



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

THEOLOGY, PHILOSOPHY AND RELIGION

ROMAN CATHOLICISM SYLLABUS

(Revised Spring 2019 for first examination in Autumn 2020)

© Independent Schools Examinations Board 2019

N.B. Any change from Religious Studies Syllabus B published in September 2014 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, summarise 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.

FORMAT OF THE EXAMINATION AND TEACHING STRATEGY

1. Format of the examination and choice of sections

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

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

- The Old Covenant and Jesus Christ and the Kingdom of God (sections 1 and 2)
- The Old Covenant and Church and Sacraments (sections 1 and 3)
- Jesus Christ and the Kingdom of God and Church and Sacraments (sections 2 and 3)

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

2. Teaching strategy

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

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

| | Section 1: The Old Covenant | Section 2: Jesus Christ and the Kingdom of God | Section 3: The Church and Sacraments |
|----------------|------------------------------------|---|---|
| Topic 1 | God and the World | The Example of Christ | Church and Life |
| Topic 2 | Living the Covenant | The Kingdom of God | The Sacramental Life |

SYLLABUS CONTENT

SECTION 1: THE OLD COVENANT

The Old Covenant element of the syllabus develops the theology of covenant through two topic areas: Topic 1: God and the World; Topic 2: Living the Covenant. Candidates should have a critical understanding of the ideas studied.

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

Topic 1: God and the World

Creation

- Genesis 1:1- 2:1-25
- The purpose of creation
- Science and creation today
- Humans as created in God's image
- Stewardship

The Fall and Human Nature

- Adam and Eve: Genesis 3:1-24
- Cain and Abel: Genesis 4:1-16
- Jonah: Jonah 3-4
- The effects of the Fall on men and women
- Human nature: obedience, sin and evil
- Suffering, repentance and forgiveness

Topic 2: Living the Covenant

The Decalogue

- The Ten Commandments: Exodus 20:1-17
- David: 2 Samuel 11:1-17
- Application of the Decalogue
- The meaning of Covenant

Abraham

- The call of Abraham: Genesis 12:1-9
- Abraham and Isaac: Genesis 17:15-22
- The near sacrifice of Isaac: Genesis 22:1-18
- Abraham's relationship with God
- Abraham's character and example
- The nature of vocation

Moses

- The call of Moses: Exodus 3:1-17
- The Passover: Exodus 12:1-20
- Crossing the Sea: Exodus 14:10-31
- Moses' character and example
- The nature of faith
- The Exodus as a symbol of liberation

SECTION 2: JESUS CHRIST AND THE KINGDOM OF GOD

The Jesus Christ and the Kingdom of God element of the syllabus develops the theology of the person of Christ and eschatology through two topic areas: Topic 1: The Example of Christ; Topic 2: The Kingdom of God. Candidates should have a critical understanding of the ideas studied.

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

| **Topic 1: The Example of Christ**

The Person of Jesus

- The Incarnation and Birth of Christ: Matthew 1:18-24
- Jesus' baptism and temptations: Matthew 3:13 - 4:11
- Jesus' healing ministry: Mark 2:1-12
- Jesus' work with outcasts: John 8:1-11
- Jesus' teaching on: forgiveness, love and reconciliation
- The Trinity: Matthew 28:16-20

Discipleship

- The call of the disciples: Matthew 4:18-22
- The identity of the disciples: Matthew 10:1-4
- The call and commissioning of Peter: Matthew 16:13-23
- The qualities of being a disciple: Matthew 16:24-28
- Discipleship today: the life and teaching of Oscar Romero and Jean Vanier

| **Topic 2: The Kingdom of God**

Miracles and Parables

- Why Jesus taught using parables
- The Sower and the Seed: Mark 4:1-20
- The Talents: Matthew 25:14-30
- The Lost Son: Luke 15:11-32
- The Good Samaritan: Luke 10:25-37
- Why Jesus performed miracles
- The Feeding of the Five Thousand: Mark 6:30-44

The Passion

- Anointing at Bethany: Mark 14:3-9
- Last Supper: Mark 14:12-31
- Gethsemane: Mark 14:14:32-42
- Arrest and Peter's denial: Mark 14:43-72
- Pilate's trial: Mark 15:1-15
- Crucifixion: Mark 15:16-41
- Burial: Mark 15:42-47

The Resurrection

- The empty tomb: John 20:1-10
- Mary Magdalene: John 20:11-18
- The other disciples and Thomas: John 20:19-29

SECTION 3: THE CHURCH AND SACRAMENTS

The Church and Sacraments element of the syllabus develops the history, theology and life of the Church through two topic areas: Topic 1: Church and Life; Topic 2: The Sacramental Life. Candidates should have a critical understanding of the ideas studied.

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

Topic 1: Church and Life

The Birth and Life of the Church

- Pentecost and the birth of the Church
- St Paul and his mission
- The Roman Church and the continental/English Reformation
- The Pope and Church authority
- Prayer: types and purpose

The Liturgical Year and Devotion

- Advent and Christmas
- Lent and the Stations of the Cross
- Holy Week and Easter
- Our Lady: the mysteries of the Rosary
- Pilgrimage
- Eternal life: heaven, hell and purgatory
- The Communion of Saints

Topic 2: The Sacramental Life

Community Life in the Church

- Marriage and the family
- Charity: work of Catholic charities and agencies
- Laity: role in the community and in the parish
- Issues of life and death: euthanasia and war
- Attitudes to non-Christian world religions

Sacraments

- Grace and meaning of sacrament
- Baptism and Confirmation
- Reconciliation
- Mass/Eucharist
- Holy Orders: bishops, priests, deacons and religious orders

SCHEME OF ASSESSMENT

The examination will be 60 minutes. Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view.

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

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

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

SCHOLARSHIP (CASE)

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

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

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

Section 1: General (25 marks)

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

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

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

Section 2: Theology and Religion (25 marks)

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

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

APPENDIX I

ASSESSMENT

RELATIONSHIP OF ASSESSMENT OBJECTIVES TO SCHEME OF ASSESSMENT IN EACH SECTION

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

TPR Roman Catholicism Common Entrance

| Section | AO1 | AO2 | AO3 | Marks |
|---------|-----|-----|-----|------------------------|
| 1 | 30% | 30% | 40% | 20 |
| 2 | 30% | 30% | 40% | 20 |
| 3 | 30% | 30% | 40% | 20 |
| | | | | Paper Total: 40 |

TPR Scholarship (CASE)

| Section | AO1 | AO2 | AO3 | Marks |
|---------|-----|-----|-----|------------------------|
| 1 | 20% | 20% | 60% | 25 |
| 2 | 20% | 40% | 40% | 25 |
| | | | | Paper Total: 50 |

APPENDIX II
ASSESSMENT CRITERIA

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

AO1: (a) Knowledge

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

AO2: (b) Understanding

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

AO3: (c) Evaluation

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

APPENDIX III

SCHOLARSHIP ASSESSMENT CRITERIA

Section 1: General (25 marks)

| Level | Mark | Level Descriptor |
|-------|-------|---|
| 1 | 1-5 | Gives a basic answer: some structure or organisation of the ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples. |
| 2 | 6-10 | Gives a competent 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 good 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 very good 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 excellent answer: excellent structure and balanced answer; sharp reasoning; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; shows intellectual flair/spark. Clear award standard. |

Section 2: Theology and Religion (25 marks)

Part (a) Knowledge

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

Part (b) Understanding

| Level | Mark | Level Descriptor |
|-------|------|--|
| 1 | 1-2 | Gives an isolated piece of knowledge and explanation; poor use of English. |
| 2 | 3-4 | Gives a basic interpretation with some relevant knowledge presented in a structured way, but lacking detail and some understanding. |
| 3 | 5-6 | Gives a competent interpretation; able to comment on key ideas, with more developed and detailed knowledge of background ideas; moderate use of English. |
| 4 | 7-8 | Gives a good , detailed interpretation with a high level of precision; more developed comments on key ideas and themes; sound use of technical vocabulary. |
| 5 | 9-10 | Gives a very good , coherent and comprehensive interpretation with detailed, relevant and precise reference to themes and background ideas; very good use of English. |

Part (c) Evaluation

| Level | Mark | Level Descriptor |
|-------|------|---|
| 1 | 1-2 | Gives a basic answer: some structure or organisation of the ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples. |
| 2 | 3-4 | Gives a competent 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 | 5-6 | Gives a good 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 | 7-8 | Gives a very good 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 | 9-10 | Gives an excellent 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

TEXTBOOKS AND OTHER TEACHING RESOURCES

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

Compendium of the Catechism of the Catholic Church Catholic Truth Society

Other recommended resources

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