



Independent Schools  
Examinations Board

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

**RELIGIOUS STUDIES SYLLABUS B**

*(Revised November 2010 for first examination in November 2011)*

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*N.B. Any change from the syllabus published in spring 2009 is indicated by a heavy line in the margin.*

**INTRODUCTION**

This syllabus comprises the central doctrines of the Roman Catholic Church, biblical studies and contemporary issues. It reflects the fact that the religious traditions of the United Kingdom are, in the main, Christian while taking into account other religious and non-religious traditions represented in the United Kingdom. It thus meets the requirements of the 1944 Education Act (section 28 where appropriate), the 1966 Education Act (section 375) and Catholic Independent Schools' Conference.

The syllabus provides a common body of knowledge which senior schools can assume when creating their religious studies courses. It is distinctive in that candidates study a full issues-based course which requires the ability to understand Roman Catholicism in its historic and contemporary setting. It also provides a coherent course, balanced in terms of breadth and depth, and offers all candidates, of any religious persuasion or none, the opportunity to demonstrate their attainment, irrespective of their gender or ethnic or social background.

**AIMS**

The syllabus seeks to balance challenging academic questions with a sincere and faithful exploration of Roman Catholicism.

The syllabus aims at giving candidates the opportunity to:

- (i) study the foundational biblical texts for Roman Catholic Christianity;

- (ii) acquire knowledge and develop understanding of the beliefs, values, traditions and history of Roman Catholicism;
- (iii) consider the influence on people's lives of the beliefs, values and traditions associated with Roman Catholicism;
- (iv) consider Roman Catholic responses to some moral issues;
- (v) identify, investigate and respond to fundamental questions of life raised by religion in general, by Roman Catholicism in particular and by human experience, including questions about the meaning and purpose of life;
- (vi) develop skills relevant to the study of religion.

## **ASSESSMENT OBJECTIVES**

Candidates must demonstrate their ability to:

- AO1 recall, select, organise and deploy knowledge of the syllabus content, including the content and distinctive concepts of foundational texts and the specialist vocabulary of religion;
- AO2 describe, analyse and explain the relevance and application of religious ideas and practices, and issues arising from the study of Roman Catholicism;
- AO3 evaluate different responses to religious and moral issues, including a personal response, using relevant evidence and argument, and appropriate language and terminology.

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

## **SYLLABUS CONTENT**

Candidates offering Syllabus B are expected to study the principal beliefs and practices of the Roman Catholic Church. The syllabus seeks to balance challenging academic questions with a sincere and faithful exploration of Roman Catholicism. The questions are set in such a way that candidates are invited to explore a range of religious questions, as well as to show an awareness of the moral and spiritual teaching within Roman Catholicism. The syllabus is divided into three sections.

### **SECTION 1: THE OLD COVENANT**

**Creation:** Genesis 1: 1-2:1-25

- The purpose of Creation
- Humans as created in God's image
- Modern views of the origins of the universe
- Stewardship

### **The Fall: Genesis 3**

- The effects of the Fall on men and women
- Human nature
- Sin and evil

### **Abraham**

- The call of Abraham: Genesis 12
- Abraham's relationship with God
- Abraham and Isaac: Genesis 17
- The near sacrifice of Isaac: Genesis 22
- Abraham's character and example

### **Moses and the Passover**

- The call of Moses
- Moses' relationship with God: Exodus 2-3
- Moses' character and example
- The Passover: Exodus 12
- The Passover as a symbol of liberation

### **God's Covenant with His people**

- The Ten Commandments: Exodus 19-20
- The Idea of Covenant: Exodus 24
- Contemporary significance of the Ten Commandments

## **SECTION 2: THE NEW COVENANT: JESUS CHRIST AND THE SACRAMENTS**

### **The Person of Jesus**

- The Incarnation
- Jesus' childhood: Luke 1-2
- Jesus' baptism: Matthew 3:13-17
- Jesus' healing ministry
- Jesus' work with outcasts
- Jesus' teaching on repentance and forgiveness

### **Discipleship**

- The call of the disciples: Matthew 4:18-22
- The identity of the disciples: Matthew 10:1-4
- The qualities of being a disciple: Matthew 10:5-42

- The call and commissioning of Peter: Matthew 16:13-28
- Discipleship today

### **The Kingdom of God**

- Parables
  - Types of parables
  - Why Jesus taught using parables
  - The Lost Son: Luke 15:11-32
  - The Good Samaritan: Luke 10:25-37
  - The Parable of the Talents: Matthew 25:14-30
- Miracles
  - Types of miracle
  - Why Jesus performed miracles
  - The Paralysed Man: Mark 2:1-12
  - The Feeding of the Five Thousand: Mark 6:35-44
  - The Calming of the Storm: Mark 4:35-41

### **The Passion and the Resurrection: Mark 14-15; John 20**

- Anointing at Bethany
- Last Supper
- Gethsemane
- Trials
- Crucifixion
- Burial
- Resurrection
- Mary
- Thomas

### **The Sacraments**

- Grace
- Nature of the seven Sacraments
- In particular: Baptism, Reconciliation, Mass/Eucharist

## **SECTION 3: THE CHURCH**

### **The Birth and Life of the Church**

- Pentecost
- St Paul and the Early Church
- The Roman Church in Britain

- Teaching and authority
- The Pope
- Holy orders: bishops, priests, deacons and religious orders
- Laity and contemporary figures
- Life in the parish

**Community Life in the Church:** Church teaching on life and practice

- Marriage and the family
- Charity
- Issues of life and death
- Attitude to other world religions

**The Liturgical Year and Devotion**

- Advent
- Christmas - Epiphany
- Lent
- Stations of the Cross
- Holy Week - Easter
- Pentecost
- Trinity Sunday
- Ordinary time
- Our Lady: the mysteries of the Rosary; Mary's role in the life of Jesus and the Church
- Pilgrimage
- Eternal life and the Communion of Saints

**COURSEWORK**

This option invites candidates to research the beliefs and practices (religious and moral) of Section 3 of this syllabus. The aims of this option are to enable candidates to acquire a working understanding of Roman Catholicism and to consider how beliefs of that faith affect the lives of its followers. The research for this might include textbooks, interviews, internet, visiting speakers etc. Candidates offering coursework should be instructed not to answer a question from Section 3 in the written examination (*see Appendices IV, V and VI*).

## **SCHEME OF ASSESSMENT**

The examination will be 40 minutes in length for those who have chosen a coursework option and 60 minutes in length for all other candidates. Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view.

### **Sections 1 and 2** (42 marks; 21 marks for each section)

Each section will contain four questions. Each question will be subdivided into four parts to test knowledge, understanding and evaluation. All candidates must answer one question from Section 1 and one question from Section 2.

### **Section 3** (18 marks)

This section will contain twelve questions, testing mainly knowledge and understanding. Candidates must answer three questions, choosing one question from each sub-section. Candidates may opt instead to submit coursework, based on this section.

## **SCHOLARSHIP**

The Common Academic Scholarship examination will be based on Syllabus A and Syllabus B. Candidates will be expected, however, to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance.

The paper will be 60 minutes in length and will consist of two sections with six questions in Section 1 and nine questions in Section 2.

### **Section 1: Contemporary Issues** (25 marks)

These questions will explore issues of religion, morals and values within today's society. Questions will require an essay-style response. Six questions will be set; candidates must answer one question.

### **Section 2: Old Testament, New Testament and World Religions** (25 marks)

Three structured questions will be set on each area (Old Testament, New Testament and World Religions). Candidates must answer one question.

Candidates must answer one question from Section 1 and one question from Section 2.  
*(Questions marked with an asterisk will be suitable for those who have been prepared for Syllabus B.)*

## APPENDIX I

### ASSESSMENT

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

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

##### Common Entrance

Section	AO1	AO2	AO3	Marks
1 and 2	38%	28%	34%	42
3	100%			18
Total	69%	14%	17%	60

##### Scholarship

Sections	AO1	AO2	AO3	Marks
1	20%	20%	60%	25
2	20%	40%	40%	25
Total	20%	30%	50%	50

## APPENDIX II

### ASSESSMENT CRITERIA

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

#### AO1: Knowledge

##### Sections 1 and 2 (part a)

Level	Mark	Level Descriptor
1–2	1	Gives one simple piece of relevant information.
3–4	2	Gives two correct and appropriately detailed pieces of knowledge.

##### Sections 1 and 2 (part b) and Section 3

Level	Mark	Level Descriptor
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information.
2	2	Gives a <b>basic</b> answer: limited knowledge of a relevant idea presented in a structured way.
3	3	Gives a <b>broadly satisfactory</b> answer: a description presented in a structured way but lacking detail and some knowledge; moderate use of English.
4	4	Gives a <b>satisfactory</b> answer: a description showing more detailed knowledge and understanding.
5	5	Gives a <b>good</b> answer: a detailed description with a high level of knowledge and understanding.
6	6	Gives a <b>very good</b> answer: a coherent and comprehensive description with precision; almost faultless account of the details; very good command of English.

## AO2: Understanding

### Sections 1 and 2 (part c)

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

## AO3: Evaluation

### Sections 1 and 2 (part d)

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

## APPENDIX III

### SCHOLARSHIP ASSESSMENT CRITERIA

#### Section 1: Contemporary Issues (25 marks)

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

#### Section 2: Old Testament, New Testament and World Religions (25 marks)

##### Part a (knowledge)

Level	Mark	Level Descriptor
1	1	Gives an <b>isolated</b> example of a simple piece of relevant knowledge.
2	2	Gives <b>basic</b> knowledge of a relevant idea presented in a structured way.
3	3	Gives a <b>competent</b> description presented in a structured way but lacking detail and some understanding; moderate use of English.
4	4	Gives a <b>good</b> description showing more detailed knowledge and understanding.
5	5	Gives a <b>very good</b> and detailed description with a high level of precision and understanding.

## Section 2: Old Testament, New Testament and World Religions (continued)

### Parts b and c (understanding)

Level	Mark	Level Descriptor
1	<b>1</b>	Gives an <b>isolated</b> piece of knowledge and explanation.
2	<b>2</b>	Gives a <b>basic</b> interpretation with some relevant knowledge presented in a structured way but lacking detail and some understanding.
3	<b>3</b>	Gives a <b>competent</b> interpretation; able to comment on key ideas, with more developed and detailed knowledge of background ideas; moderate use of English.
4	<b>4</b>	Gives a <b>good</b> , detailed interpretation with a high level of precision; more developed comments on key ideas and themes; sound use of technical vocabulary.
5	<b>5</b>	Gives a <b>very good</b> , coherent and comprehensive interpretation with detailed, relevant and precise reference to themes and background ideas; very good use of English.

### Part d (evaluation)

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

## APPENDIX IV

### COURSEWORK: STRUCTURE AND ALLOCATION OF MARKS

The coursework should be between 750-1500 words. The following structure and allocation of marks should be used:

#### **Section A: Introduction and investigative methods** (5 marks)

Candidates should include:

- a cover sheet with the candidate's name, school and senior school
- a statement of the aims of the project
- some background information if applicable (e.g. 'this study is based upon a Jewish community living in West London')
- an outline of the main areas of investigation
- a statement of how the information has been collected, e.g. interviews, questionnaire, articles, library, examples of similar projects, e-mail, internet etc.

#### **Section B: Presentation of the research/data** (25 marks)

Marks will be given for knowledge, understanding and research skills. **Knowledge skills** should include good, clear description of factual material. **Understanding skills** should include an explanation of beliefs, symbols and significance (of buildings, artefacts, significant historical moments etc.) of the aspect of the religion chosen for study and research. **Research skills** should include appropriate headings/dates. Footnotes may be used so that sources can be easily identified in the bibliography. Data may include tables, maps, photographs and recorded interviews. Text extracts/quotations should be short and each one should be limited to two sentences.

#### **Section C: Conclusion** (4 marks)

Candidates might include:

- a summary of findings
- overall significance of findings
- reflections upon the adequacy of the investigative methods used
- possible areas for further investigation/research

#### **Acknowledgements** (2 marks)

Candidates should include a bibliography and a list of any other resources used.

#### **Final mark**

The 36 marks allocated to this section will be divided by two.

#### **Coursework title and submission**

Junior schools should seek approval of coursework titles from the relevant senior schools well in advance of submission. The work must be submitted to candidates' senior schools for marking during the term before Common Entrance.

## APPENDIX V

### COURSEWORK: ASSESSMENT CRITERIA

#### Introduction and investigative methods

Level	Mark	Level Descriptor
1	1	Aims <b>unclear</b> but stated.
2	2	Aims stated <b>clearly</b> ; background information given.
3	3	Aims stated clearly; background information given in reasonable detail with <b>main areas described briefly</b> .
4	4	Aims stated clearly; background information given in some detail with <b>main areas described adequately</b> .
5	5	Aims stated clearly; background information given in full with <b>main areas described fully</b> .

#### Presentation of the research/data

Level	Mark	Level Descriptor
1	1-4	Gives an <b>isolated</b> example of a simple piece of relevant knowledge; much of the information is derivative or copied from sources.
2	5-9	Gives <b>basic</b> knowledge and explanation of a relevant idea presented in a structured way.
3	10-14	Gives a <b>broadly satisfactory</b> and relevant interpretation with relevant knowledge (including pictures/diagrams etc.) presented in a structured way but lacking detail and some understanding; moderate use of English.
4	15-18	Gives a <b>satisfactory</b> interpretation; able to comment on key ideas and with more developed and detailed knowledge of background ideas.
5	19-22	Gives a <b>good</b> , detailed interpretation with a high level of precision; more developed comments on key ideas and themes; sound use of technical vocabulary.
6	23-25	Gives a <b>very good</b> , coherent and comprehensive interpretation with detailed, relevant and precise reference to themes and background ideas; uses very good English; makes judicious use of diagrams, pictures and other relevant illustrative material.

#### Conclusion

Level	Mark	Level Descriptor
1	1	<b>Basic</b> summary of conclusions stated.
2	2	Summary stated <b>clearly</b> ; comment on findings <b>adequate</b> .
3	3	<b>Good</b> , clear and succinct statement of findings.
4	4	Very clear, well-expressed statement of findings and their <b>significance</b> .

#### Acknowledgements

2 marks are available for the senior school to judge the appropriate quality of the acknowledgements, presentation, spelling, grammar etc.

## APPENDIX VI

*Extendable Word and pdf versions of this form should be downloaded from the ISEB website. This form should be attached to the candidate's coursework and sent to the senior school for marking during the term before the examination. Marking criteria can be found in the religious studies syllabus.*



Independent Schools  
Examinations Board

TO THE HEAD OF RELIGIOUS STUDIES

SENIOR SCHOOL .....

### RELIGIOUS STUDIES COURSEWORK

NAME .....

PRESENT SCHOOL .....

Component	Criteria	Max Mark	Mark Awarded
Word length	<ul style="list-style-type: none"> <li>• 750-1500 words</li> </ul>		
Introduction and investigative methods	<ul style="list-style-type: none"> <li>• a statement of the aims of the project</li> <li>• background information, if applicable</li> <li>• an outline of the main areas of investigation</li> <li>• a statement of how the information has been collected</li> </ul>	<b>5</b>	
Presentation: knowledge, understanding and research	<ul style="list-style-type: none"> <li>• a description of factual material</li> <li>• an explanation of beliefs, symbols and significance of the aspect of religion chosen for study and research</li> <li>• appropriate headings, dates, footnotes, tables, maps, photographs, recorded interviews, brief text extracts, quotations</li> </ul>	<b>25</b>	
Conclusion	<ul style="list-style-type: none"> <li>• a summary of findings</li> <li>• reflections upon the adequacy of the investigative methods used</li> <li>• possible areas for further investigation/ research</li> </ul>	<b>4</b>	
Acknowledgements	<ul style="list-style-type: none"> <li>• bibliography and a list of any other resources used</li> <li>• quality of English, spelling etc.</li> </ul>	<b>2</b>	
Total mark	<ul style="list-style-type: none"> <li>• total divided by two</li> </ul>	<b>18</b>	

**Declaration**

The work of this candidate has been undertaken under regular supervision. Any assistance given to the candidate is recorded below. The degree of teacher assistance given in the completion of the enquiry and details of any ICT used are also noted. *(Please record here a note of any assistance given.)*

This is my own work.

Candidate's name ..... Date .....

Teacher's name ..... Date .....

## APPENDIX VII

### GLOSSARY

<b>Advent</b>	four-week period of preparation for Christmas
<b>Ash Wednesday</b>	day which marks the beginning of the six weeks of Lent
<b>baptism</b>	first sacrament; the sacrament by which a person becomes a Christian
<b>blasphemy</b>	speaking against God or making oneself equal to God
<b>canonisation</b>	process by which the Catholic Church recognizes a person to be a saint
<b>Christ or Messiah</b>	anointed one
<b>Christmas</b>	feast when Christians celebrate the birth of Jesus
<b>Church</b>	people of God
<b>covenant</b>	solemn promise between two people or two groups of people, or an agreement between God and His people
<b>crucifixion</b>	Roman death penalty of being nailed to a cross
<b>Decalogue</b>	Ten Commandments
<b>disciple</b>	follower or student
<b>Easter Sunday</b>	day on which Jesus rose from the dead
<b>faith</b>	having an active trust in someone or in God
<b>fasting</b>	going without food to enable oneself to be more aware of God
<b>Good Friday</b>	day on which Jesus was crucified
<b>grace</b>	God's unconditional love for humans
<b>Holy Communion</b>	receiving Christ during Mass
<b>Holy Father</b>	one of the most common titles for the Pope
<b>Holy Week</b>	last week of Jesus' life, from Palm Sunday to Easter Sunday
<b>incarnation</b>	teaching that God truly became a Man, Jesus, in the womb of Mary; Jesus is truly Man and truly God
<b>justice</b>	treating others fairly
<b>Kingdom of God</b>	Jesus' teaching about community and behaviour, demonstrated by his teaching and actions
<b>Last Supper</b>	Passover meal which Jesus shared with his Disciples on the night he was arrested
<b>Lent</b>	six-week period of repentance before Easter
<b>marriage</b>	sacrament by which a man and woman are made one by God
<b>miracle</b>	marvellous event attributed to a supernatural cause
<b>mission</b>	when a person is called by God to preach His word
<b>Original Sin</b>	sinful tendency which humans inherit from Adam and Eve's disobedience
<b>Palm Sunday</b>	first day of Holy Week, when Jesus entered Jerusalem
<b>parable</b>	story with a special spiritual meaning or message

<b>Passover</b>	time when God saved the Israelites from slavery in Egypt
<b>Pentecost</b>	festival occurring on Whit Sunday, remembering the descent of the Holy Spirit upon the Apostles and followers of Jesus
<b>persecution</b>	harassment or ill-treatment on grounds of religious beliefs
<b>prophet</b>	person chosen by God to speak God's message to the people
<b>reconciliation (penance)</b>	sacrament by which a person who is truly sorry receives the forgiveness of Jesus through a priest
<b>resurrection</b>	rising to new life from the dead
<b>sacrament</b>	living sign by which Christians receive God's help for their souls in a living way
<b>sacrifice</b>	giving up something for something of greater value
<b>salvation</b>	being saved and brought into relationship with God
<b>sin</b>	disobeying God and being separated from Him
<b>Son of God</b>	Jesus' unique relationship with God
<b>stewardship</b>	looking after the world for God
<b>symbol</b>	something which is used to help people understand difficult ideas
<b>temptation</b>	desire to do something wrong
<b>Vatican</b>	state in Rome where the Pope is based
<b>wisdom</b>	ability to distinguish between good and evil
<b>worship</b>	giving praise and honour to God

## APPENDIX VIII

### NOTES FOR GUIDANCE

Work on a textbook for Syllabus B has already begun which will define the material to be studied. Some references in *Icons* (CTS), *The Way* (CTS) and *The Truth* (CTS) are provided here to give guidance until the textbook is complete.

#### SECTION 1: THE OLD COVENANT

##### Creation

*Icons* 1 pp 76-79, *The Truth* p 72, *Icons* 2 pp 82-86

Candidates are expected to have a knowledge and understanding of the meaning of the two Creation stories in *Genesis*; the significance of man's relationship with God as made in His image and as a steward of the Creation. Candidates should also understand something of the contemporary debate between science and religion, recognising their partnership in seeking to make sense of the Universe.

##### The Fall

*The Way* p 57, *Icons* 2 p 50

Candidates are expected to know the story of The Fall and to understand the original purpose of God in creating humankind in His own image. They should explore the Christian understanding of Original Sin; how humanity has fallen from the State of Grace through the exercise of Free Will. They should examine the consequences of The Fall and the suffering and sadness caused by sin and evil.

##### Abraham

*The Truth* pp 24-25

Candidates are expected to know about God's call and early promise to Abraham, his response to that call and the story of his intended sacrifice of his son, Isaac. Candidates should explore Abraham's faith and obedience to God and the establishment of the Covenant.

##### Moses and the Passover

*The Truth* pp 26-29, *The Truth* pp 31-35

Candidates need to know key biographical details of the life of Moses, e.g. his birth, upbringing and how and why God chose him to lead His people to freedom: the Exodus. Particular attention needs to be given to the Passover, both as the prelude to the Exodus and as an annual meal celebrating and making present the Jewish experience of the journey from slavery to freedom.

##### God's Covenant with His people

*The Truth* pp 36-37, *Icons* 3 p10

Candidates are expected to understand the concept of a Covenant and in particular of the giving of the Ten Commandments at Sinai. They should explore the place of rules and

laws in community and society, and examine the contemporary relevance of the Decalogue.

## **SECTION 2: THE NEW COVENANT: JESUS CHRIST AND THE SACRAMENTS**

### **The Person of Jesus**

*Icons 2 pp 7-15*

Candidates are expected to appreciate the meaning of the Incarnation and a little of the Jewish cultural context in which Jesus grew up, as well as to have an understanding of his early childhood as found in the Gospels. They are required to know and understand the significance of his Baptism as the beginning of his ministry, as well as his preaching, teaching and healing, and the various reactions to it.

### **Discipleship**

*The Way pp 71-77, Icons 1 pp 41-43, Icons 2 pp 52-54, The Way p 75, The Way pp 78-79, The Way pp 74-77, The Truth pp 68-71*

Candidates are expected to know who the first disciples were and how they were called to follow Jesus. Pupils should explore the qualities of the first disciples and that which was being asked of them, with particular attention being paid to the role of Peter. Contemporary disciples are looked at, such as Archbishop Oscar Romero, Blessed Mother Teresa, Martin Luther King or other choices.

### **The Kingdom of God**

Candidates are expected to have an understanding of the meaning of the Kingdom of God, as expressed in the parables and miracles of Jesus. They should be aware of the universal and personal invitation to the Kingdom and the challenges this presents.

### **The Passion and the Resurrection**

*The Truth pp 43-46, Icons 1 pp 47-53*

Candidates are expected to have a knowledge and understanding of the events of Holy Week and the Resurrection of Jesus. It is important that pupils understand the sacrificial nature of the Cross and the vindication of Jesus' life and death in the experience of his Resurrection, opening the possibility of eternal life for all men and women. It might be appropriate here to cross-reference with section 3.4: The Liturgical Year and Devotion, Holy Week and Easter.

### **The Sacraments**

*The Way pp 47-48, The Way pp 41-45, The Way pp 52-55, Icons 1 pp 28-34, The Way pp 64-69, Icons 1 p 42, The Truth pp 41-42, Icons 1 pp 92-96*

Candidates are expected to know the seven Sacraments and how they are celebrated, but, in particular, the Sacraments of Baptism, Reconciliation and the Mass. Pupils must develop an understanding of how the Sacraments are channels of Grace and signs of Christ's presence in the Church, and appreciate the effect of the Sacraments in Catholic life.

### **SECTION 3: THE CHURCH**

*The Way* p 87, *The Truth* pp 84-90, *The Truth* pp 92-97, *The Way* pp 84-85, *Icons 1*, *The Way* pp 74-77, *The Way* pp 95-97

Questions from this section require short, factual paragraphs only. Alternatively, coursework may be chosen here.

#### **The Birth and Life of the Church**

Candidates are expected to have a very broad overview of the Church from Pentecost, seeing the contribution of St Paul to the early Church. They should have an overview of Catholicism in Britain. Candidates should understand how the teaching authority of the Church is communicated through the papacy and the bishops of the world. Candidates should understand the specific roles within ordained ministry, the bishops, priests and deacons, as well as those of the laity and those in the religious life. Candidates should also understand the significance of the papacy, from Saint Peter to the present day.

#### **Community Life in the Church**

Candidates are expected to have an understanding of the importance of marriage and the family in Catholic life. They should also have an awareness of the need for the exercise of charitable giving and the organisations which channel charitable activity. Though not expected to have detailed knowledge, they should have an overview of the importance of life issues such as abortion and euthanasia in Catholic thinking. Candidates also need to be aware of the basic teaching of the Church regarding other major world faiths.

#### **The Liturgical Year and Devotion**

*The Way* pp 31-34, *The Way* pp 35-36, *Icons 1* pp 35-40, *Icons* pp 144-46, *Icons 2* pp 45-47, *The Truth* pp 43-46, *Icons 1* pp 47-53, *The Way* pp 81-83, *Icons* pp 80-83, *The Way* pp 37-40, *Icons 2* p 28, *The Way* pp 100-101

Candidates should have knowledge of the Liturgical Year and understand how it is celebrated in the Catholic Church. They must show an understanding of the role of Mary, and the traditional devotions associated with her. Candidates should also learn about the Communion of Saints and the Church's teaching on Eternal Life. They should show an understanding of the significance of pilgrimage and demonstrate knowledge of a place of pilgrimage.