



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

RELIGIOUS STUDIES SYLLABUS B

(Revised Summer 2014 for first examination in Autumn 2015)

© Independent Schools Examinations Board 2014

N.B. Any change from the syllabus published in September 2013 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.

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 through the official teaching of the Church, Bible and reason. The syllabus is divided into three sections. References to the *Compendium of the Catechism of the Catholic Church* will not be tested explicitly.

SECTION 1: THE OLD COVENANT

Creation

- Catechism 51 and 66
- Genesis 1:1- 2:1-25
- The purpose of Creation
- Humans as created in God's image
- Stewardship
- Modern views of the origins of the universe

Human nature: The Fall

- Catechism 75
- Genesis 3:1-24; 4:1-16
- The effects of the Fall on men and women
- Human nature: obedience, sin and evil

Faith: Abraham

- Catechism 28
- Abraham's relationship with God
- Abraham's character and example
- The call of Abraham: Genesis 12:1-9
- Abraham and Isaac: Genesis 17:15-22
- The near sacrifice of Isaac: Genesis 22:1-18

Vocation: Moses

- Catechism 8
- Moses' character and example
- The call of Moses: Exodus 3:1-17
- The Passover: Exodus 12:1-20
- The Exodus as a symbol of liberation

Living the Covenant

- Catechism 436
- The Ten Commandments: Exodus 20:1-17
- David: 2 Samuel 11:1-17
- Application of the Decalogue today

SECTION 2: JESUS CHRIST AND THE SACRAMENTS

The Person of Jesus

- Catechism 85
- 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
- The Trinity: Matthew 28:16-20

Discipleship

- Catechism 109
- 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: Oscar Romero, Jean Vanier

The Kingdom of God

- Catechism 107
- The Kingdom of God as the transformation of this world
- Jesus' teaching on: forgiveness, love and reconciliation
- 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 and the Resurrection

The Passion and its meaning

- Catechism 112
- 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 and its meaning

- Catechism 131
- The empty tomb: John 20:1-10
- Mary Magdalene: John 20:11-18
- The other disciples and Thomas: John 20:19-29

The Sacraments

- Catechism 224
- Grace and the seven Sacraments
- The meaning of: Baptism, Reconciliation, Mass/Eucharist

SECTION 3: THE CHURCH

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
- Holy orders: bishops, priests, deacons and religious orders
- Prayer: types and purpose

Community Life in the Church

- Marriage and the family
- Charity
- Laity: role in the community and in the parish
- Issues of life and death: euthanasia and war
- Attitude to other world religions

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

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 very poor answer: an isolated example of a simple piece of relevant information.
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 clear, structured way but lacking precision and some knowledge; reasonable command 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: Understanding

Sections 1 and 2 (part c)

Level	Mark	Level Descriptor
1	1	Gives a very poor answer: an isolated example of a simple piece of relevant information.
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; reasonable command 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: Evaluation

Sections 1 and 2 (part d)

Level	Mark	Level Descriptor
1	1	Gives a very poor 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 basic answer: a viewpoint is expressed with minimum justification; an example given; limited relevance.
3	3	Gives a broadly satisfactory answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
4	4	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.
5	5	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.
6	6	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.
7	7	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: Contemporary Issues (25 marks)

Level	Mark	Level Descriptor
1	1-5	Gives a basic answer: some structure or organisation of ideas; lacks 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: Old Testament, New Testament and World Religions (25 marks)

Part (a) (knowledge)

Level	Mark	Level Descriptor
1	1	Gives an isolated example of a simple piece of relevant knowledge.
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.

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

Parts (b) and (c) (understanding)

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

Part (d) (evaluation)

Level	Mark	Level Descriptor
1	1-2	Gives a basic answer: some structure or organisation of 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

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 an interview with the monks at [...] monastery')
- 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 unclear but stated.
2	2	Aims stated clearly ; background information given.
3	3	Aims stated clearly; background information given in reasonable detail with main areas described briefly .
4	4	Aims stated clearly; background information given in some detail with main areas described adequately .
5	5	Aims stated clearly; background information given in full with main areas described fully .

Presentation of the research/data

Level	Mark	Level Descriptor
1	1-4	Gives an isolated example of a simple piece of relevant knowledge; much of the information is derivative or copied from sources.
2	5-9	Gives basic knowledge and explanation of a relevant idea presented in a structured way.
3	10-14	Gives a broadly satisfactory 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 satisfactory interpretation; able to comment on key ideas and with more developed and detailed knowledge of background ideas.
5	19-22	Gives a good , 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 very good , 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	Basic summary of conclusions stated.
2	2	Summary stated clearly ; comment on findings adequate .
3	3	Good , clear and succinct statement of findings.
4	4	Very clear, well-expressed statement of findings and their significance .

Acknowledgements

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

APPENDIX VI

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

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

These words may be tested in Sections 1 and 2.

Advent	four-week period of preparation for Christmas
baptism	first sacrament; the sacrament by which a person becomes a Christian
blasphemy	speaking against God or making oneself equal to God
canonisation	process by which the Catholic Church recognises a person to be a saint
Christ or Messiah	the anointed one
Christmas	feast when Christians celebrate the birth of Jesus
Church	the people of God
confession	admitting one's faults to God
covenant	a solemn promise between two people(s); an agreement between God and His people
crucifixion	Roman death penalty of being nailed to a cross
disciple	follower or student
Easter Sunday	the day on which Jesus rose from the dead
Eucharist	means thanksgiving and is an alternative term for the Mass
faith	having an active trust in someone or in God
fasting	going without food to enable a person to be more aware of God
Good Friday	the day on which Jesus was crucified
grace	grace is a free gift from God, which transforms us into the people He wants us to be
hell	the state of being alienated from God's love
Holy Communion	receiving Christ during Mass
Holy Week	the last week of Jesus' life, from Palm Sunday to Easter Sunday
incarnation	when God became truly a man in the person of Jesus
justice	treating others fairly
Kingdom of God	God's reign on earth and the transformation of society
Last Supper	the Passover meal which Jesus shared with his disciples on the night he was arrested
Lent	six-week period of repentance before Easter
marriage	sacrament by which a man and woman are made one by God
miracle	marvellous event attributed to a supernatural cause
mission	when a person is called by God to preach His word
Original Sin	sinful tendency which humans inherit from Adam and Eve's disobedience
Palm Sunday	first day of Holy Week, when Jesus entered Jerusalem

parable	a story or saying with a special spiritual meaning or message
Passover	the time when God saved the Israelites from slavery in Egypt
prophet	a person chosen by God to speak God's message to people
purgatory	the experience of being purified for God after death.
reconciliation (penance)	sacrament by which a person who is truly sorry receives the forgiveness of Jesus through a priest
resurrection	rising to new life from the dead
sacrament	living sign by which Christians receive God's help for their souls in a living way
sacrifice	giving up something for something of greater value
salvation	being saved and brought into relationship with God
sin	disobeying God and being separated from Him
Son of God	Jesus' unique relationship with God
stewardship	looking after the world for God
symbol	something which is used to help people understand difficult ideas
temptation	the desire to do something wrong
the Trinity	the belief that God exists as three Persons: Father, Son and Holy Spirit
wisdom	ability to distinguish between good and evil
worship	giving praise and honour to God

APPENDIX VIII

TEXTBOOKS AND OTHER TEACHING RESOURCES

The Roman Catholic Handbook, available in electronic format from Farleigh School

Compendium – Catechism of the Catholic Church Catholic Truth Society

Other recommended resources

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