

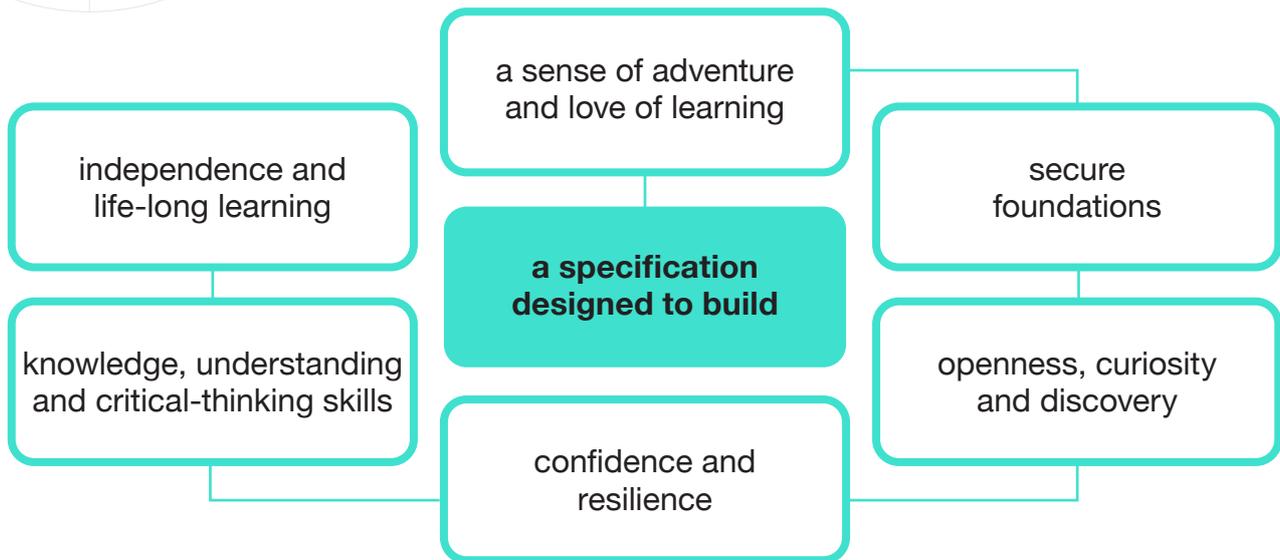


ISEB
Independent Schools
Examinations Board

THEOLOGY, PHILOSOPHY AND RELIGION

CE AT 13+
COMMON ACADEMIC SCHOLARSHIP AT 13+

Specification
For teaching from September 2021 onwards
For examinations from November 2022 onwards



ISEB CORE AIMS

Pupils who have pursued a course of study based on CE specifications and assessments will:

- > be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- > be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.

They will:

- > enjoy reading and be able to articulate clearly orally and in writing
- > have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- > have the skills to work independently and collaboratively
- > understand how subjects connect with each other
- > demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.

DISCLAIMER

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times.

When we make changes to the specifications:

- > we will indicate the change clearly in the specification
- > there will be a new version number indicated
- > a summary of the changes published as a separate document

If you do notice a discrepancy between the specification and a resource please contact us at: enquiries@iseb.co.uk



INTRODUCTION

From 2021, there will be only one specification for Theology, Philosophy and Religion (TPR). Roman Catholic entrants must study Theology and the Roman Catholicism unit from the Religion section of the specification.

The study of Theology, Philosophy and Religion (TPR) offers pupils of any religion or none, a challenging and exciting means to evaluate responses to many of life's biggest and basic questions: why is the world here? what is our purpose in it? why is there suffering and evil? what does it mean to be morally good? does God exist? what does it mean to worship God? why are people devoted to different religions? why does the environment matter? and so on.

The TPR course offers exceptional choice, with eighteen different topics within three sections (theology, philosophy and religion), meaning there is great flexibility for teachers and pupils alike; schools can tailor and design a course to suit the interests and competences of teachers and pupils, whilst fitting it to any time constraints.

Above all, the skills offered by TPR are especially significant in contemporary plural 21st Century societies, enabling pupils to be independent and enthusiastic learners, engaging in a subject which has direct relevance to their lives. The focus on evaluating and debating issues and responses opens up tremendous learning opportunities. The different topics are catalysts for independent and collaborative learning, allowing pupils to think critically and form their own ideas as well as developing learning attitudes for life. TPR teaches pupils to understand and respect values and beliefs which may not be their own, to evaluate them precisely and carefully and learn to reflect on their ideas and present them clearly and articulately.

AIMS

The specification aims at giving candidates the opportunity to:

- > develop skills relevant to the study of theology, philosophy and religion
- > think, weigh up evidence and evaluate theological, philosophical and religious responses to moral issues
- > identify, investigate and respond to fundamental questions of life raised by religion, philosophy and human experience, including questions about the meaning and purpose of life
- > develop theological skills through the critical study of foundational biblical texts of the Judeo-Christian tradition
- > develop philosophical skills to reason, argue and evaluate claims made by religious and non-religious belief systems
- > acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s)
- > consider and evaluate the influence of the beliefs, values and traditions associated with one or more religion(s).



ASSESSMENTS OBJECTIVES

Candidates must demonstrate their ability to:

AO1	recall, select, organise, summarise and deploy knowledge of the specification content, including the content and distinctive concepts of theology, philosophy and religion and the specialist vocabulary according to each.
AO2	describe, analyse and explain the relevance and application of theological, philosophical and religious ideas and practices and the issues arising from the study of each area.
AO3	evaluate different responses to theological, philosophical and religious issues; including a personal response, using relevant evidence and argument, and appropriate language and terminology.

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

SCHEME OF ASSESSMENT

The examination will be 60 minutes.

CE TPR at 13+		Marks	60 minutes
Section 1	Theology	20	30 minutes
Section 2	Philosophy	20	30 minutes
Section 3	Religion	20	30 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).

Roman Catholic schools taking part F of Section 3 (Roman Catholic Christianity) must combine it with Section 1 – Theology.

FORMAT AND TEACHING STRATEGY

Format of the examination and choice of sections

CE TPR at 13+		Marks	60 minutes
Section 1	Theology	20	30 minutes
Section 2	Philosophy	20	30 minutes
Section 3	Religion	20	30 minutes

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

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

- > theology and philosophy (sections 1 and 2)
- > theology and religion (sections 1 and 3)
- > philosophy and religion (sections 2 and 3).

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

Teaching strategy

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

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

The topics are arranged so that those choosing only to cover the first topic area in each section focus on more abstract ideas, whereas the second topic area deals with human and practical issues.

CE TPR at 13+			
	Section 1: Theology	Section 2: Philosophy	Section 3: Religion
Topic 1	God's Relationship with the World	Great Thinkers and Their Ideas	Beliefs and Teachings
Topic 2	Human Responses to God	Ethics	Practices and Ceremonies

SCHOLARSHIP (CASE)

The Common Academic Scholarship Examination (CASE) is based on the TPR specification. Candidates are expected to demonstrate wider knowledge, understanding and evaluative skills than candidates for CE.

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.

Section 1: General (25 marks)

These questions will explore general theological and philosophical issues covered in the TPR specification. 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 specification (Theology and Religion). 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.

Common Academic Scholarship		Marks	60 minutes
Section 1	General	25	30 minutes
Section 2	Theology & Religion	25	30 minutes

SUBJECT CONTENT

SECTION 1: THEOLOGY

The theological element of the TPR specification develops theological interpretation of some of the foundational stories of the Old and New Testaments through two topic areas: Topic 1 God's Relationship with the World; Topic 2 Human Responses to God. Candidates should have a critical understanding of the ideas studied.

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

Selected texts

The theology of the Divine Initiative selected texts are listed on the next two pages. Candidates are expected to know and understand the selected texts and have the necessary skills to evaluate the role of the biblical material in relation to the theological themes listed.

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



SECTION 1: THEOLOGY

THEOLOGY

Topic 1: God's Relationship with the World

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

The set texts are:

the nature of God – what is God like?

Creation: Genesis 1:1 – 2:4

the nature of revelation – how does God reveal who He is?

The call of Moses: Exodus 3: 1-17

God's relationship with creation – how do God and His creation interact?

Passover: Exodus 12: 1-13

God's commands and call to worship – how does God want people to live?

Crossing the Sea: Exodus 14: 10-31

the miraculous – how does God act in the world?

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

the divine nature and mission of Jesus

Elijah at Carmel: 1 Kings 18: 19-39

Jesus' fulfilment of Old Testament hope

God's plans of salvation

The Paralysed Man: Mark 2: 1-12

The Calming of the Storm: Mark 4: 35-41

The Feeding of the Five Thousand: Mark 6: 30-44

The Transfiguration: Mark 9: 2-13

The Crucifixion: Mark 15: 22-39

The Resurrection: John 20: 24-29

Topic 2: Human Responses to God

The theology of the Human Responses selected texts covers the following themes:

The set texts are:

human nature – what are people like?

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

human responses to God and His commands – how do people react to God?

Cain and Abel: Genesis 4: 1-16

human responses to creation

Abraham: Genesis 22: 1-19

requirements of discipleship and responding to God

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

different types of vocation

the nature of belief, faith and commitment

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

consequences of faith and disobedience

The Good Samaritan: Luke 10:25-37

The Lost Son: Luke 15: 11-32

Zacchaeus: Luke 19: 1-10

The Centurion: Matthew 8: 5-13

The Rich Young Man: Mark 10: 17-27

SECTION 2: PHILOSOPHY

The philosophical element of the TPR specification develops philosophical thinking through the study of two topic areas:

Topic 1: Great Thinkers and Their Ideas

Topic 2: Ethics

Candidates should have a critical understanding of the ideas studied. Candidates may study Topic 1 or Topic 2 or both Topics. Two questions will be set on Topic 1 and two questions on Topic 2. Candidates who choose Section 2 answer one question from either Topic 1 or Topic 2.

Topic 1: Great Thinkers and Their Ideas

The Great Thinkers and Their Ideas topic covers the following philosophical ideas:

- > what is a persuasive argument?
- > what is real and what is illusion?
- > can God's existence be proved?
- > do the ends justify the means?
- > what is happiness?
- > what is justice?
- > is civil disobedience justified?

Topic 2: Ethics

The Ethics topic covers the following philosophical questions:

- > whether there is existence after death
- > whether the use of war is justified
- > what is punishment for?
- > what are the limits of freedoms?
- > who are the marginalised and how should they be treated?
- > are humans morally responsible for their environment?

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

SECTION 2: PHILOSOPHY

PHILOSOPHY

Topic 1: Great Thinkers and Their Ideas

Plato's life and thought key moments in Plato's life including:	upbringing in Athens, Socrates' example (teaching and death) and influence, use of dialogues, the Academy, the importance of finding the truth
David Hume's life and thought key moments in Hume's life including:	Plato's parable of the cave, its key symbols and their interpretation: shadows, prisoners, journey out of the cave, the sun, treatment of the returning prisoner and reaction of the prisoners
John Stuart Mill's life and thought key moments in Mill's life including:	upbringing, education at Edinburgh University, the 'new scene of thought' he encountered aged 18 – the importance of science; his travels, writings on philosophy and history, career as a tutor and in politics; reasons for his atheism
Martin Luther King's life and thought key moments in Martin Luther King's life including:	arguments for God's existence and Hume's objections: argument for design, arguments from design for God's existence, beauty purpose and order; Hume's objections and criticisms such as: many gods, apparent design, random design
	upbringing, education, mental breakdown and recovery; utilitarianism and the influence of Bentham; parliament and politics; his book 'On Liberty' and its influence on his campaigns for women's suffrage/rights, other reforms, views on the death penalty
	Mill's ethical principles: the greatest happiness of the greatest number; higher and lower pleasures; duties and consequences; ends and means
	upbringing and experience of racism and segregation; his life as a Christian and Baptist minister; bus boycott, protests, imprisonment, march on Washington, 'I have a dream' speech; assassination; influence of Gandhi; Nobel Peace Prize
	Martin Luther King's teaching on: equality as expressed in his 'I have a dream' speech; justice and fairness; civil disobedience and non-violent direct action; the 'beloved community'

Topic 2: Ethics

Life and death	sanctity of life and quality of life life after death: nihilism, resurrection, reincarnation reasons for war; just war principles
Punishment	pacifism: absolute and weak pacificism aims of punishment: retribution, deterrence, reform, protection prison: ethics of imprisonment and prison reform
Prejudice, discrimination and freedom	capital punishment: arguments for and against causes of prejudice and discrimination and its effects on society freedom and tolerance reasons for and against freedom of speech, actions and beliefs
The environment	ethical issues surrounding the treatment of the marginalised in society, e.g. women, LGBTQ, the poor, race key environment issues and debates ethical issues about how humans use the environment shallow and deep ecology ethical treatment of animals ethical treatment of the material world



SECTION 3: RELIGION

The religion element of the TPR specification develops knowledge and critical understanding in the study of one religion chosen from seven religions. Each religion has two topic areas:

Topic 1: Beliefs and Teachings

Topic 2: Practices and Ceremonies

Candidates may study Topic 1 or Topic 2 or both Topics. Two questions will be set on Topic 1 and two questions on Topic 2. Candidates who choose Section 3 answer one question from either Topic 1 or Topic 2.

Some schools may decide to prepare candidates in two religions. They may do this by studying one Topic area from each religion rather than both of the designated Topics for one religion.

Roman Catholic schools taking part F of Section 3 (Roman Catholic Christianity) must combine it with Section 1 – Theology.



SECTION 3: RELIGION

A: BUDDHISM

Topic 1: Buddhist Beliefs and Teachings

The Buddha	Siddhartha's early life: birth; Asita's prediction; ploughing festival experience the Four Sights: old person, sick person, dead person and holy man journey to enlightenment: Sujata's role; Bodhi tree; Mara; three knowledges
Dharma: Three Marks of Existence	impermanence (anicca) no fixed self (anatta/anatman) suffering (dukkha)
Dharma: Four Noble Truths	suffering (dukkha), different types of suffering craving (tanha) end of craving (nirodha) the Middle Way (magga) and the Noble Eightfold Path
Ethical teachings	karma: skilled (punna) and unskilled (pappa) re-becoming (samsara) and the Wheel of Life compassion (karuna) to all sentient beings loving kindness (metta) nirvana and parinirvana: freedom from the three poisons; state of joy and peace

Topic 2: Buddhist Practices and Ceremonies

Meditation	concentration and tranquillity (samatha practices) vipassana meditation Zen: Buddha Nature; koans; sitting (zazen) and walking (kinhin) meditation
Buddhist places of worship	chanting and other practices for mental concentration and devotion mantras features and functions of: temples, shrines and monuments (stupas) worship (puja): use of rupas (images), flowers, candles, bell, hand gestures (mudras), offerings Buddha/bodhisattva images, symbols; mudras
Festivals and ceremonies	Wesak Going for Refuge ceremony

SECTION 3: RELIGION (continued)

B: CHRISTIANITY

Topic 1: Christian Beliefs and Teachings

Nature of God	omnipotence – God is all powerful
	omnibenevolence – God is all good
	omniscience – God is all knowing
	omnipresence – God is everywhere
Creation and Stewardship	role of the Word and Spirit
	creation and stewardship: God’s role in creation and responsible human behaviour
The Trinity	oneness of God
	as Father
	as Son
Beliefs and teachings relating to Jesus Christ	as Holy Spirit
	the Incarnation
	the Crucifixion
	the Resurrection
	the Ascension
	atonement

Topic 2: Christian Practices and Ceremonies

Different forms of worship	eucharist or holy communion
	liturgical
	informal
	individual
Rites of Passage	places of worship and their function: church and chapel
	baptism: infant and believer’s
	confirmation: purpose and promises
Prayer The place of Christian prayer, including:	marriage: purpose and vows
	the Lord’s Prayer
	set prayers: intercessions
Pilgrimage	informal prayer
	the purpose of Christian pilgrimage
Festivals and celebrations The role of Christian celebrations or festivals, including:	at least two contrasting examples: e.g. Canterbury, Walsingham, Rome, Lourdes, Holy Land, Santiago de Compostella
	Holy Week: Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday
	Easter Day
	Christmas

SECTION 3: RELIGION (continued)

C: HINDUISM

Topic 1: Hindu Beliefs and Teachings

Key beliefs and concepts	Brahman: Spirit, ultimate reality or absolute truth, relationship to deities
	atman: eternal self; distinct from material mind and body; relationship with the brahman
	samsara: atman as jivatman and the cycle of birth and death
	karma: laws of moral action and reaction; laws of cause and effect; good/bad karma
	dharma: aims of human life; laws of reality; eternal truth
Manifestations of the divine	moksha: types of moksha (liberation)
	tri-murti: Brahma, Vishnu and Shiva; their symbols and meanings
	female deities; Durga, the Mother Goddess (or Shakti); Kali; their symbols and meanings
	murtis: place in worship and meditation; examples

Topic 2: Hindu Practices and Ceremonies

Forms of worship and meditation Raja yoga or meditation, the 'royal pathway' achieved through:	havan: fire
	puja: offerings
	arti
	darshan: glimpsing the deities and effects of this
	bhajans and kirtan: songs and chants
Places of worship Nature and usage:	mantras and japa
	use of deities, murtis (images), shrines, priests and gurus
	home shrines: worship (puja) at home; prashad; murti; mantras
Festivals	mandir (temple): spire (shikhara); carvings; vehicle of the deity; mandapa; puja, mediation, arti ceremony, prashad
	Divali
Pilgrimage Practices and purposes of Hindu pilgrimage	Holi
	Badrinath
	Varanasi (Benares)
Rites of Passage	Ganges River
	birth
	sacred thread

SECTION 3: RELIGION (continued)

D: ISLAM

Topic 1: Muslim Beliefs and Teachings

God	oneness (tawhid)
	omnipotence – God is all powerful
	beneficence – God is the giver of life
	Beautiful Names
Angels	functions of angels in Islam
	examples such as Jibril
Books	Qur'an: its origins, composition and main features
	Hadith
	Qur'an in worship
Prophets (including Muhammad)	the role of the prophets and their message
	Muhammad and the Night of Power
	Muhammad's life and message in Makkah
	Muhammad's migration (Hijrah) to Madinah
	Muhammad's life and teaching in Madinah
	Muhammad's return to Makkah and cleansing of the Ka'bah
The Day Of Judgement	the Day of Judgement and afterlife
The Will of God	all things come from God

SECTION 3: RELIGION (continued)

D: ISLAM (continued)

Topic 2: Muslim Practices and Ceremonies

Five Pillars of (Sunni) Islam and their significance in Islam	shahadah: declaration of faith, shahadah in Muslim practice
	salah: its significance; how and why Muslims pray; ablution (wudu); in the home and mosque and elsewhere; Jummah prayer
	sawm: the significance of fasting during the month of Ramadan; duties and benefits; who is excused and why
	zakah: the significance of giving alms: how and why it is given; benefits of receipt
	hajj: pilgrimage to Makkah: origins, how and why it is performed; Ka'bah
Festivals	Id-ul-Adha
	Id-ul-Fitr
Rites of Passage	birth: adhan, aqiqah, names
	marriage: dowry, witnesses, contract
Mosque	purpose of the mosque
	orientation and main features
	prayer hall: minbar, mihrab, ka'bah
	minaret: muezzin and adhan
	wudu area
	women in mosques
social function of mosques	

SECTION 3: RELIGION (continued)

E: JUDAISM

Topic 1: Jewish Beliefs and Teachings

God	one God: monotheism
	creator, law-giver and judge
	divine presence (shekinah)
Covenant	meaning and nature of covenant
	the Ten Commandments
	Shema
Messiah	signs of the covenant: mezuzah
	bringer of peace/time of peace
World to come	different interpretations of messiah
	eternal state (olam ha'ba)
Mitzvot	judgement
	free will and the 613 mitzvot
Mitzvot	mitzvot between people and God
	mitzvot between people and people

Topic 2: Jewish Practices and Ceremonies

Worship	public acts of worship: synagogue services - on the Shabbat
	home worship on the Shabbat: Friday evening ceremonies, kiddush; havdalah ceremony
	prayers: prayer book (siddur); Shema; private prayer
Synagogue	clothes: tefillin, tallit, tzitzit and kippah
	religious features and layout: ark, ner tamid, menorah, bimah
Law	reasons for separation of men and women
	Tenakh (the written law) and Talmud (the oral law)
Rites of Passage Practices and their significance:	Torah in worship
	birth ceremonies: circumcision (brit milah)
	bar and bat mitzvah
Festivals Origins and meaning of festivals:	marriage: huppah and ketubah
	Rosh Hashanah and Yom Kippur
	Pesach
Dietary and food laws	Hanukkah
	kosher and trefa
	kashrut laws and separation of milk and meat
	teaching of Orthodox and Reform Judaism on kashrut

SECTION 3: RELIGION (continued)

F: ROMAN CATHOLIC CHRISTIANITY

Topic 1: Roman Catholic Beliefs and Teachings

God and the world	omnipotence, omnibenevolence, omniscience
	the Communion of Saints
	attitude to other world religions
The Trinity	creation and stewardship: God's role in creation and responsible human behaviour
	oneness of God
	God as Father
	God as Son
Beliefs and teachings relating to Jesus Christ	God as Holy Spirit
	the Incarnation
	the Crucifixion
	the Resurrection
	eternal life: heaven, hell and purgatory
Sacraments	the ascension
	atonement
	grace and the meaning of sacrament
	the meaning and practice of the sacraments: baptism; confirmation; Eucharist or mass

F: ROMAN CATHOLIC CHRISTIANITY (continued)

Topic 2: Roman Catholic Practices and Ceremonies

	sacramental and liturgical (including Eucharist)
Different forms of worship	non-sacramental
	individual
	places of worship and their function: church and cathedral
Prayer and life of the Church Roman Catholic prayer and life of the Church, including:	the Lord's Prayer
	set prayers: intercessions
	role of laity
	charity
	Our Lady: the Mysteries of the Rosary
	the role and purpose of: bishops, priests, deacons and religious orders
Pilgrimage	the Pope and Church authority
	the purpose of Roman Catholic pilgrimage
	at least two contrasting examples: e.g. Walsingham, Rome, Lourdes, Holy Land, Santiago de Compostela
Festivals and the Liturgical Year The role of Roman Catholic celebrations or festivals, including:	Pentecost
	Lent and the Stations of the Cross
	Holy Week and Easter: Palm Sunday; Maundy Thursday; Good Friday; Holy Saturday; Easter Day
	Advent and Christmas

SECTION 3: RELIGION (continued)

G: SIKHISM

Topic 1: Sikh Beliefs and Teachings

God's nature	Mul Mantra prayer: one God, eternal, creator, timeless
	human life as an opportunity to unite with God
	Gurmukh: aim of being God-centred and eliminating ego (haumi)
Service to others	karma and rebirth, and the aim of mukti (liberation)
	the Khalsa: names Singh and Kaur
	equality of all human beings
	gurus' lives as examples for Sikhs to follow
	Guru Granth Sahib
	sewa: intellectual, manual and material service to others
	community and worship

Topic 2: Sikh Practices and Ceremonies

Gurdwara	religious features: design, furniture, artefacts and associated practices
	role of gurdwara in the Sikh community
	worship (diwan): use of Guru Granth Sahib, kirtans
	langar: principles and practice as sewa (selfless service to others)
Prayer, Reading and Meditation	meditating on the name of God (Nam Japna)
	reading Will of God (Hukam) from Guru Granth Sahib
	the Akhand Path
	prayer and worship at home (nit nem and gutka)
Festivals (Gurpurbs)	Vaisakhi
	Guru Nanak's birthday
	Diwali
Rites of Passage	birth and naming ceremonies
	the Five Ks
	amritsanskar (the initiation ceremony) and importance of the Khalsa
	marriage ceremonies

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 CE at 13+				
	AO1	AO2	AO3	Marks
Section 1	30%	30%	40%	20
Section 2	30%	30%	40%	20
Section 3	30%	30%	40%	20
Paper Total				40

TPR Scholarship (CASE)				
	AO1	AO2	AO3	Marks
Section 1	20%	20%	60%	25
Section 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
6	6	Gives a very good answer: a coherent and precise description; an incisive summary of the significant details; very good command of English.
5	5	Gives a good answer: a precise description summarising significant details; a high level of knowledge and understanding.
4	4	Gives a satisfactory answer: a description showing more precise knowledge and understanding.
3	3	Gives a broadly satisfactory answer: a description presented in a structured way but lacking precision and some knowledge; moderate use of English.
2	2	Gives a basic answer: limited knowledge of a relevant idea presented in a structured way.
1	1	Gives a very poor answer: an isolated example of a simple piece of relevant information; poor use of English.

AO2: (b) Understanding		
Level	Mark	Level Descriptor
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.
5	5	Gives a good answer: a detailed explanation of several ideas with a good level of knowledge and understanding.
4	4	Gives a satisfactory answer: an explanation of more than one idea presented with some detail and understanding.
3	3	Gives a broadly satisfactory answer: an explanation presented in a structured way but lacking detail and some knowledge; moderate use of English.
2	2	Gives a basic answer: a limited understanding of a relevant idea.
1	1	Gives a very poor answer: an isolated example of a simple piece of relevant information; poor use of English.

ASSESSMENT CRITERIA (continued)

AO3: (c) Evaluation

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

APPENDIX III

SCHOLARSHIP ASSESSMENT CRITERIA

Section 1: General (25 marks)

Level	Mark	Level Descriptor
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.
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.
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
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.
1	1-5	Gives a basic answer: some structure or organisation of the ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.

Section 2: Theology and Religion (25 marks)

Part a (knowledge)

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

Section 2: Theology and Religion (continued)

Part b (understanding and interpretation)

Level	Mark	Level Descriptor
5	7-8	Gives a very good answer: a coherent and comprehensive explanation or interpretation of several ideas (with very good reference to background, history, other relevant passages etc.); very good command of English.
4	5-6	Gives a good answer: a detailed and coherent explanation or interpretation of several ideas with a good level of knowledge and understanding; good use of English.
3	3-4	Gives a satisfactory answer: an explanation or interpretation of more than one idea presented with some detail, precision and understanding; sound use of English.
2	2	Gives a basic answer: an explanation or interpretation presented in a structured way but lacking detail and knowledge; moderate use of English.
1	1	Gives a poor answer: a limited explanation or interpretation of a relevant idea; poor use of English.

Section 2: Theology and Religion (continued)

Part c (evaluation)

Level	Mark	Level Descriptor
6	11-12	Gives an excellent answer: excellent structure and balanced answer; sharp reasoning; excellent use of language; focuses on the question throughout; well-chosen and original examples to illustrate the points being made; shows intellectual flair/spark; excellent command of English. Clear award standard.
5	9-10	Gives a very good answer: very good structure and balanced answer; insightful reasoning; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; potential intellectual flair; very good command of English. Worthy of consideration for an award.
4	7-8	Gives a good answer: good structure; ideas developed in a balanced way; clear reasons/evaluation; well-chosen and relevant examples; good use of English. High CE equivalent.
3	5-6	Gives a sound answer: sound, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas with good reasons; sound use of English. Good CE equivalent.
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; moderate use of English.
1	1-2	Gives a basic answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples; poor use of English.

APPENDIX IV

TEXTBOOKS AND OTHER TEACHING RESOURCES

Theology and Philosophy for Common Entrance 13+ Susan Grenfell and Michael Wilcockson, Hodder Education

Theology and Philosophy for Common Entrance 13+, Teacher Resource Book Susan Grenfell and Michael Wilcockson, Hodder Education

Religion for Common Entrance 13+ Susan Grenfell and Michael Wilcockson, Hodder Education

Religion for Common Entrance 13+, Teacher Resource Book Susan Grenfell and Michael Wilcockson, Hodder Education

Theology, Philosophy and Religion for Common Entrance 13+ Practice Questions and Answers Susan Grenfell and Michael Wilcockson, Galore Park

Theology, Philosophy and Religion for Common Entrance 13+ Revision Guide, Michael Wilcockson, Galore Park

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

A Rocha, a Christian environmentalist charity based in the UK:

<http://www.arocha.org/int-en/index.html>

Buddhism, Mark Constance, Oxford University Press

Christianity, Julie Haigh, Oxford University Press

Hinduism, Neera Vyas, Oxford University Press

Islam, Stella Neal, Oxford University Press

Judaism, Sue Schraer, Oxford University Press

Sikhism, Julie Haigh, Oxford University Press

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

Living Faiths Teacher Guides to the Oxford University Press series

APPENDIX V

THEOLOGY ADDITIONAL TEXTS

The following are suggested texts to support the study of the prescribed texts in Section 1 (Theology). None of the texts are examined, but they may provide helpful background and context to specification and for extension work.

Topic 1: God's Relationship with the World

Suggested support material for Creation:

The Second Creation Account: Genesis 2:2-25

Suggested support material for texts on Moses:

The Call of Moses (continued): Exodus 3:18-4:18

After the crossing of the sea: Exodus 15:22-16:5

The Covenant at Mount Sinai: Exodus 19:1-20:17

Suggested support material for texts on Elijah:

King Ahab: 1 Kings 16:29-33

Elijah at the Kerith Ravine: 1 Kings 17:1-7

Elijah runs away to Horeb: 1 Kings 19:1-18

Elijah and Naboth's Vineyard: 1 Kings 21

Suggested support material texts on Jesus:

Baptism and Temptations: Mark 1:7-13

Blind Bartimaeus: Mark 10:46-52

Last Supper, Gethsemane and Trials: Mark 14:12-15:21

The Resurrection: John 20:1-23, 30-31

Topic 2: Human Responses to God

Suggested support material for texts on Adam and Eve / Cain and Abel:

The First Creation Account: Genesis 1:1-2:4

Faith in Action: Hebrews 11:4

Suggested support material for text on Abraham:

Call of Abram: Genesis 12:1-5

God's Covenant with Abram: Genesis 15:1-6, 18-21

God's Promise of Isaac: Genesis 17:15-19

Faith in Action: Hebrews 11:8-12, 17-19

Suggested support material for texts on David:

David and Goliath: 1 Samuel 17:12-51

David's successes as King: 2 Samuel 8

Suggested support material for texts on Jesus:

The Call of Levi: Mark 2:13-17

The Woman and Simon the Pharisee: Luke 7:36-50

Peter's Declaration: Mark 8:27-33

The Pharisee and Tax Collector: Luke 18:9-14

Thomas and the Resurrection: John 20:24-29

