

When your work is complete it will be marked by your teacher. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit C: Religion and Life based on a Study of Catholic Christianity

Section C1 Believing in God

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of religious experience from a Catholic perspective and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your parents or make up your own mind about religion.

Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit C: Religion and life based on a study of Catholic Christianity

Section C1 Believing in God

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about how people may come to believe in God. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious experience.
- b) Explain why an experience like this might lead someone to believe in God.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinions.

Check your work carefully before you hand it in.

Unit C: Religion and life based on a study of Catholic Christianity

Section C2 Matters of Life and Death

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to the Catholic teaching about life after death. This should be followed by classwork on the sanctity of life and Christian attitudes to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the Christian attitude to life-support machines. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit C: Religion and life based on a study of Catholic Christianity

Section C2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn about matters of life and death in class. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline the Catholic teaching on life after death.
- b) Explain why some Christians do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit C: Religion and life based on a study of Catholic Christianity

Section C3 Marriage and Family Life

Supervised task

For the teacher

Preparation

Teachers should teach candidates what happens in the Catholic marriage ceremony. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce including both social and Catholic attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit C: Religion and life based on a study of Catholic Christianity

Section C3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. This task will be marked by your teacher. It will count towards your Edexcel Entry level Certificate.

You will learn in class about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at a Catholic marriage ceremony.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Catholics should never get divorced.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit C: Religion and life based on a study of Catholic Christianity

Section C4 Social Harmony

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Christianity on racism and why Catholics would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and Christianity and whether Catholicism is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit C Religion and life based on a study of Catholic Christianity

Section C4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony, you may have to complete a supervised task. This task will be marked by your teacher. It will count towards your Edexcel Entry level Certificate.

You will learn in class about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event which shows racial discrimination.
- b) Why would Catholics oppose racial discrimination?
- c) 'The Catholic Church is not fair to women.'

Do you agree? Give reasons for your opinions.

Check your work carefully before you hand it in.

Unit C Religion and life based on a study of Catholic Christianity

Section C5 Religion and the Media Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on the next page) should be used as the coursework assessment in Religion and the Media. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part 1 of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates throughout the course to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit C: Religion and life based on a study of Catholic Christianity

Section C5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you have to complete a coursework task. This task will be marked by your teacher. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:
Describe the content of a religious television programme.
- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group come up with to answer this question:
Explain why religious people might be interested in this programme.
- c) Watch some television soap operas, and other television programmes which show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group come up with to answer this question:
'Television doesn't show religious people in a fair way.'
Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit C: Religion and life based on a study of Catholic Christianity

Section C5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on the next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should talk about the work of a Catholic agency in helping the poor and give the candidates some resource materials so that they can complete part 1 of the task.

You should give the candidates resource material on the teaching of Christianity on wealth and poverty and go over it with them. Then organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

This should be followed up by group work to discuss whether Catholics can be rich. You may need to give candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a Catholic agency
- 2 marks for an unorganised description of the work of a Catholic agency
- 3 marks for a basic description of the work of a Catholic agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit C Religion and life based on a study of Catholic Christianity

Section C5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a Catholic agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one Catholic agency which helps the poor.

- b) Your teacher will give you some resources on the teaching of Christianity on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Using the teaching of Christianity, explain why Catholics would support this work.

- c) Your teacher may give you some more resources on Catholic attitudes to wealth and poverty, and you will have group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both a good Catholic and a rich person.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit D: Religion and life based on a study of Islam

Section D1 Believing in Allah

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of religious upbringing and experience in a Muslim home. This should be followed by classwork on how this upbringing and experience might lead a young person to believe in Allah. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your parents or make up your own mind about religion.

Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit D: Religion and life based on a study of Islam

Section D1 Believing in Allah

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in Allah you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn about religious upbringing and experience in a Muslim home in class. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious upbringing in a Muslim home.
- b) Explain why an upbringing like this might lead someone to believe in Allah.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit D: Religion and life based on a study of Islam

Section D2 Matters of Life and Death

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to the Islamic teaching about life after death. This should be followed by classwork on the sanctity of life and Muslim attitudes to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the Muslim attitude to life-support machines. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas, which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit D: Religion and life based on a study of Islam

Section D2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline the Islamic teaching about life after death.
- b) Explain why some Muslims do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit D: Religion and life based on a study of Islam

Section D3 Marriage and Family Life

Supervised task

For the teacher

Preparation

Teachers should teach candidates what happens in a Muslim marriage ceremony. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce including both social and Muslim attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit D: Religion and life based on a study of Islam

Section D3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at a Muslim marriage ceremony.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Muslims should never get divorced.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit D: Religion and life based on a study of Islam

Section D4 Social Harmony

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Islam on racism and why Muslims would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and Islam and whether Islam is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit D: Religion and life based on a study of Islam

Section D4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event which shows racial discrimination.
- b) Why would Muslims oppose racial discrimination?
- c) 'Islam is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit D: Religion and life based on a study of Islam

Section D5 Religion and the Media

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion and the Media. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part 1 of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates, throughout the course, to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit D: Religion and life based on a study of Islam

Section D5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you may have to complete a coursework task. This task will be marked by your teacher. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:

Describe the content of a religious television programme.

- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group come up with to answer this question:

Explain why religious people might be interested in this programme.

- c) Watch some television soap operas, and other television programmes which show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group come up with to answer this question:

‘Television doesn’t show religious people in a fair way.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit D: Religion and life based on a study of Islam

Section D5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should talk about the work of a Muslim agency in helping the poor and give the candidates some resource materials so that they can complete part 1 of the task.

You should give the candidates resource material on the teaching of Islam on wealth and poverty and go over it with them. Then organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

This should be followed up by group work to discuss whether Muslims should be rich. You may need to give candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a Muslim agency
- 2 marks for an unorganised description of the work of a Muslim agency
- 3 marks for a basic description of the work of a Muslim agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit D: Religion and life based on a study of Islam

Section D5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you may have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a Muslim agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one Muslim agency that helps the poor.

- b) Your teacher will give you some resources on the teaching of Islam on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Using the teaching of Islam, explain why Muslims would support this work.

- c) Your teacher may give you some more resources on religious attitudes to wealth and poverty, and you will have group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both a good Muslim and a rich person.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit E: Religion and life based on a study of Judaism

Section E1 Believing in God

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of religious upbringing and experience in a Jewish home. This should be followed by classwork on how this upbringing and experience might lead a young person to believe in the Almighty. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your parents or make up your own mind about religion.

Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit E: Religion and life based on a study of Judaism

Section E1 Believing in God

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about religious upbringing and experience in a Jewish home. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious upbringing in a Jewish home.
- b) Explain why an upbringing like this might lead someone to believe in the Almighty.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit E: Religion and life based on a study of Judaism

Section E2 Matters of Life and Death

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to Jewish teaching about life after death. This should be followed by classwork on the sanctity of life and Jewish attitudes to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the Jewish attitudes to life-support machines. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit E: Religion and life based on a study of Judaism

Section E2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline Jewish teaching about life after death.
- b) Explain why some Jews do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit E: Religion and life based on a study of Judaism

Section E3 Marriage and Family Life

Supervised task

For the teacher

Preparation

Teachers should teach candidates what happens in a Jewish marriage ceremony. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce including both social and Jewish attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit E: Religion and life based on a study of Judaism

Section E3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at a Jewish marriage ceremony.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Jews should never get divorced.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit E: Religion and life based on a study of Judaism

Section E4 Social Harmony

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Judaism on racism and why Jews would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and Judaism and whether Judaism is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit E: Religion and life based on a study of Judaism

Section E4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event which shows racial discrimination.
- b) Why would Jews oppose racial discrimination?
- c) 'Judaism is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit E: Religion and life based on a study of Judaism

Section E5 Religion and the Media

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion and the Media. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part 1 of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates, throughout the course, to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit E: Religion and life based on a study of Judaism

Section E5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:

Describe the content of a religious television programme.

- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group comes up with to answer this question:

Explain why religious people might be interested in this programme.

- b) Watch some television soap operas, and other television programmes that show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group comes up with to answer this question:

- c) 'Television doesn't show religious people in a fair way.'

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit E: Religion and life based on a study of Judaism

Section E5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should talk about the work of a Jewish agency in helping the poor and give the candidates some resource materials so that they can complete part 1 of the task.

You should give the candidates resource material on the teaching of Judaism on wealth and poverty and go over it with them. Organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

This should be followed up by group work to discuss whether Jews should be rich. You may need to give candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a Jewish agency
- 2 marks for an unorganised description of the work of a Jewish agency
- 3 marks for a basic description of the work of a Jewish agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit E: Religion and life based on a study of Judaism

Section E5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a Jewish agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one Jewish agency that helps the poor.

- b) Your teacher will give you some resources on the teaching of Judaism on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Using the teaching of Judaism, explain why Jews would support this work.

- c) Your teacher may give you some more resources on religious attitudes to wealth and poverty, and you will have group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both a good Jew and a rich person.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit F: Religion and life based on a study of Hinduism

Section F1 Believing in God

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of religious upbringing and experience in a Hindu home. This should be followed by classwork on how this upbringing and experience might lead a young person to believe in God. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your parents or make up your own mind about religion.

Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit F: Religion and life based on a study of Hinduism

Section F1 Believing in God

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about religious upbringing and experience in a Hindu home. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious upbringing in a Hindu home.
- b) Explain why an upbringing like this might lead someone to believe in God.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit F: Religion and life based on a study of Hinduism

Section F2 Matters of Life and Death

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to Hindu teaching about life after death. This should be followed by classwork on the sanctity of life and Hindu attitudes to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the Hindu attitudes to life-support machines. Candidates should be encouraged to make notes.

Candidates should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit F: Religion and life based on a study of Hinduism

Section F2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline the Hindu teaching about life after death.
- b) Explain why some Hindus do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.' Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit F: Religion and life based on a study of Hinduism

Section F3 Marriage and Family Life

Supervised task

For the teacher

Preparation

Teachers should teach candidates what happens in a Hindu marriage ceremony. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce including both social and Hindu attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit F: Religion and life based on a study of Hinduism

Section F3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at a Hindu marriage ceremony.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Hindus should never get divorced.' Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit F: Religion and life based on a study of Hinduism

Section F4 Social Harmony

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Hinduism on racism and why Hindus would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and Hinduism and whether Hinduism is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit F: Religion and life based on a study of Hinduism

Section F4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony, you may have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event that shows racial discrimination.
- b) Why would Hindus oppose racial discrimination?
- c) 'Hinduism is not fair to women.' Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit F: Religion and life based on a study of Hinduism

Section F5 Religion and the Media

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion and the Media. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part 1 of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates, throughout the course, to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit F: Religion and life based on a study of Hinduism

Section F5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:

Describe the content of a religious television programme.

- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group come up with to answer this question:

Explain why religious people might be interested in this programme.

- c) Watch some television soap operas, and other television programmes that show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group comes up with to answer this question:

‘Television doesn’t show religious people in a fair way.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit F: Religion and life based on a study of Hinduism

Section F5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should talk about the work of a Hindu agency in helping the poor and give the candidates some resource materials so that they can complete part 1 of the task.

You should give the candidates resource material on the teaching of Hinduism on wealth and poverty and go over it with them. Then organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

This should be followed up by group work to discuss whether Hindus should be rich. You may need to give candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a Hindu agency
- 2 marks for an unorganised description of the work of a Hindu agency
- 3 marks for a basic description of the work of a Hindu agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit F: Religion and life based on a study of Hinduism

Section F5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a Hindu agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one Hindu agency that helps the poor.

- b) Your teacher will give you some resources on the teaching of Hinduism on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Using the teaching of Hinduism, explain why Hindus would support this work.

- c) Your teacher may give you some more resources on religious attitudes to wealth and poverty, and you will have group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both a good Hindu and a rich person.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit G: Religion and life based on a study of Sikhism

Section G1 Believing in God

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of religious upbringing and experience in a Sikh home. This should be followed by classwork on how this upbringing and experience might lead a young person to believe in God. Candidates should be encouraged to make notes.

There should then be a class discussion on children and religion, and whether it is better to follow the religion of your parents or make up your own mind about religion. Candidates should be encouraged to make notes.

Candidates should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit G: Religion and life based on a study of Sikhism

Section G1 Believing in God

Candidate task sheet: supervised task

For the candidate

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about religious upbringing and experience in a Sikh home. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe a religious upbringing in a Sikh home.
- b) Explain why an upbringing like this might lead someone to believe in God.
- c) 'Children should follow the religion of their parents.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit G: Religion and life based on a study of Sikhism

Section G2 Matters of Life and Death

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to Sikh teaching about life after death. This should be followed by classwork on the sanctity of life and Sikh attitudes to abortion. Candidates should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and the Sikh attitudes to life-support machines. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit G: Religion and life based on a study of Sikhism

Section G2 Matters of Life and Death

Candidate task sheet: supervised task

For the candidate

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline the teaching of Sikhism about life after death.
- b) Explain why some Sikhs do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit G: Religion and life based on a study of Sikhism

Section G3 Marriage and Family Life

Supervised task

For the teacher

Preparation

Teachers should teach candidates what happens in a Sikh marriage ceremony. This should be followed by classwork on how the marriage ceremony might help to make the marriage work. Candidates should be encouraged to make notes.

There should then be a class discussion on divorce including both social and Sikh attitudes. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next sheet) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit G: Religion and life based on a study of Sikhism

Section G3 Marriage and Family Life

Candidate task sheet: supervised task

For the candidate

As part of your work on marriage and family life, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about marriage and family life. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe what happens at a Sikh marriage ceremony.
- b) Explain how the marriage ceremony might help to make the marriage work.
- c) 'Sikhs should never get divorced.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit G: Religion and life based on a study of Sikhism

Section G4 Social Harmony

Supervised task

For the teacher

Preparation

Teachers should teach candidates the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Sikhism on racism and why Sikhs would oppose racism. Candidates should be encouraged to make notes.

There should then be a class discussion on women and Sikhism and whether Sikhism is unfair in its treatment of women. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit G: Religion and life based on a study of Sikhism

Section G4 Social Harmony

Candidate task sheet: supervised task

For the candidate

As part of your work on social harmony, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about social harmony. You should bring any notes you have made to the supervised task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Describe an event that shows racial discrimination.
- b) Why would Sikhs oppose racial discrimination?
- c) 'Sikhism is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit G: Religion and life based on a study of Sikhism

Section G5 Religion and the Media

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion and the Media. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should show a religious television programme to the candidates so that they can complete part 1 of the task.

You should organise group discussions after watching the programme so that candidates can discuss why religious people might have enjoyed the programme. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

You should encourage the candidates, throughout the course, to watch soaps and comedy programmes to see how religious people are shown. You should also video some other religious programmes and show them to the candidates. This should be followed up by group work to discuss whether religious people are shown fairly on television so that candidates can complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit G: Religion and life based on a study of Sikhism

Section G5 Religion and the Media

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion and the Media, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Watch a religious television programme and make notes on what was in the programme. Then use the notes to answer this question:

Describe the content of a religious television programme.

- b) Work in groups to discuss why religious people might have found the programme interesting. Use the ideas you and your group come up with to answer this question:

Explain why religious people might be interested in this programme.

- c) Watch some television soap operas, and other television programmes that show religious people. Then work in groups to discuss whether television shows religious people in a fair way. Use the ideas you and your group comes up with to answer this question:

‘Television doesn’t show religious people in a fair way.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit G: Religion and life based on a study of Sikhism

Section G5 Religion: Wealth and Poverty Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion: Wealth and Poverty. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give the candidates all the tasks at once, though they are set out in sequential order.

You should talk about the work of a Sikh agency in helping the poor and give the candidates some resource materials so that they can complete part 1 of the task.

You should give the candidates resource material on the teaching of Sikhism on wealth and poverty and go over it with them. Then organise group discussions so that candidates can discuss why followers of the religion would support the work of the agency. You should encourage the candidates to make notes about the ideas raised in the groups so that they can complete part 2 of the task.

This should be followed up by group work to discuss whether Sikhs should be rich. You may need to give candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about a Sikh agency
- 2 marks for an unorganised description of the work of a Sikh agency
- 3 marks for a basic description of the work of a Sikh agency.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit G: Religion and life based on a study of Sikhism

Section G5 Religion: Wealth and Poverty

Candidate task sheet: coursework task

For the candidate

As part of your work on Religion: Wealth and Poverty, you have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the work of a Sikh agency in helping the poor and may talk to you about this. You should then use this information to answer this question:

Describe the work of one Sikh agency which helps the poor.

- b) Your teacher will give you some resources on the teaching of Sikhism on wealth and poverty. You will also have group discussions. You should use this information to answer this question:

Using the teaching of Sikhism, explain why Sikhs would support this work.

- c) Your teacher may give you some more resources on religious attitudes to wealth and poverty, and you will have group discussion on whether religious people can be rich. You should use this information to answer this question:

‘You can’t be both a good Sikh and a rich person.’

Do you agree? Give reasons for your opinion.

When your work is complete your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H1 Religion and Social Responsibility Supervised task

For the teacher

Preparation

Teachers should introduce candidates to the nature of the Welfare State and its provisions. Candidates should be encouraged to make notes.

Teachers should then explain to candidates how Christians make moral decisions with special reference to the importance of the Bible. This should be followed by class discussion on the role of conscience, and whether conscience is the best guide in making moral decisions. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas, which they will have to complete in a lesson. They should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact
- 2 marks for an unorganised outline
- 3 marks for a basic outline.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H1 Religion and Social Responsibility Supervised task

For the candidate

As part of your work on religion and social responsibility, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about how Christians make moral decisions, and about Christianity and the welfare state. You should bring any notes you have made to the task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Give an outline of what is provided by the Welfare State.
- b) Explain why the Bible is important for Christians when they have to make a moral decision.
- c) ‘Your conscience is the best guide when you have to make a moral decision.’

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H2 Religion and the Environment Supervised task

For the teacher

Preparation

Teachers should introduce candidates to Christian teachings on creation and stewardship. Teachers should explain the problems of pollution and how Christian teachings may affect Christian attitudes. This should be followed by class discussion. Candidates should be encouraged to make notes.

Teachers should then explain to candidates why Christians have different attitudes to the use of animals in medical research. This should be followed by class discussion. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour.

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact
- 2 marks for an unorganised outline of religious belief or practice
- 3 marks for a basic outline of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H2 Religion and the Environment

Candidate task sheet: supervised task

For the candidate

As part of your work on religion and the environment, you may have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about Christian teachings on creation and stewardship, the problems of pollution and Christians and animal rights. You should bring any notes you have made to the task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Give an outline of Christian teachings on creation.
- b) Explain why some Christians do not agree with animals being used for medical research.
- c) 'If Christians really cared about the environment, they would stop using cars and dishwashers.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H3 Religion: Peace and Conflict

Supervised task

For the teacher

Preparation

Teachers should introduce candidates to an area of conflict in the world and explain the reasons for the conflict. Teaching should follow this on the attitude to war of one religion other than Christianity and a class discussion. Candidates should be encouraged to make notes.

Teachers should then explain religious and non-religious attitudes to bullying to candidates. This should be followed by class discussion. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet (on the next page) and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact
- 2 marks for an unorganised outline of a religious belief or practice
- 3 marks for a basic outline of a religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H3 Religion: Peace and Conflict

Candidate task sheet: supervised task

For the candidate

As part of your work on religion: peace and conflict, you may have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

You will learn in class about an area of conflict in the world, the attitudes to war of one religion other than Christianity, and religious and non-religious attitudes to bullying.

You should bring any notes you have made to the task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Outline the attitude to war of one religion other than Christianity.
- b) Choose ONE area of conflict in the world and explain why the conflict is happening..
- c) 'No religious person should be involved in bullying.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H4 Religion: Crime and Punishment Supervised task

For the teacher

Preparation

Teachers should introduce candidates to the nature of law. There should then be a class discussion on what life would be like without laws and why we need to have laws. This should be followed by teaching on theories of punishment. Candidates should be encouraged to make notes.

Teachers should then explain to candidates the nature of capital punishment and the attitudes of one religion other than Christianity to capital punishment. This should be followed by class discussion on arguments for and against capital punishment. Candidates should be encouraged to make notes.

Candidates should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

Completing the task

Candidates should be given a copy of the candidate task sheet and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact
- 2 marks for an unorganised outline of one theory
- 3 marks for an outline of two theories.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid reason
- 2 marks for a valid reason in sentence form
- 3 marks for a valid and developed reason or giving two valid reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H4 Religion: Crime and Punishment

Candidate task sheet: supervised task

For the candidate

As part of your work on Religion: Crime and Punishment, you may have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about theories of punishment, why society needs to have laws, arguments about capital punishment and the attitudes of one religion other than Christianity to capital punishment. You should bring any notes you have made to the task lesson.

The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail:

- a) Give an outline of two theories of punishment.
- b) Explain why we need to have laws.
- c) 'No religious person can agree with capital punishment.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H5 Religion and Medical Issues Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion and Medical Issues. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give candidates all the tasks at once, though they are set out in sequential order.

You should talk about medical treatments for infertility and give the candidates some resource materials so that they can carry out part 1 of the task.

You should give the candidates resource materials on different Christian attitudes to medical treatments for infertility, and the reasons for them. Then organise group discussions so that candidates understand why there are different attitudes among Christians. You should encourage candidates to make notes so that they can complete part 2 of the task.

This should be followed up by group work on genetic treatments and whether religious people should allow these. You may need to give the candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Completing the task

Candidates should be given a copy of the candidate task sheet and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact
- 2 marks for an unorganised outline
- 3 marks for a basic outline.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid and developed religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H5 Religion and Medical Issues

Candidate task sheet: coursework task

For the candidate

As part of your work on religion and medical issues, you may have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

The task

- a) Your teacher will give you some resources on medical treatments for infertility. You should use this information to answer this question:

Outline the medical treatments available for infertility.

- b) Your teacher will give you some resources on the attitudes of Christians to infertility treatments. You will also have group discussions. You should use this information to answer this question:

Explain why there are different attitudes among Christians to medical treatments for infertility.

- c) Your teacher will give you some resources on genetic engineering, and you will have class discussions. You should use this information to answer this question:

‘Only God should interfere with our genes.’

Do you agree? Give reasons for your opinion.

When your work is complete, your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H5 Religion and Science

Coursework task

For the teacher

Preparation

The three activities specified in the candidate task sheet (on next page) should be used as the coursework assessment in Religion and Science. Teachers, however, may set their own coursework task with the prior approval of Edexcel. There is no need to give candidates all the tasks at once, though they are set out in sequential order.

You should talk about the biblical cosmology in Genesis and give the candidates some resource materials so that they can carry out part 1 of the task.

You should give the candidates resource materials on different Christian attitudes to biblical cosmology, and the reasons for these attitudes. Organise group discussions so that candidates understand why there are different attitudes among Christians. You should encourage candidates to make notes so that they can complete part 2 of the task.

This should be followed up by group work on the ways in which some scientists find that science leads to or supports belief in God. You may need to give the candidates some resources to help them with this. The candidates can then complete part 3 of the task.

Completing the task

Candidates should be given a copy of the candidate task sheet and have their class notes available. They should work independently under test conditions for a specified length of time, normally about an hour

Assessing the task

Teachers should mark part a) out of three using this scheme:

- 1 mark for any correct fact about religious belief or practice
- 2 marks for an unorganised description of religious belief or practice
- 3 marks for a basic description of religious belief or practice.

Teachers should mark part b) out of three using this scheme:

- 1 mark for a valid religious reason to explain a problem
- 2 marks for a valid religious reason in sentence form
- 3 marks for a valid religious reason or giving two valid religious reasons.

Teachers should mark part c) out of three using this scheme:

- 1 mark for responding to a religious or moral issue, giving an opinion
- 2 marks for responding to a religious or moral issue, giving an opinion with a reason
- 3 marks for responding to a religious or moral issue, giving an opinion with religious or moral reasons.

The marks should be entered on the candidate's record sheet (*Appendix 1*) and totalled. The number of credits for the module should then be entered according to the 'calculating the final award' instructions on page 7.

Unit H: Religion and society based on a study of Christianity and at least one other religion

Section H5 Religion and Science

Candidate task sheet: coursework task

For the candidate

As part of your work on religion and science, you may have to complete a coursework task. Your teacher will mark this task. It will count towards your Edexcel Entry level Certificate.

The task

- a) Your teacher will give you some resources on the Biblical cosmology. You should use this information to answer this question:

Describe the Biblical cosmology in Genesis.

- b) Your teacher will give you some resources on the attitudes of Christians to the Biblical cosmology. You will also have group discussions. You should use this information to answer this question:

Explain why there are different attitudes among Christians to the Biblical cosmology.

- c) Your teacher will give you some resources on the ways in which some scientists see science as leading to or supporting belief in God. You will also have class discussions. You should use this information to answer this question:

‘You cannot be a scientist and believe in God.’

Do you agree? Give reasons for your opinion.

When your work is complete, your teacher will mark it. Before you hand it in, check it carefully, making sure you have written clearly and in detail.

Useful publications/resources

The main resource is the textbook specially written for the GCSE course:

- Watton V – *Religion and Life* (Hodder & Stoughton, 1999)
A Foundation edition of this book will be available from May 2001.

This book should be used in conjunction with:

- Watton V – *Religion and Life Teacher's Handbook* (Hodder & Stoughton, 1999)

Teachers may also find the following books useful:

- Ardavan J – *Growing up in Islam* (Longman, 1990)
- Elson M and Watton V – *Catholic Christianity Today* (Hodder & Stoughton, 1997)
- Holm J – *Growing up in Judaism* (Longman, 1990)
- Keene M – *This is Judaism* (S Thorne, 1996)
- Sutcliffe S – *Committed to Islam* (RMEP, 1995)
- Windsor G and Hughes J – *Christian Life, Personal and Social Issues* (Heinemann, 1991)
- Wright C – *Key Christian Beliefs* (Lion, 1995)

Appendix 1 – Candidate record sheet

Edexcel Entry level Certificate in Religious Studies

CENTRE NUMBER:

UNIT:

CANDIDATE NUMBER:

CANDIDATE'S SURNAME AND INITIAL:

MODULE		KNOWLEDGE	UNDERSTANDING	RESPONSE	TOTAL	NUMBER OF CREDITS
SECTION 1 OR SECTION 2	S					
SECTION 3 OR SECTION 4	S					
SECTION 5	C					

TOTAL NUMBER OF CREDITS

ENTRY LEVEL AWARDED

KEY: S = SUPERVISED TASK
C = COURSEWORK TASK

Declaration by teacher: *'I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.'*

SIGNATURE OF EXAMINING TEACHER:

DATE:

Appendix 2

Coursework moderation procedures

- 1 The marks submitted for coursework will be moderated in accordance with the requirements of the National General Criteria and the Mandatory Code of Practice.
- 2 An approved moderator will be assigned to each centre by Edexcel. The moderator will contact the centre directly.
- 3 The moderator will be responsible for standardising marks across several centres.
- 4 Centres must ensure that there is full and effective internal standardisation of the assessments made by different teaching groups within a centre. This will establish an overall order of merit for all students in the centre. Centres are required to verify that internal moderation (standardisation) has taken place. Standardisation within the centres must involve an examination of the candidate's work to ensure that the assessment criteria have been consistently applied. This process should also include the arithmetical check of the marks.
- 5 Edexcel will provide INSET on coursework design and marking.
- 6 Final moderation will be conducted by post.
- 7 Edexcel will specify the sample size that will be required for moderation; further samples of work may be requested by the moderator. The moderation will consist of a detailed scrutiny of the sampled work in relation to marks awarded.
- 8 The material to be used for moderation must be available near to the assessment date to be specified by Edexcel.
- 9 It will consist of:
 - a) the record sheet for each candidate
 - b) samples of completed portfolios from candidates including both supervised tasks and coursework as follows:

Group size	Size of sample
1 – 10	Work from all
11 – 19	Work from 11
20 – 29	Work from 12
30 – 39	Work from 13
40 – 49	Work from 14
For each extra 10 (0 – 9)	One more is sampled
For numbers of 100 or more	20 will be sampled

- c) Teacher's notes listing any assistance given.

- 10 (These materials must be retained, for possible use in moderation and in enquiries about results, until after 31 October of the examination year).
- 11 Normally, moderation will not affect the order of merit established by a centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment of other departure from specification requirements, in order to align standards. Where such action results in changes in the order of merit, centres will be notified when possible. If necessary, such centres will be directed to review their assessment before moderation can be completed.
- 12 Edexcel will provide centres with the results of moderation of their coursework assessments as soon as possible after assessment.

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