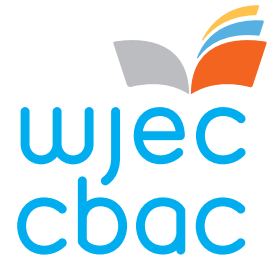


GCE AS/A LEVEL



# WJEC GCE AS/A LEVEL in RELIGIOUS STUDIES

APPROVED BY QUALIFICATIONS WALES

## GUIDANCE FOR TEACHING

Teaching from 2016



This Qualifications Wales regulated qualification is not available to centres in England.

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## Introduction

The **WJEC GCE AS and A level Religious Studies** provides a broad, coherent, satisfying and worthwhile course of study. The specification encourages learners to develop:

- their interest in a rigorous study of religion and belief and relate it to the wider world
- knowledge and understanding appropriate to a specialist study of religion
- understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- an enquiring, critical and reflective approach to the study of religion (including at A level considering the views of scholars/academics).
- the ability at A level to analyse the nature of connections between the units they have studied.
- their own values, opinions and attitudes, in the light of their study.

The AS will be awarded for the first time in Summer 2017, using grades A-E.

The A level will be awarded for the first time in Summer 2018, using grades A\*-E.

The specification intended to promote a variety of styles of teaching and learning. It is presented in a clear and concise way (with each Unit or Option within a Unit containing four themes), to ensure that its content is accessible, relevant and engaging for both teachers and learners.

## Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the new WJEC AS and A level Religious Studies specification and to offer guidance on the requirements of the specification and the assessment process. The guidance is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

In addition, this guidance must not be used instead of the specification, but must be used to support the delivery of it. This guide offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own freely available, digital materials and some from external sources), text books and other resources. These resources provide ideas when planning interesting, topical and engaging lessons.

### Additional ways that WJEC Eduqas can offer support:

- Specimen assessment materials
- Face-to-face [CPD training courses](#)
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the Subject Officer and the Subject Support Officers
- Free online resources – [Digital Resources](#)
- Exam Results Analysis
- Online Examination Review.

The specification, latest news, resources and the Subject Officer's contact details are available on the WJEC AS/A Level Religious Studies [webpage](#).

## Frequently Asked Questions

### 1. When do I start teaching the new specification?

Teaching AS will start in September 2016, with the first assessment in 2017.

Teaching A level will start in September 2017, with first assessment in 2018.

### 2. What training does WJEC offer?

In support of all our qualifications, regular CPD training takes place at locations across Wales throughout the academic year. Details can be found [here](#).

### 3. Are there digital resources available to support this qualification?

Yes, free digital resources can be found on the WJEC Resources website [here](#).

### 4. What other resources are available from WJEC to support this qualification?

A full list of resources to support this qualification can be found [here](#) on the WJEC website.

### 5. Will there be supporting text books for options/Units within the qualification?

Yes, for the majority of options/units available. Various course companion text books are being produced by Illuminate Publishing. Further details can be found [here](#).

### 6. Will these text books be available in Welsh?

Yes, the translation of the A and AS Illuminate text books form part of the Welsh Government's development list.

### 7. Will you be providing examples of student exemplars with examiners' commentaries?

Yes, these will be available from October 2016 onwards via our Online Exam Review (OER) site, which can be found [here](#).

### 8. What other forms of support are available?

We provide direct access to dedicated subject specialists and helpful administrative staff to support centres with all aspects of delivering the qualification.

### 9. How can I receive regular updates about this subject?

You can sign up to our emailing list to receive newsletters, etc. [here](#).

You can also follow us on Twitter:

[https://twitter.com/WJEC\\_RS](https://twitter.com/WJEC_RS) or [https://twitter.com/CBAC\\_AstCref](https://twitter.com/CBAC_AstCref)

## SUMMARY OF ASSESSMENT

This specification is divided into a total of five units, two AS units and three A2 units. Weightings noted below are expressed in terms of the full A level qualification.

### AS Units (both compulsory)

#### Unit 1: An Introduction to the Study of Religion

Written examination: 1 hour 15 mins

15% of qualification

This unit offers the choice of the study of **one religion** from a **choice of six**:

Option A:	Option B:	Option C:	Option D:	Option E:	Option F:
Christianity	Islam	Judaism	Buddhism	Hinduism	Sikhism

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts (part 1), religious concepts, religious life and religious practices that shape religious identity (part 1).

Note: With one exception, for A level learners, the religion chosen for AS Unit 1 must also be studied for A level Unit 3.

The only exception being that learners who study Unit 1 Option A: Christianity for AS can study **either** Unit 3 Option A: Christianity **or** Unit 6: Textual Studies (New Testament) for A level.

#### Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion

Written examination: 1 hour 45 mins

25% of qualification

##### Section A: An Introduction to Religion and Ethics

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 1), Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism.

##### Section B: An Introduction to Philosophy of Religion

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief (part 1) and religious experience (part 1).

## A level Units (the two AS units studied plus a further three units).

### Learners must study:

Units 3, 4 and 5 or, if they have studied Unit 1 Option A: Christianity, **either** Units 3, 4 and 5 **or** Units 4, 5 and 6.

### Unit 3: A Study of Religion

Written examination: 1 hour 30 mins

20% of qualification

This unit offers the choice of the study of **one religion** from a **choice of six**:

Option A:	Option B:	Option C:	Option D:	Option E:	Option F:
Christianity	Islam	Judaism	Buddhism	Hinduism	Sikhism

**Learners will be expected to study the same option they studied in Unit 1.**

The only exception being that learners who study Unit 1 Option A: Christianity for AS can study **either** Unit 3 Option A: Christianity **or** Unit 6: Textual Studies (New Testament) for A level.

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts (part 2), significant historical developments in religious thought, significant social developments in religious thought and religious practices that shape religious identity (part 2).

### Unit 4: Religion and Ethics

Written examination: 1 hour 30 mins

20% of qualification

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 2), deontological ethics, determinism and freewill.

### Unit 5: Philosophy of Religion

Written examination: 1 hour 30 mins

20% of qualification

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: challenges to religious belief (part 2), religious experience (part 2), religious language (parts 1 & 2).

### Unit 6: Textual Studies (New Testament)

Written examination: 1 hour 30 mins

20% of qualification

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental textual study themes relating to New Testament literature: miracles, parables, Letters and Apocalyptic.

## Assessment Objectives

(Taken from the Ofqual document *GCE Subject Level Guidance for Religious Studies July 2015*)

The tables which follow illustrate how the Assessment Objectives (AOs) are divided and shows where they are also sub-divided into strands and/or elements.

### AO1: Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of religion and belief.

No.	Strand	Element
1	Demonstrate knowledge and understanding of religion and belief, including religious, philosophical and/or ethical thought and teaching.	This strand is a single element.
2	Demonstrate knowledge and understanding of religion and belief, including influence of beliefs, teachings and practices on individuals, communities and societies.	This strand is a single element.
3	Demonstrate knowledge and understanding of religion and belief, including cause and significance of similarities and differences in belief, teaching and practice.	This strand is a single element.
4	Demonstrate knowledge and understanding of religion and belief, including approaches to the study of religion and belief.	This strand is a single element.

AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.		
Strands	Elements	Interpretations and definitions
n/a	1. Analyse aspects of, and approaches to, religion and belief, including their significance, influence and study.	<p><b>In the context of this assessment objective:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse</b> means deconstructing information and/or issues to find connections between them and to provide logical chains of reasoning;</li> <li>• <b>evaluate</b> means appraising and/or making judgements with respect to information and/or issues; and</li> <li>• analysis and evaluation should draw on underpinning knowledge and understanding.</li> </ul> <p>Aspects of, and approaches to, religion and belief refers to the subject content in an overarching sense, encompassing, as appropriate, the study of religion, textual approaches and philosophical and ethical views.</p> <p>The emphasis here is on the learner constructing coherent and reasoned responses, supported by evidence.</p>
n/a	2. Evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	



## AO1 Command Words

Command word	Meaning
<b>Apply</b>	Show how a principle, theory or teaching might be used in relation to an issue or situation, e.g. how an ethical theory might be employed to solve an ethical problem.
<b>Compare</b>	Explain the similarities and/or differences between things or scholarly views, e.g. ideas, key findings.
<b>Explain</b>	Write a systematic and comprehensive account of a topic, exploring underlying reasons, focusing upon the aspect highlighted in the question (such as definition, nature, purpose, features), for example:  Explain how... Explain why... Explain the importance/significance of... Explain is focused on reasons in relation to a straightforward topic.
<b>Examine</b>	Portray and account for different facets of, or angles on, a complex practice, concept or belief, for example:  Examine the characteristics of... Examine different ways in which... Examine is focused on the varied aspects of a many-sided topic.
<b>Outline</b> <b>(AS only)</b>	Write a concise account of an area of considerable breadth, carefully selecting relevant information and demonstrating the main features or general principles of a topic.

## AO2 Command Words

Command word	Meaning
<p><b>Evaluate this view</b></p> <p><b>or</b></p> <p><b>Evaluate the view that ...</b></p>	<p>Using evaluative skills to make a reasoned judgement (including an appropriate conclusion), whilst having critically considered a variety of arguments/ideas.</p>

## Assessment Objectives and examples of their related command words

Below are some examples of the command words that could be used in examination papers to address the Assessment Objectives.

Strand/ element	Assessment Objective AO1 Strands/Elements	Example Command words	<p style="text-align: center;"><b>Examples taken from the Sample Assessment Materials</b></p> <p><b><u>(AO1 Strands 1, 2, 3 &amp; 4)</u></b></p> <p><b>Unit 1: Option A - An Introduction to the Study of Christianity</b></p> <p>5. (a) Compare the ways in which the Eastern Orthodox and Western Christian churches celebrate Easter.</p> <p><b>Unit 1: Option C - An Introduction to the Study of Judaism</b></p> <p>5. (a) Examine different views about the importance of mitzvot found in Orthodox and Hasidic Judaism.</p> <p><b><u>(AO1 Strands 1,2 and 4)</u></b></p> <p><b>Unit 1: Option B - An Introduction to the Study of Islam</b></p> <p>4. (a) Explain Muslim beliefs about the role of prophets within Islam before the time of Muhammad.</p> <p><b>Unit 2: Section A - An Introduction to Religion and Ethics</b></p> <p>1. (a) Apply Aquinas' Natural Law to the ethical issue of voluntary euthanasia.</p>
1	Demonstrate knowledge and understanding of religion and belief, including religious, philosophical and/or ethical thought and teaching.	<b>Explain Examine Outline Apply</b>	
2	Demonstrate knowledge and understanding of religion and belief, including influence of beliefs, teachings and practices on individuals, communities and societies.	<b>Explain Examine Outline Apply</b>	
3	Demonstrate knowledge and understanding of religion and belief, including cause and significance of similarities and differences in belief, teaching and practice.	<b>Explain Examine Compare</b>	
4	Demonstrate knowledge and understanding of religion and belief, including approaches to the study of religion and belief.	<b>Explain... Examine... Outline.... Apply</b>	

Strand/ element	Assessment Objective AO2 Strands/Elements	Command words used:	An example taken from the Sample Assessment Materials
1	Analyse aspects of, and approaches to, religion and belief, including their significance, influence and study.	<b>Evaluate this view</b>	<p>Both AO2 elements (1 and 2) will always be assessed together.</p> <p><b>Unit 2: Section A</b> <b>An Introduction to the Philosophy of Religion.</b></p> <p>4. (b) 'Irenaeus type theodicies have never been successful in responding to the problem of evil.' Evaluate this view.</p>
2	Evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	<b>or</b>  <b>Evaluate the view that ...</b>	

## Delivering the Specification

### AS Unit 1: An Introduction to the Study of Religion

#### Option A: An Introduction to the Study of Christianity

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### **Theme 1C: The Bible as a source of wisdom and authority in daily life**

William Morgan translating the Bible into Welsh.

##### **Theme 4C: Christmas**

Welsh Christmas traditions such as The Plygain service.

##### **Theme 1: Religious figures and sacred texts**

Within Theme 1, Section 1A examines issues surrounding the birth narratives whereas Section B considers different scholarly views of the resurrection and the interpretation and application of Jesus' resurrection to key Christian beliefs. Section C examines the role of the Bible as a source of wisdom and authority for Christians in their daily lives.

##### **1A. Jesus – his birth**

Section A focuses on Jesus and his birth. Candidates should understand the role of the birth narratives in accounts of Jesus' identity (e.g. see the angelic declaration Luke 2:14, the song of Simeon, Luke 2:30 and the visit of the Magi, Matthew 2). Candidates should be familiar with the function of the Nativity narratives as the foundation of Christian assertions concerning the dual nature of Jesus both human and divine. Candidates should be familiar with the concept of substantial presence - the whole and entire presence of both the divine and human aspects of Jesus Christ. They should understand the concept of the kenotic model as attempts to resolve the problem of Jesus being both fully God and fully human (see glossary for further details). Candidates should be introduced to the central issues related to the credibility of the birth narratives. This includes the extent to which there is any historical support for the extraordinary circumstances of Jesus birth, and the degree to which Matthew and Luke's accounts of the birth narratives can be harmonized. It is expected that candidates will have a basic understanding of the role of redaction criticism in interpreting the birth narratives.

##### **1B. Jesus – his resurrection**

Section B focuses on Jesus and his resurrection. Candidates should be familiar with the views of both Rudolf Bultmann and N.T. Wright. Bultmann introduces a discontinuity between the pre-Easter and post-Easter Jesus and argues the need to demythologize the account in order to understand it. In contrast, Wright defends a physical and literal account of the resurrection. It is expected that candidates will be introduced to the centrality of 'the resurrection of the dead' in the development of Christian belief.

Candidates should be aware of the diverse ways Christians have articulated the resurrection, whether as a physical or spiritual event, and the ways in which these articulations have impacted upon Christian beliefs concerning death and the soul. Students should be introduced to Wright and Bultmann's views on the afterlife, with a particular focus on existentialism in the latter and a defence of Christian orthodoxy the thought of the former. Candidates should have an understanding of the resurrected body in life after death in the light of both John 20-21 and 1 Corinthians 15.

### **1C. The Bible as a source of wisdom and authority in daily life**

Section C focuses on the role of the Bible as a source of wisdom and authority in the lives of Christians and their communities. Central to this section is the place of Scripture in the formation of Christian ethics and the relative value of the Bible as teaching on the meaning and purpose of life. This section also examines how Christians derive comfort, direction and moral advice from various Biblical texts. It is expected that candidates will have studied the specific texts listed in the specification.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 2: Religious concepts and religious life**

This theme considers several aspects of contemporary theological discussion about religious concepts, such as feminist reinterpretation of God language (2A), the Trinity (2B) and Christian accounts of God's saving action in the atonement (2C). Through these diverse models, candidates should be made aware of the Biblical sources and images which shape Christian language about God.

### **2A. Religious concepts – the nature of God**

In this section, candidates should be introduced to scriptural, cultural and theological reasons why God might be understood as male in Christian tradition, including the pastoral benefits and challenges of the model of Father. Sallie McFague's feminist theology should be understood through the background of these traditional formulas. Candidates are also expected to be familiar with Jurgen Moltmann view of a suffering God. They should appreciate the centrality of Jesus' crucifixion for Moltmann's understanding of God and the idea that the God of Christianity is not solely a distant 'transcendent being' but suffers alongside humanity on the Cross.

### **2B. Religious concepts – the Trinity**

The notion of God as existing in Three Person assists many Christians in understanding the relationship between God as Father, God as Son and God as the Holy Spirit. Candidates should be aware of the role of Trinitarian ideas in establishing a shared Christian orthodoxy. Candidates should have an understanding of the Christian claims concerning the eternal pre-existence and divinity of Jesus. Candidates may wish to refer back to Section 1A here. Although not listed in the specification, candidates might find it helpful to look at some key passages in the New Testament which illuminate the relationship between Christ and the Father e.g. John 10:30, Colossians 1:15 and John 8:58. In parallel to these ideas students should be familiar with Christian beliefs concerning the full humanity of Christ. The notion of the co-eternity of the Father and Son means that there was not a point where the Father existed and the Son did not, rather the Son was always in and with God from the beginning. Candidates should be aware of the role that this idea plays in theological discussions surrounding Jesus' divinity. A further area for study concerns the origin of the Holy Spirit. Candidates should be introduced to the sources and consequences of the filioque ('and the son') controversy. In particular, candidates should be aware of the implications of the conflict for Christian understanding of the relationship between the Father, Son and Holy Spirit. The question at stake in the discussion was whether the Spirit proceeded from the Father and Son as a co-eternal unity, or whether the Spirit proceeds from the Father. This is significant for an understanding of the Trinity since it poses the question as to whether all Persons in the Trinity are equal, or is there a hierarchy?

## 2C. Religious concepts – the Atonement

Section C examines three theories of the Atonement: For Christians the atonement is the means by which God purifies individual Christians of sin and reconciles the world to himself. The instrument of the Atonement is the death of Jesus on the cross. Candidates may find the following passages helpful, though they are not for compulsory study and not listed in the specification - Colossians 1:20, 1 John 2:2 and Revelation 7:14. Candidates should be introduced to three dominant theories of the atonement:

- (i) The Christ as Victor Theory: Candidates should understand the role of the devil in this theory, and how it is linked to early Christian beliefs about Jesus' dissent into Hell prior to the Resurrection.
- (ii) The Substitution Theory: Candidates should understand the key idea that Jesus died as a substitute for others, instead of them. In some way, through his death, Jesus absorbed the penalty of sin and made it possible for human beings to be at one with God.
- (iii) The Moral-Example Theory: In this model, reconciliation and purification are achieved by an inward and loving acceptance of the sacrifice made by Christ on the cross. Here Jesus functions as a moral example to follow.

Candidates should be aware of the notion that for Christians' sin is not merely a 'bad action' but denotes a state of separation from God. The Atonement poses questions such as the extent to which God is a stern judge intent on punishment, or a God who is a loving Father? Although not required by the specification, candidates might find it helpful to relate these issues back to earlier discussions of Jesus' status as Son (Section 2B) and to refer to John 3:16.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## Theme 3: Religious life

Theme 3 considers the debate over justification by faith and/or works (3A), the role of the community of believers as reflected in Acts 2 (3B) and the key moral principles for Christians as reflected in selected Biblical texts (3C).

### 3A. Religious life – faith and works

Here candidates explore what a Christian life should look like - whether it should depend on right actions or inward acceptance of saving grace. Such a discussion is significant because it touches on key differences between Christians (particularly Catholics and Protestants). This section is concerned with the religious life of faith and works and examines Luther's arguments for justification by faith alone. Candidates should be familiar with the central role of Paul's Epistle to the Romans, in shaping Luther's view. In particular, they should understand why Romans 1:17; 5:1 and the other texts listed in the specification, caused Luther to revise his view of the shape of the Christian life. Candidates should also be aware of why Luther was hostile to the Epistle of James. Luther's views on faith and works led to conflict with the Catholic Church. Candidates should be aware of the Council of Trent as a response to Luther. It is important to note here the Catholic refutation of the Protestant notion of sola scriptura. Members of the Council declared that Luther had no traditional Church authority for his doctrine of justification. Candidates should be introduced to E.P. Sanders historical approach to the doctrine of justification. Rejecting Luther's negative view of the Jewish Law, he suggests that justification is not about rejecting moral effort, but about joining a covenant people. Sanders suggests that while justification is about 'getting in' to the Church, in order to remain in the Church one must conform to the Church's moral teachings.

### 3B. Religious life – the community of believers

Section B examines the New Testament community of believers as a model for churches today. Candidates should be familiar with Acts 2:42-47 and should consider what this tells us about life in the early church including Christian attitudes towards wealth, property and ownership. They should be aware of the role of churches in providing worship and sacraments including, baptism and Eucharist. Some attention should be given to the term 'sacrament' and their status as 'outward signs of inward grace'. Other roles of the Church that candidates should examine are teaching, transmitting and

articulating Christian beliefs. Candidates should understand the role of evangelism for Christian communities, Christian motives for mission and the link between mission and service. An important aspect of the religious life is the fellowship of believers. Candidates should be familiar with the idea that Church is more than a just a group of people who meet together. It is a living organism in union with Christ and with each other.

### **3C. Religious life – key moral principles**

Section C focuses on key moral principles of a religious life. Candidates should be familiar with the role of Jesus as a moral example and the role of the Church as the transmitter of Christian moral principles. It is expected that all the texts listed in this section of the specification will have been studied and applied to illustrate the key moral principles. The centrality of love (agape) should frame this discussion, with an emphasis placed upon the Biblical sources. Candidates should be aware of the implications of the commitment of love of neighbour (Leviticus 19:34) and the Good Samaritan parable (Luke 10:25-28) for Christian attitudes towards social justice. They should consider how the commandment to love applies within the Christian community. Candidates should be encouraged to make links between the character of Christian ethics and God as a loving parent (see Exodus 34:6-7; 1 John 4:19- 21). They should also make links between this imagery and the models of redemption and atonement (Theme 2C). Truth and forgiveness are central to living a religious life. For instance both 1 Samuel 12:24 and Ephesians 4:25-27 link truth to the fellowship of believers (Theme 3B) using the illustration of the one body. Other passages such as Colossians 3:12-13 and Matthew 6:14-15 stress the importance of forgiveness for Christians. The notion of Christians' possessing a clear conscience (see 2 Corinthians 1:12 and Timothy 1 1:15) is also linked back to the goal of love.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 4: Religious practices that shape religious identity**

This theme considers the role of religious rites in the creation and maintenance of Christian identity. Included here, is a study of the role and understanding of baptism and the Eucharist, as well as the marking of Christmas and Easter in the Church year. Candidates should be introduced to the diversity, meaning and purposes of these practices and the ways they reflect Christian beliefs.

### **4A. Religious identity through diversity in baptism**

Candidates should understand the respective views of Augustine and Zwingli on the issue of infant baptism. It is expected that candidates will develop an understanding of Augustine's view that infant baptism is the mechanism through which God saves human beings from the effects of sin and the possibility of eternal damnation. Augustine's controversial view of the fate of unbaptised infants should be flagged here. The views of Zwingli should be viewed through the lens of the Protestant Reformation. It is expected that candidates will have a basic understanding of Zwingli's defence of infant baptism on the grounds that it is not explicitly prohibited by the Bible. Zwingli's rejection of Catholic (Augustine's) views should be considered; particularly Zwingli's view that the water of baptism in itself has no saving power. Baptism is a promise by the community (or parents) to support the child in faith. Candidates should also be aware of Barth's rejection of infant baptism and his emphasis on the importance of the consent and his claim that baptism in itself has no power.

### **4B. Religious identity through diversity in Eucharist**

Candidates should be introduced to the role of the Eucharist in contemporary Christian communities. Although not listed in the specification, it may be helpful for candidates to understand the Scriptural basis for Eucharistic practice (see 1 Corinthians 11) and the origins of this rite as understood as a divine command (see Luke 22:19). It is expected that candidates will be introduced to the notion of transignification (the view that while Jesus' body and blood is not physically present, through the sanctification of the bread and wine, he is nonetheless present). Alongside this concept, candidates should consider the claim of transfinalization. Here Christ's presence in the Eucharist is assured not by any change in the physical bread and wine, but by a change in the meaning of the bread and wine post-consecration. They take a status after blessing which is more than simply food. Candidates should



develop a working understanding of the differences between Protestant and Catholic approaches to the Eucharistic meal, in particular, the Roman Catholic teaching of Real Presence during the mystery of transubstantiation. They should be aware of historic Protestant opposition to 'literalistic' interpretations of the Eucharistic rite and their emphasis upon symbolic approaches to the meaning of the bread and wine (memorialism). Here the function of the Eucharist is a memorial only and has no sacramental power in itself. Alongside these approaches consubstantiation should be discussed. According to this model a fundamental change takes place, whereby the real presence of Christ coexists with the bread and wine. Thus, the Eucharistic rite is more than a symbol, it is a mystical event. While candidates should be aware of the degree of diversity among Christians on the topic of Eucharistic practice, they should also show an awareness of the degree of similarity between the approaches of various Christian traditions. While interpretations differ, the Eucharistic rite is commonly understood as a ritual of Christian unity and fellowship.

#### **4C. Religious identity through diversity in festivals**

Candidates should understand the celebration of Christmas in terms of its relationship to the doctrine of the Incarnation. At Christmas Christians celebrate the fulfilment of prophecy, and the descent of God to earth (as Jesus). It is expected that candidates will be aware of the different dating systems of Eastern and Western Churches (see below). Candidates should come to appreciate different emphasises placed on Christmas by Eastern and Western churches. For example, the significance of the Epiphany (the visitation of the Wise Men to Jesus) for Catholic and Orthodox Christians should be considered. Candidates should develop an appreciation of the central role of Easter in the Christian liturgy. As part of this discussion, reference should be made to the centrality of the resurrection itself to the character of the Christian faith – this is the main similarity between all Christian denominations. Candidates should develop a working knowledge of the differences of observance regarding Easter between Western and Eastern churches. Here students also need to understand the difference between the Julian and Gregorian calendars and the ways Easter is traditionally calculated. Some mention should be made of the 'high liturgical' approaches to Easter among Catholic and Orthodox Christians (Easter vigils) as compared to lower key less elaborate rites in Protestant traditions.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## AS LEVEL CHRISTIANITY - USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Gwilym, G. ap (2016) - WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS Christianity, Illuminate, ISBN:9781908682956</li> <li>Ford, David (2013) - Theology: A Very Short Introduction (Oxford University Press), ISBN:0199679975</li> <li>McGrath, Alister (2011) - Christian Theology: An Introduction, Wiley-Blackwell), ISBN:9781444335149</li> <li>McGrath, Alister (2006) - The New Lion Handbook of Christian Belief, Lion ISBN:0745951554</li> <li>McGrath, Alister (2006) - Christianity an introduction, Wiley-Blackwell, ISBN:1405108991</li> <li>Thiselton, Anthony (2015) - The Thiselton Companion to Christian Theology, Eerdmans, ISBN:0802872328.</li> <li>Woodhead, Linda (2014) - Christianity: A Very Short Introduction, Oxford University Press, ISBN:0192803220</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bibleodyssey.org/">http://www.bibleodyssey.org/</a> Website of the Society of Biblical Literature.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Brown, Raymond E. (2007) - The Birth of the Messiah: A Commentary on the Infancy Narratives in the Gospels of Matthew and Luke, Yale University Press, ISBN:0300140088</li> <li>Bultmann, Rudolf et al. (1953) - Kerygma and Myth: A Theological Debate, SPCK, ISBN:0281026203</li> <li>Wright, N. T. (2003) - The Resurrection of the Son of God (SPCK) ISBN:0281055505</li> </ul> <p><b>Websites</b></p> <p><a href="http://catholic-resources.org/Bible/Jesus-Birth.htm">http://catholic-resources.org/Bible/Jesus-Birth.htm</a> The Birth of Jesus: Comparing the Gospel Infancy Narratives.</p> <p><a href="http://www.tektonics.org/af/birthnarr.php">http://www.tektonics.org/af/birthnarr.php</a> "The Nativity Stories Harmonized" (note apologetic perspective).</p> <p><a href="http://www.religioustolerance.org/resurrec.htm">http://www.religioustolerance.org/resurrec.htm</a> The Resurrection of Jesus Christ: Is it a fact or a religious myth?</p> <p><a href="http://ntwrightpage.com/Wright_Bible_Authoritative.htm">http://ntwrightpage.com/Wright_Bible_Authoritative.htm</a> N. T. Wright post: "How can the Bible be authoritative?"</p> <p><a href="http://www.theopedia.com/authority-of-the-bible">http://www.theopedia.com/authority-of-the-bible</a> Authority of the Bible (and links to further materials).</p> <p><a href="https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/the-bible-and-the-word-of-god/">https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/the-bible-and-the-word-of-god/</a> RE Online article about the Bible as the "word of God".</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Beilby, James and Paul R. Eddy, eds. (2006) - The Nature of the Atonement: Four Views, InterVarsity Press, ISBN:0830825703</li> <li>• Bullivant, Steven (2015) - The Trinity: How Not to Be a Heretic, Paulist Press, ISBN:0809149338</li> <li>• McFague, Sallie (1987) - Models of God: Theology for an Ecological, Nuclear Age, Fortress Press, ISBN:0800620518</li> <li>• Moltmann, Jürgen (1973) -The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology, SCM Press, ISBN:0800628225</li> </ul> <p><b>Websites</b></p> <p><a href="https://carm.org/what-trinity">https://carm.org/what-trinity</a> An article by the Christian Apologetics &amp; Research Ministry on the Trinity.</p> <p><a href="http://www.bbc.co.uk/religion/religions/christianity/beliefs/trinity_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/beliefs/trinity_1.shtml</a> What is the Trinity?</p> <p><a href="http://www.newadvent.org/cathen/02055a.htm">http://www.newadvent.org/cathen/02055a.htm</a> Detailed New Advent encyclopaedia article on the Atonement and its history.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Sanders, E. P. (1977) - Paul and Palestinian Judaism: A Comparison of Patterns of Religion, Fortress Press, ISBN:0800618998</li> </ul> <p><b>Websites</b></p> <p><a href="https://carm.org/are-we-justified-faith-romans-or-works-james">https://carm.org/are-we-justified-faith-romans-or-works-james</a> Faith and Works: comparing arguments for justification through faith with arguments for justification through works.</p> <p><a href="https://www.catholic.com/magazine/print-edition/we-can-work-it-out">https://www.catholic.com/magazine/print-edition/we-can-work-it-out</a> Article on justification by faith and works.</p> <p><a href="https://www.christianhistoryinstitute.org/magazine/article/dr-luthers-theology/">https://www.christianhistoryinstitute.org/magazine/article/dr-luthers-theology/</a> Martin Luther's theology (with a focus on justification).</p> <p><a href="https://ageofex.wordpress.com/2011/11/18/the-council-of-trent-and-their-relation-to-martin-luther/">https://ageofex.wordpress.com/2011/11/18/the-council-of-trent-and-their-relation-to-martin-luther/</a> An article on the Council of Trent (including responses to Luther).</p> <p><a href="http://www.christianity.com/church/church-history/timeline/1501-1600/the-roman-catholic-council-of-trent-on-justification-11629976.html">http://www.christianity.com/church/church-history/timeline/1501-1600/the-roman-catholic-council-of-trent-on-justification-11629976.html</a> Another article on the Council of Trent (including responses to Luther).</p> <p><a href="http://www.huffingtonpost.com/pastor-gilford-t-monrose/role-of-the-church_b_1896969.html">http://www.huffingtonpost.com/pastor-gilford-t-monrose/role-of-the-church_b_1896969.html</a> "The Role and Importance of the Church in Community".</p> <p><a href="https://www.gci.org/articles/six-functions-of-the-church/">https://www.gci.org/articles/six-functions-of-the-church/</a> "Six Functions of the Church" (note explicit Christian perspective).</p>
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<p><b>Theme 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Crockett, William R. (1989) - Eucharist: Symbol of Transformation (Liturgical Press, ISBN:0814660983</li> <li>• Spinks, Bryan D. (2006) - Reformation and Modern Rituals and Theologies of Baptism: From Luther to Contemporary Practices, Ashgate, ISBN:0754656977</li> <li>• Wright, David F., ed. (2009) - Baptism: Three Views, InterVarsity Press, ISBN:0830838562</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.religioustolerance.org/chr_bapt1.htm">http://www.religioustolerance.org/chr_bapt1.htm</a> A brief overview of Christian Baptism.</p> <p><a href="http://www.cleo.net.uk/resources/displayframe.php?src=425/consultants_resources%2Freligiouseduc%2FstSbapt%2FstStephen.html">http://www.cleo.net.uk/resources/displayframe.php?src=425/consultants_resources%2Freligiouseduc%2FstSbapt%2FstStephen.html</a> Video of infant baptism service.</p> <p><a href="http://www.cleo.net.uk/resources/displayframe.php?src=238/consultants_resources/re/allB/OpenHere.html">http://www.cleo.net.uk/resources/displayframe.php?src=238/consultants_resources/re/allB/OpenHere.html</a> Video of Church of England adult immersion baptism (believer's baptism).</p> <p><a href="http://www.religioustolerance.org/chrcomm.htm">http://www.religioustolerance.org/chrcomm.htm</a> Information on Eucharist.</p> <p><a href="https://www.goarch.org/-/the-calendar-of-the-orthodox-church">https://www.goarch.org/-/the-calendar-of-the-orthodox-church</a> <a href="http://www.ibtimes.com/orthodox-christmas-2015-russian-greek-other-eastern-churches-begin-celebrations-1774896">http://www.ibtimes.com/orthodox-christmas-2015-russian-greek-other-eastern-churches-begin-celebrations-1774896</a> The Calendar of the Orthodox Church.</p> <p><a href="http://usa.greekreporter.com/2015/04/05/why-orthodox-christian-easter-is-later-than-the-catholic-one/">http://usa.greekreporter.com/2015/04/05/why-orthodox-christian-easter-is-later-than-the-catholic-one/</a> News reports on Eastern Orthodox Christmas and Greek Orthodox Easter.</p>
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**AN INTRODUCTION TO THE STUDY OF CHRISTIANITY  
TOPIC TITLE : THEME 1 - THE BIRTH NARRATIVES**

**Key Points**

- To identify the similarities and differences found within the birth narratives.
- To consider whether the two accounts contradictory, or can they be reconciled?
- To consider whether the presence of two different birth narratives affect their credibility.

**Provides an opportunity to develop the following skills:**

- Literacy – oracy, reading and writing.
- Presenting findings – presenting, exchanging information and improving own performance.
- Working with others – plan, do and review.
- Evaluation and analysis.

**INSPIRATION FOR TEACHING**

**Activity name: Introducing the Birth Narratives – One Story or Two?**

<p><b>Intro activity 10 mins +</b></p> <p>Individual work; whole class feedback</p>	<p><b>What are the major differences between the birth narratives?</b></p> <p>Ask students to quickly read Matthew 1-2 and Luke 1-2 in any reasonable English translation (or you may wish to focus only on the set texts for study: Matthew 1:18-2:23; Luke 1:26-2:40), looking for any <u>major</u> differences between the texts. Feedback.</p> <p><b>Notes:</b> Students may initially comment on the disparate lengths of the two narratives and pick up on the presence of/absence of/detail about the more famous characters (e.g. the angel is not named in Matthew, but is called Gabriel in Luke; the story of Elizabeth and John the Baptist does not appear in Matthew).</p>
<p><b>Main Activity 1 20 mins +</b></p> <p>Pair work; whole class feedback</p>	<p><b>What are the minor differences between the birth narratives?</b></p> <p>Ask the students to make a detailed comparison chart of the two narratives in pairs or small groups. Feedback.</p> <p>Notes: A completed version can be found at <a href="http://catholic-resources.org/Bible/Jesus-Birth.htm">http://catholic-resources.org/Bible/Jesus-Birth.htm</a> (the first table). The chart could be created from scratch by students, or from a template. For a quicker activity, students could be given a worksheet with one side of the table filled in (Matthew or Luke), with space left for students to complete the other side.</p>

<p><b>Main Activity 2</b> 10 mins +</p> <p>Whole class</p>	<p><b>Are the two accounts contradictory, or can they be reconciled?</b></p> <p>From the feedback, launch into a whole class discussion (class size permitting!) as to whether the amount of information given in the two birth narratives and the differences between them mean that they contradict one another. Prompt questions might include:</p> <ul style="list-style-type: none"> <li>• Do Matthew and Luke essentially tell the same story?</li> <li>• If so, why might they include different information? Why might Matthew have left out [example from feedback]? Why did Luke include [example from feedback]?</li> <li>• Are there any themes in one birth narrative that cannot be found in the other?</li> <li>• Alternatively, if they contradict each other, can we trust <i>any</i> elements of the stories?</li> <li>• Does it matter?</li> </ul> <p>Notes: Students will hopefully offer a range of opinions, though some may feel threatened by the implication that biblical texts contradict themselves. The key point here is that students should argue for or against the texts' compatibility on the grounds of evidence <i>from the texts themselves</i>, rather than appealing to larger arguments as to whether or not the Bible can be contradictory.</p> <p>The second table on <a href="http://catholic-resources.org/Bible/Jesus-Birth.htm">http://catholic-resources.org/Bible/Jesus-Birth.htm</a> may give some inspiration for themes of the two birth narratives and the relative importance of different characters.</p>
<p><b>Plenary</b> 20 mins +</p> <p>Group work; whole class feedback</p>	<p><b>Does the presence of two different birth narratives affect their credibility?</b></p> <p>Split the students into two equal groups and give them ten minutes to prepare to debate the following statement: "The differences between Matthew and Luke's birth narratives mean that neither story can be believed." In the final ten minutes, the students should take turns to argue and rebut.</p> <p><b>Notes:</b> Naturally, this activity would need to be tailored to the class size – larger classes may need to nominate certain speakers and have short time limits for their arguments; smaller classes may allow all students to speak and may not need strict turn-taking. The winners could be decided by a vote, or the teacher may decide which team argued the best or used the evidence better. The aim is for students to think about (a) whether there actually <i>are</i> significant differences, and (b) whether those affect the credibility and/or value of the narratives.</p>

## Delivering the Specification

### AS Unit 1: An Introduction to the Study of Religion

#### Option B: An Introduction to the Study of Islam

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### **Theme 4A: The role of the masjid (mosque) in Islam:**

The role of the forty mosques in Wales within their local communities – ranging from Wrexham to Lampeter e.g. <http://theswic.org.uk/>

##### **Theme 4C: Ramadan and Id-ul-Fitr:**

Stop Smoking Wales/Communities First working with Muslim smokers to use Ramadan as a chance to resist temptation and quit smoking - <http://www.wales.nhs.uk/news/27999>

##### **Theme 1: Religious figures and sacred texts**

Theme 1 Section A covers the pre-Islamic context in Arabia, as background to Muhammad's revelation experience and the subsequent impact of the revelation upon the people of Makkah. Section B begins with the transition from Makkah to Madinah and considers the role of Muhammad as a leader in the early development of Islam. Section C is a study of the nature of the Qur'an and its importance for Muslims today.

##### **1A. The significance in the development of Islam of both the life and teachings of Muhammad in Makkah following the Night of Power**

This section starts with the context of pre-Islamic Arabia, typically as seen from an Islamic perspective as 'jahiliyya' ([age of] ignorance); an irreligious and chaotic society and one from which a God centred lifestyle was clearly absent. It is expected that candidates are aware of: the general structure of tribal society, including leadership, trade and population structure/distribution (social and political aspects); the general religious mixture of the day, typically paganism, but with an awareness of the existence of Christianity and Judaism (religious); and, finally the largely immoral nature of society (moral). Whether or not this was literally the case or more generally is a matter of debate amongst scholars.

The life of Muhammad from the point of his revelation is to be studied through to the Hijrah. Any background information on Muhammad's upbringing is not necessary. Studies begin with his immediate context of his married life and role as trader. Muhammad's religious experience on the Night of Power should be understood and how both he, and his family and friends, reacted to this calling. There should be an awareness of the gradual unfolding of his messages to, first his family, and then friends in secret, and the command to preach openly. Finally, the initial reaction of the Makkans to Muhammad's message should be considered in relation to the Hijrah and hence the early development of Islam.

### **1B. The significance in the development of Islam of both the Hijrah and the life and teachings of Muhammad in Madinah**

In Section 1B, the first area to study, may be termed as the 'push' and 'pull' factors associated with the Hijrah i.e. the reasons for Muhammad's move to Madinah from Makkah from both perspectives of the uncomfortable situation in Makkah, and, the attractiveness of Madinah, for Muhammad and his followers. A brief study of the events of the Hijrah will then lead to an analysis of Muhammad's progress in Madinah in establishing Islam that ends in the battle of Al-Khandaq and the formation of the treaty of Hudaibiya. An understanding of the holistic nature of Muhammad's leadership qualities can be gleaned from this.

### **1C. The Qur'an as a source of wisdom and authority – its use and treatment in Islam**

Section 1C is a straight-forward introduction to the Qur'an in two Sections: a source of wisdom and authority; and, a brief study of how it is used and treated. The three Suras quoted are simply to underline the fact that for Muslims the Qur'an is the ultimate and final message to humanity, the origin of which is God, and, the Qur'an as a miraculous event based in the illiterate nature of the chosen messenger Muhammad. This section then examines the Qur'an's main characteristics and a brief overview of its compilation. The last area is simply looking at ways in which the Qur'an may be used within Islam as a source of wisdom and authority and also how it is treated in light of its unique nature.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 2: Religious concepts**

Section A examines the Muslim belief in tawhid together with the accompanying first pillar of Islam, the Shahadah. This leads naturally into a study of risalah, looking at the terms associated with revelation such as prophet, messenger and warner (2B) and then to consider the related concept of angels and their nature and purpose within Islam (2C). The last section also covers study Islamic teachings about the events involved with Day of Final Judgement (afterlife: Akhirah, literally meaning 'last' or 'final' world) and related teachings about heaven and hell (2C).

### **2A. The concept of Allah – tawhid (oneness) and shahadah (bearing witness)**

Whilst this whole Theme is conceptual in essence, it does at the same time consider the impact of belief upon practice within Islam. This section deals with two beliefs that sit naturally together; namely, the oneness of God and the proclamation of this. Whilst studying the concept of Tawhid its theological implications should be considered. e.g. God as sole creator, etc. Candidates should also contemplate the impact of Tawhid on the practical aspects of Muslim life - avoiding shirk and the various understandings of how this can be done. The Shahadah should be considered in both its private and public contexts; that is, as a public declaration of faith, statement of truth and witness of conversion; and, its role as inspirational for following the Islamic path on a personal level.

### **2B. Muslim beliefs about nabi (prophets), rasul (messenger), nadir (warner) and risalah (the message)**

The whole concept of prophets, warners, messengers and revelation in Islam is often just referred to as risalah, literally meaning the message. It is within this context that the specific understandings of prophet, messenger and warner should be studied (2B). Although there is general and interchangeable use of the terms prophet and messenger, there should be an awareness of the distinction some Muslims make between the two with regards to their message and writings. All prophets bring a message, but it is the different writings associated with the specific prophets that make them distinctive as messengers for some. The unique status of Muhammad as rasul should be considered in the light of this.

### **2C. Malaikah (angels) and akhirah (the Day of Final Judgment)**

In Section 2C, the belief in angels is crucial for Islam, in particular when studied in the context of the nature of revelation. This is the starting place for this section in considering the need for angels as intermediaries and their nature and purpose as defined by Islamic teaching, a philosophy that is much



more developed when compared to some other religions. Four angels are mentioned with specific roles, but candidates may wish to mention others in answers that explore the importance, nature and role of angels in Islam (although this is not a requirement). A central belief related to angels is the belief in Islam of judgement, in particular a Day of Final Judgement. Two Suras are mentioned as a springboard for considering depictions of heaven and hell, but candidates may refer to others – although this is not a requirement of the specification. Knowledge and understanding of how heaven and hell are presented within Islamic teaching is expected. Finally, a consideration of Akhirah as reinforcing the principles of submission and reward should be studied in relation to wider Muslim life. This area also includes a study of Islamic beliefs about the events of the Day of Final Judgement and related teachings about heaven and hell.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Religious life**

The first two sections of Theme 3 cover three of the Five Pillars - prayer, giving and pilgrimage, with a particular focus on variety within both prayer and giving. The focus for Hajj is on its nature and purpose and how it unites the Ummah. The last section (3C) examines the five categories of ethical action with an exploration of specific examples and their importance for Muslims.

#### **3A. Salah (prayer) and other forms of prayer**

Salah is the general term for prayer and this section examines the nature, purpose and role of different prayers within Islam. Salah in this context is assumed as reference to the five daily prayers associated with the pillars. Each type of prayer studied (salah; tahajjud; nafila; du'a; tasbih; and, wird), should be considered in light of what that prayer actually entails and an explanation of its purpose for Muslims. Two related concepts will naturally arise from this study: namely, intention (niyat or niyah) and, ritual ablutions (wudu). The former can be explored in relation to private devotion, including that done in a public environment. Wudu quite naturally invokes a distinction between itself as the popular partial ritual washing and that of full washing (ghusl), but the significance here for ritual washing is within the context of prayer. Finally, the last type of prayer, Jummah is to be considered in relation to its importance for the Ummah.

#### **3B. Zakah (purification through giving) and Hajj (pilgrimage)**

The principle of generosity and an awareness of others is a fundamental aspect of Islam and this is the focus of the section on zakah and Hajj. The meaning, nature and purpose of different types of giving are considered with a particular focus on the reasons behind giving and the benefits brought by it. This then extends into a study of Islam as a 'liberationist' religion in its emphasis on the poor, both within and beyond the Ummah. Another example of giving in Islam is that of devotion, and time made for this, as exemplified by the Hajj. A study of the Hajj should not entail a detailed narrative account of the procedures; the focus should be on how the aspects of the Hajj journey relate to its nature and purpose and how it unites the Ummah.

#### **3C. The five categories of ethical action as exemplifying the key moral principles for Islam and a framework for Muslim living**

The final section for study is a straight-forward account of the five categories of ethical action beginning with their context of origin during the development of the shari'a (that recognised a need for guidance in the Islamic path). Each category should be understood and explained with reference to examples for each category. Candidates should be able to demonstrate their importance in daily life for Muslims.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

#### **Theme 4: Religious practices that shape religious identity**

Theme 4 is focused mainly on practices that shape religious identity and developments in Islamic beliefs and practices that have, over time, influenced and been influenced by other developments in the field of philosophy and ethics. Sections A-C deal mainly with identifying traditions and practices associated with the mosque, Ashura, Ramadan, and Id-ul-Fitr.

#### **4A. The role of the masjid (mosque) in Islam**

This section allows centres to review prior learning of Muhammad's establishment of the first mosque in early Madinah, but in the context of a brief case study comparison with the role of mosques today in the UK. Central to the idea of any mosque is it being 'a place of prostration' first and foremost as a symbol of submission to God. An understanding of what the term means then leads to other functions that underline this primary purpose. Examples from how it is used by both men and women for various functions are expected as are ways in which believers support and maintain the running of the mosque.

#### **4B. The role of festivals in shaping religious identity, with reference to: Ashura**

As an introduction to this section, a very brief historical overview of the reasons for practising Ashura within Islam (both Sunni and Shi'a) should be provided. Whilst Ashura is a truly Muslim festival, the further focus here is on how Shi'a Muslims apply their distinctive beliefs to the festival through the practices associated with it and thus expressing Shi'a identity. Candidates should understand the role of the community of believers in Karbala and how the traditions associated with the festival are maintained each year.

#### **4C. The role of festivals in shaping religious identity, with reference to: Ramadan and Id-ul-Fitr**

In section 4C, although the principles and procedures for Ramadan may be understood, the specific focus here is not on what happens, but on how what happens produces both spiritual and moral benefits for a Muslim. Any reference to the procedures should make this link. In the same way, the focus on Id-ul-Fitr is not what happens, but how what happens is of social importance for the Ummah, unity of Muslims and the poor. Id-ul-Fitr celebrations at the mosque clearly ensure that traditions are maintained and the significance of events at the mosque at this time should be studied in relation to the social importance for both the Ummah and the poor.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## AN INTRODUCTION TO ISLAM : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <p><b>The Holy Qur'an:</b> The Holy Qur'an – there are a number of translations (or 'interpretations') of the Qur'an. Students will find it useful to compare English editions. Generally, however, Yusuf Ali's translation is the one most approved by Muslims:</p> <ul style="list-style-type: none"> <li>• Ali, Yusuf (2000) - The Holy Qur'an: Arabic Text with English Translation, Kitab Bhavan, ISBN:8171512186</li> </ul> <p><b>General Overviews and Introductions (useful for teacher notes and student wide reading)</b></p> <p>In recent years there have been several new publications that are seen as standard introductions to Islam that are all very useful.</p> <ul style="list-style-type: none"> <li>• Armstrong, Karen (2001) - Muhammad: Biography of the Prophet: A Biography of the Prophet, Phoenix, ISBN:1842126083</li> <li>• Aslan, Reza (2011) - No God But God: The Origins, Evolution and Future of Islam, Arrow, ISBN:0099564327</li> <li>• Hewer, Chris (2006) - Understanding Islam: The First Ten Steps, SCM Press, ISBN:0334040329</li> <li>• Gray, R. (2016) - WJEC/Eduqas RS for Yr1/AS – Islam, Illuminate, ISBN:9781908682987</li> <li>• Maqsood, Ruqaiyyah Waris (2010) - Islam - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103474</li> <li>• Ruthven, Malise (2012) - Islam: A Very Short Introduction, Oxford University Press, ISBN:0199642877</li> <li>• Sarwar, Ghulam (2006) - Islam: Beliefs and Teachings, Muslim Educational Trust, ISBN:0907261450</li> <li>• Turner, Colin (2011) - Islam: The Basics, Routledge, ISBN:0415584922</li> <li>• Watton, Victor (1993) - Islam: A Student's Approach to World Religion, Hodder Education, ISBN:0340587954</li> </ul> <p><b>Websites</b></p> <p><a href="http://sites.cardiff.ac.uk/islamukcentre">http://sites.cardiff.ac.uk/islamukcentre</a> Cardiff University Centre for the study of Islam in the UK.</p> <p><a href="http://www.brais.ac.uk">http://www.brais.ac.uk</a> British Association for Islamic Studies.</p> <p><a href="http://www.mcb.org.uk">http://www.mcb.org.uk</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org">http://www.aobm.org</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net">http://www.mabonline.net</a> Muslim Association of Britain.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Armstrong, Karen (2001) - Muhammad: Biography of the Prophet: A Biography of the Prophet, Phoenix, ISBN:1842126083</li> <li>• Aslan, Reza (2011) - No God But God: The Origins, Evolution and Future of Islam, Arrow, ISBN:0099564327</li> <li>• Bennett, Clinton (2009) - Interpreting the Qur'an: A Guide for the Uninitiated, Continuum, ISBN:0826499449</li> <li>• Saeed, Abdullah (2005) - Interpreting the Qur'an: Towards a Contemporary Approach, Routledge, ISBN:0415365384</li> </ul> <p><b>Websites</b></p> <p><a href="http://sites.cardiff.ac.uk/islamukcentre/">http://sites.cardiff.ac.uk/islamukcentre/</a> Cardiff University Centre for the study of Islam in the UK.</p> <p><a href="http://www.brais.ac.uk/">http://www.brais.ac.uk/</a> British Association for Islamic Studies.</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Maqsood, Ruqaiyyah Waris (2010) - Islam - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103474</li> <li>• Ruthven, Malise (2012) - Islam: A Very Short Introduction, Oxford University Press, ISBN:0199642877</li> <li>• Sarwar, Ghulam (2006) - Islam: Beliefs and Teachings, Muslim Educational Trust, ISBN:0907261450</li> <li>• Turner, Colin (2011) - Islam: The Basics, Routledge, ISBN:0415584922</li> <li>• Watton, Victor (1993) - Islam: A Student's Approach to World Religion, Hodder Education, ISBN:0340587954</li> </ul> <p><b>Websites</b></p> <p><a href="http://sites.cardiff.ac.uk/islamukcentre/">http://sites.cardiff.ac.uk/islamukcentre/</a> Cardiff University Centre for the study of Islam in the UK.</p> <p><a href="http://www.brais.ac.uk/">http://www.brais.ac.uk/</a> British Association for Islamic Studies.</p> <p><a href="http://www.mcb.org.uk/">http://www.mcb.org.uk/</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org/">http://www.aobm.org/</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net/">http://www.mabonline.net/</a> Muslim Association of Britain.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Maqsood, Ruqaiyyah Waris (2010) - Islam - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103474</li> <li>• Ruthven, Malise (2012) - Islam: A Very Short Introduction, Oxford University Press, ISBN:0199642877</li> <li>• Sarwar, Ghulam (2006) - Islam: Beliefs and Teachings, Muslim Educational Trust, ISBN:0907261450</li> <li>• Turner, Colin (2011) - Islam: The Basics, Routledge, ISBN:0415584922</li> <li>• Watton, Victor (1993) - Islam: A Student's Approach to World Religion, Hodder Education, ISBN:0340587954</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.mcb.org.uk">http://www.mcb.org.uk</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org">http://www.aobm.org</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net">http://www.mabonline.net</a> Muslim Association of Britain.</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Brown, Daniel W. (2009) - A New Introduction to Islam, Wiley-Blackwell, ISBN:1405158077</li> <li>• Esposito, John L (2016) - Islam: The Straight Path, 5<sup>th</sup> Edition, Oxford University Press, ISBN:0199381453</li> <li>• Hewer, Chris (2006) - Understanding Islam: The First Ten Steps, SCM Press, ISBN:0334040329</li> <li>• Maqsood, Ruqaiyyah Waris (2010) - Islam - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103474</li> <li>• Waines, David (2003) - An Introduction to Islam (Introduction to Religion), Cambridge University Press, ISBN:0521539064</li> <li>• Rippon, Andrew (2011) - Muslims: Their Religious Beliefs and Practices, Routledge, ISBN:0415489407</li> <li>• Turner, Colin (2011) - Islam: The Basics, Routledge, ISBN:0415584922</li> <li>• Watton, Victor (1993) - Islam: A Student's Approach to World Religion, Hodder Education, ISBN:0340587954</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.mcb.org.uk">http://www.mcb.org.uk</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org">http://www.aobm.org</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net">http://www.mabonline.net</a> Muslim Association of Britain.</p>
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**AN INTRODUCTION TO THE STUDY OF ISLAM  
THEME 2 - TOPIC TITLE : MUSLIM PRAYER**

**Key Points**

- To gain knowledge and understanding of different types of prayer- salah; tahajjud (Sura 17:79); nafila; du'a; tasbih and wird.
- To identify the specific nature of each type of prayer and their significance.
- To consider whether Islamic prayer is just a 'ritualistic act of piety.'

**Provides an opportunity to develop the following skills:**

- Literacy – oracy, reading and writing.
- Presenting findings – Presenting, exchanging information and improving own performance.
- Evaluation and analysis.

**Useful Resources:**

**Books**

- Islam: The Basics, Colin Turner (2005,2011)
- Islam - An Introduction: Teach Yourself, Ruqaiyyah Waris Maqsood, (2010)
- Islam: A Student's Approach to World Religion, Victor Watton (1993)
- Muslims: Their Religious Beliefs and Practices, Andrew Rippon (2011)
- A New Introduction to Islam, Daniel W. Brown (2009)
- Islam: The Straight Path, John L. Esposito, (2016 5<sup>th</sup> edition)
- An Introduction to Islam (Introduction to Religion), David Waines (2003)

**Websites**

- <https://www.youtube.com/watch?v=kScrL8m1qMs>
- [www.bbc.co.uk/religion/religions/islam/practices/salat.shtml](http://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml)
- <https://www.bl.uk/sacred-texts/articles/prayer-in-islam>
- <http://www.wikihow.com/Make-a-Du'a>
- <http://raleighmasjid.org/how-to-pray/salah.htm>
- <http://www.ukav.net/eng/wird-daily-practice-in-the-qadiriyya-tariqa/>

INSPIRATION FOR TEACHING	
<p><b>Intro activity (10 mins)</b></p> <p>Video &amp; match and sort exercise</p>	<ul style="list-style-type: none"> <li>• Share the aims of the lesson: introducing the variety of different types of prayer: salah; tahajjud; nafila; du'a; tasbih and wird.</li> <li>• As an introduction, show the students the YouTube clip of 'salah'. <a href="https://www.youtube.com/watch?v=kScrL8m1qMs">https://www.youtube.com/watch?v=kScrL8m1qMs</a></li> <li>• Teacher shares a definition of the key words and offers a very brief description of each type of prayer. This could be done through a quick match and sort exercise.</li> </ul>
<p><b>Main activity 1 (20 mins)</b></p> <p>Student research</p>	<p>Divide the class into 6 groups.</p> <p>Ask students from each to create an explanation to share the 'key points' of the type of prayer they have been asked to research, using the resources available (see useful resources).</p> <p>Their key points much include AT LEAST the following information:</p> <ul style="list-style-type: none"> <li>• A clear definition of what this type of prayer is.</li> <li>• What does this type of prayer involve?</li> <li>• How is the form of prayer they have studied different to other forms of prayer?</li> </ul>
<p><b>Main activity 2 (15 mins)</b></p> <p>Presentations</p>	<p>Each group to present a 2½ minute overview of their findings to the class.</p>
<p><b>Plenary (15 mins)</b></p> <p>Class discussions + written task for homework</p>	<p>A class discussion on:</p> <ul style="list-style-type: none"> <li>• the possible reasons why a variety of types of prayer exists and is important within Islam.</li> </ul> <p>Set follow up written task to be developed in the next lesson.</p> <ul style="list-style-type: none"> <li>• Students must consider whether Islamic prayer in general is 'simply a ritualistic act of piety.'</li> </ul>

## Delivering the Specification

### AS Unit 1: An Introduction to the Study of Religion

#### Option C: An Introduction to the Study of Judaism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 4C: The role of the synagogue in Judaism

The role of the synagogue - Cardiff United Synagogue - a centre of Jewish life and practice, dedicated to the ideals of Orthodox Judaism. - <http://cardiffshul.org/>

The role of the synagogue - The Jewish Representative Council for South Wales concerns about the declining number of synagogues in Wales.  
<http://www.bbc.co.uk/news/uk-wales-31726922>

##### Theme 1: Religious figures and sacred texts

Theme 1 Section A involves a study of Abraham and the covenant of circumcision, whilst Section B examines Moses and the establishment of the covenant of law. Section C considers the Torah as a source of wisdom and authority.

##### 1A. Abraham and the establishment of the covenant of circumcision

The first section begins with a consideration of the different aspects of the covenant between God and Abraham. It is expected that candidates will be aware of: the idea of Abraham as 'Father of the Jewish people' and its significance; a consideration of the new focus on a relationship with One God as creator of heaven and earth and the implications of this; an understanding of what the covenant actually meant and involved; a consideration of the brit milah rite as a mark of the agreement between God and Abraham; and, finally the idea of God testing Abraham, the final test being one of obedience.

##### 1B. Moses and the establishment of the covenant of law

Within section 1B, the first area to study is the nature and significance of the covenant that God made with Moses both in its historical context and for Jewish people today. A brief study of its historical context and contemporary views will then lead to an analysis of how it was actually recorded (with reference to specific passages from the Torah itself). Candidates should also have an understanding of the role of God as protector of the Jewish people in return for their obedience.

##### 1C. The Torah as a source of wisdom and authority

The next section provides an introduction to the Torah as a source of wisdom and authority. It is divided into two areas: how is it viewed as a source of wisdom and authority and, a brief study of how it is used and treated. Candidates should consider how the laws were received by Moses and the importance of them being written down. They also need an understanding of the different views within Judaism as to the nature and purpose of the Torah and its pre-existent and eternal relevance. In particular, they need to focus in its nature and purpose as a Jewish scripture from both the Orthodox and Reform perspectives. The last area is simply looking at ways in which the Torah may be used within Judaism



as a source of wisdom and authority, considering specific examples, and also examples of how it is treated in light of this.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 2: Religious concepts and religious life**

This theme considers Jewish beliefs about the nature God and what the concept means in Judaism. This leads naturally into a study of the beliefs about God's relationship with humanity and the meaning and purpose of life within Judaism, and then finally to consider related teachings about the Messiah and the afterlife.

### **2A. Beliefs about the nature of God/concept of God**

For this section candidates will need an understanding of the basics of Jewish monotheistic theology and the essential nature of God: One; Creator; incorporeal; neither male nor female; and, eternal. In addition, the traditional characteristics should be studied (omnipotent, omniscient, omnibenevolent, Holy, Just, Perfect and Merciful). Candidates will need an understanding of the distinction between God's presence for Jewish believers (shekinah) and the word kavod (the 'glory of God') which depicts a vision of God's presence in Jewish scriptures. Candidates will need an awareness of Maimonides' understanding of the thirteen attributes of God (Exodus 34:6-7), not as inherent qualities, but rather as descriptions of God's actions.

### **2B. Beliefs about God and humanity, the meaning and purpose of life**

Within section 2B the relationship between God and humanity should be studied. Candidates will need an understanding of the nature of humanity as created in God's image, life as a divine gift to be cherished and protected and also the moral nature of humanity including the notions of good and evil inclinations. The teachings related to these ideas are well sourced and straightforward. This then leads naturally a consideration of the links between the content of the Shema and the idea of faith, the covenant relationship and the meaning and purpose of life.

### **2C. Beliefs about judgement - the Messiah and the afterlife**

The first part of this section requires a study of the concept of Messiah in Judaism as depicted by Isaiah 2:1-4. This is the starting place for this section in considering the role of the Messiah in establishing a new world order and what that may involve. Finally, through a consideration of Jewish teachings about the afterlife, candidates will need an understanding of what death means and the implications of this: ideas about resurrection of the dead; the nature of the afterlife; and, the ideas of final judgement. An awareness of how Reform Jews may receive such teachings is expected with reference to the Pittsburgh Platform.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 3: Religious life**

Theme 3 covers a range of Jewish concepts, namely, mitzvot (3A) prayer and charity, with a particular focus on variety of practice within both prayer and giving (3B) and the key moral principles of the Ten Sayings or Ten Commandments (3C).

### **3A. The diversity of views within Judaism with regards to mitzvot (commandments)**

This section focuses purely on mitzvot, looking in particular at how they are understood and applied. Candidates will need an understanding of different perspectives within the community of believers (Orthodox, Reform, Hasidic) on their interpretation today. Consideration of how the commandments are applied will naturally arise from this study as will an understanding of their relevance today.

**3B. Jewish teachings about tefillah (prayer) with reference to the Amidah and teachings about tzedakah (charity)**

The focus in this section is on the concepts of prayer and giving. For prayer, candidates will need an understanding of the nature of prayer and the different reasons and ways in which Jewish believers pray. This then extends into a study of the content, structure and use of the Amidah. Candidates will also be expected to be aware of the related importance of the notion of charity and an understanding of Maimonides' reference to the 'ladder of tzedakah'.

**3C. Key moral principles: the importance of the Ten Sayings (Aseret ha-D'ibrot) or Ten Commandments for Judaism**

The final section for study within Theme 3 is a straightforward study of the Ten Sayings or Ten Commandments, firstly in their scriptural context and their relationship to the 613 mitzvot. Candidates will need an understanding of the traditional rabbinical understanding of these sayings as defining categories for all other mitzvot.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

**Theme 4: Religious practices that shape religious identity**

This theme begins with identifying traditions and practices associated with the synagogue, beginning with its origins and looking in particular at its various uses. Following on from this, candidates will study the Jewish festivals of Pesach, Rosh Hashanah and Yom Kippur, with a particular focus on how they express Jewish identity.

**4A: The role of the synagogue in Judaism**

Section 4A allows centres to investigate the role of the synagogue in Judaism, in the context of the different ways in which it is accessed by the Jewish community. Central to the idea of the synagogue is the ark and its link to of the Jerusalem temple. Candidates will need an understanding of why the temple is significant and the relationship between the temple and the synagogue today through the ark. An understanding of how the synagogue is used by Jewish believers for various functions, broadly categorised as social and religious will be required. Examples for each type of use will be expected, as further exemplified in the specification.

**4B. The role of festivals in shaping religious identity: Pesach**

As an introduction to this section, a very brief historical overview of the context of Pesach should be provided. The focus here is on shaping religious identity and so narrative accounts of historical events, though useful for context, are not the primary focus for study. Therefore, candidates will need an understanding of how Pesach reinforces Jewish identity through ideas of redemption, symbolic representations of God's actions that reinforce the covenant relationship, and, through a consideration of how Jewish communities unite to maintain tradition and look to the future.

**4C. The role of festivals in shaping religious identity: Rosh Hashanah and Yom Kippur**

Whilst an understanding of the rituals that take place during Rosh Hashanah and Yom Kippur (see Specification) are needed, the focus here is on their significance. Any reference to the rituals should make this link. In the same way, the focus on these rituals should indicate how they are of social importance for the Jewish community of believers by emphasising unity and ensuring that traditions are maintained.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## AN INTRODUCTION TO THE STUDY OF JUDAISM - USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <p><b>The Hebrew Scriptures: Torah and Talmud</b></p> <p>The Tenakh – there are a number of translations of the Tenakh. Students will find it useful to compare English editions. Generally, however, the Jewish Study Bible is one of the most recent compilations that has been well received:</p> <ul style="list-style-type: none"> <li>• Berlin, Adele (2014) - The Jewish Study Bible, Oxford University Press, ISBN:0199978468 ISBN-13: 978-0199978465</li> </ul> <p><b>General overviews and introductions (useful for teacher notes and student wide reading):</b></p> <p>In recent years there have been several new publications that are seen as standard introductions to Judaism that are all very useful.</p> <ul style="list-style-type: none"> <li>• Cohn-Sherbok, Dan (2010) - Judaism Today (Religion Today), Bloomsbury Academic, ISBN:0826422314</li> <li>• Epstein, Lawrence J. (2013) - The Basic Beliefs of Judaism: A Twenty-first-Century Guide To a Timeless Tradition, Jason Aronson, Inc., ISBN:0765709694</li> <li>• Gwynne-Kinsey, H. (2016) - WJEC/Eduqas RS for Yr1/AS – Judaism, Illuminate, ISBN:9781911208013</li> <li>• Hoffman, C.M. (2010) Judaism - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103482</li> <li>• Neusner, Jacob (2006) - Judaism: The Basics, Routledge, ISBN:0415401763</li> <li>• Solomon, Norman (2014) - Judaism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0199687358</li> <li>• Wylen, Stephen M. (2000) - Settings of Silver: An Introduction to Judaism, Paulist Press, ISBN:080913960X</li> </ul>
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<p><b>All themes</b></p>	<p><b>Books</b></p> <p><b>More academic books, useful for reference and deeper study of particular topics:</b></p> <ul style="list-style-type: none"> <li>• Cohn-Sherbock, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614</li> <li>• De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041</li> <li>• Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796</li> <li>• Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs &amp; Rituals, Atria Books, ISBN:0671034812</li> <li>• Satlow, Michael L. (2006) - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com">http://www.myjewishlearning.com</a> Offering articles and resources on all aspects of Judaism and Jewish life.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a> JewFAQ: Answering Jewish Frequently Asked Questions.</p> <p><a href="http://www.liberaljudaism.org">http://www.liberaljudaism.org</a> Liberal Judaism.</p> <p><a href="http://www.reformjudaism.org.uk">http://www.reformjudaism.org.uk</a> Reform Judaism is the national umbrella organisation of 42 autonomous synagogue communities.</p> <p><a href="http://www.chabad.org">http://www.chabad.org</a> Website outlining Jewish belief and practice.</p> <p><a href="http://www.beingjewish.com">http://www.beingjewish.com</a> Website on Jewish discussion.</p> <p><a href="http://www.torah.org">http://www.torah.org</a> Jewish educational material.</p>
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<p><b>Theme 1</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Berlin, Adele (2014) - The Jewish Study Bible, Oxford University Press, ISBN:0199978468</li> <li>• De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041</li> <li>• Heschel, Abraham Joshua, (2009) - God in Search of Man: A Philosophy of Judaism, Souvenir Press Ltd, ISBN:028563836X</li> <li>• Leveson, Jon D (2014) - Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity, and Islam (Library of Jewish Ideas), Princeton University Press, ISBN:0691163553</li> <li>• Neusner, Jacob (2006) - Judaism: The Basics, Routledge, ISBN:0415401763</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com/">http://www.myjewishlearning.com/</a> Offering articles and resources on all aspects of Judaism and Jewish life.</p> <p><a href="http://www.torah.org/">http://www.torah.org/</a> Jewish educational material.</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cohn-Sherbock, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614</li> <li>• Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796</li> <li>• Epstein, Lawrence J. (2013) - The Basic Beliefs of Judaism: A Twenty-first-Century Guide To a Timeless Tradition, Jason Aronson Inc., ISBN:0765709694</li> <li>• Heschel, Abraham Joshua (2009) - God in Search of Man: A Philosophy of Judaism, Souvenir Press Ltd, ISBN:028563836X</li> <li>• Hoffman, C.M. (2010) Judaism - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103482</li> <li>• Neusner, Jacob (2006) - Judaism: The Basics, Routledge, ISBN:0415401763</li> <li>• Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> <li>• Solomon, Norman (2014) - Judaism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0199687358</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com">http://www.myjewishlearning.com</a> Offering articles and resources on all aspects of Judaism and Jewish life.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a> JewFAQ: Answering Jewish Frequently Asked Questions.</p> <p><a href="http://www.chabad.org">http://www.chabad.org</a> Website outlining Jewish belief and practice.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cohn-Sherbock, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614</li> <li>• Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796</li> <li>• Epstein, Lawrence J. (2013) - The Basic Beliefs of Judaism: A Twenty-first-Century Guide To a Timeless Tradition, Jason Aronson, Inc., ISBN:0765709694</li> <li>• Heschel, Abraham Joshua (2009) - God in Search of Man: A Philosophy of Judaism, Souvenir Press Ltd, ISBN:028563836X</li> <li>• Hoffman, C.M. (2010) - Judaism - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103482</li> <li>• Neusner, Jacob (2006) - Judaism: The Basics, Routledge, ISBN:0415401763</li> <li>• Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> <li>• Solomon, Norman (2014) - Judaism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0199687358</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com/">http://www.myjewishlearning.com/</a> Offering articles and resources on all aspects of Judaism and Jewish life</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a> JewFAQ: Answering Jewish Frequently Asked Questions</p> <p><a href="http://www.chabad.org">http://www.chabad.org</a> Website outlining Jewish belief and practice</p>
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<p><b>Theme 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cohn-Sherbok, Dan (2010) - Judaism Today (Religion Today), Continuum, ISBN:0826422314</li> <li>• Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs &amp; Rituals: A Complete Guide to Beliefs, Customs and Rituals, Atria Books, ISBN:0671034812</li> <li>• Satlow, Michael L. (2006) - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> <li>• Schauss, Hayyim (1996) - The Jewish Festivals: History and Observance, Random House Inc., ISBN:0805209379</li> <li>• Wylen, Stephen M. (2000) - Settings of Silver: An Introduction to Judaism, Paulist Press, ISBN:080913960X</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com/">http://www.myjewishlearning.com/</a> Offering articles and resources on all aspects of Judaism and Jewish life.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a> JewFAQ: Answering Jewish Frequently Asked Questions.</p> <p><a href="http://www.chabad.org">http://www.chabad.org</a> Website outlining Jewish belief and practice.</p>
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**AN INTRODUCTION TO THE STUDY OF JUDAISM : THEME 2  
TOPIC TITLE : JEWISH PRAYER**

**Key Points**

- To gain knowledge and understanding of prayer in Judaism - tefillah as spiritual self-reflection in relation to God; reasons for tefillah; the structure and content of the Amidah; the use of the Amidah in daily prayers; minyan and the diversity of practice of prayer within Judaism.
- To identify variations in prayer and their significance.
- To consider whether 'the Amidah is an encapsulation of the most important beliefs, values and teachings of Judaism.'

**Provides an opportunity to develop the following skills:**

- Literacy – oracy, reading and writing.
- Presenting findings – Presenting, exchanging information and improving own performance.
- Evaluation and analysis.

**Useful Resources:**

**Books**

- Judaism: The Basics, Jacob Neusner (2006)
- The Basic Beliefs of Judaism: A Twenty-first-Century Guide To a Timeless Tradition, Lawrence J. Epstein (2013)
- Judaism: A Very Short Introduction (Very Short Introductions), Norman Solomon, (2014)
- Judaism - An Introduction: Teach Yourself, C.M. Hoffman (2010)
- Settings of Silver: An Introduction to Judaism, Stephen M. Wylen, (2000)
- Judaism Today (Religion Today), Dan Cohn-Sherbok, (2010)

**Websites**

[www.myjewishlearning.com/](http://www.myjewishlearning.com/)  
[www.jewfaq.org/](http://www.jewfaq.org/)  
[www.liberaljudaism.org/](http://www.liberaljudaism.org/)  
[www.reformjudaism.org.uk/](http://www.reformjudaism.org.uk/)  
[www.chabad.org/](http://www.chabad.org/)  
[www.beingjewish.com/](http://www.beingjewish.com/)  
[www.torah.org/](http://www.torah.org/)

INSPIRATION FOR TEACHING	
<p><b>Intro activity (10 mins)</b></p> <p>Video &amp; match and sort exercise</p>	<ul style="list-style-type: none"> <li>• Share the aims of the lesson: introducing the concept of personal and communal prayer (minyan).</li> <li>• As an introduction, show the students the YouTube clip of 'prayer'.</li> <li>• <a href="https://www.youtube.com/watch?v=5vpKoj8a93s">https://www.youtube.com/watch?v=5vpKoj8a93s</a></li> <li>• Teacher shares a definition of the key words and offers a very brief description tefillah, the central role of the Amidah and the concept of minyan. This could be done through a quick match and sort exercise.</li> </ul>
<p><b>Main activity 1 (20 mins)</b></p> <p>Student research</p>	<p>Divide the class into 5 groups</p> <p>Ask students from each to offer a brief summary of what they have been asked to research, using the resources available (see useful resources)</p> <p>The key areas for research are:</p> <ul style="list-style-type: none"> <li>• The nature and importance of personal tefillah in Judaism</li> <li>• The reasons for tefillah in Judaism</li> <li>• The nature of the Amidah including its structure and content</li> <li>• The use of the Amidah including any diversity of practice</li> <li>• The concept of minyan and the importance of communal prayer</li> </ul> <p>Their summary much include AT LEAST the following information:</p> <ul style="list-style-type: none"> <li>• A clear definition of their area and focus.</li> <li>• The three most important facts they wish to convey about their chosen area of research.</li> </ul>
<p><b>Main activity 2 (15 mins)</b></p> <p>Presentations</p>	<p>Each group to present a 2½ minute overview of their findings to the class.</p>
<p><b>Plenary (15 mins)</b></p> <p>Class discussions + written task for homework</p>	<p>A class discussion on:</p> <ul style="list-style-type: none"> <li>• the possible reasons why a variety of types of prayer exists and is important within Judaism.</li> </ul> <p>Set follow up written task to be developed in the next lesson.</p> <ul style="list-style-type: none"> <li>• Students must consider whether 'the Amidah is an encapsulation of the most important beliefs, values and teachings of Judaism.'</li> </ul>



## Delivering the Specification

### AS Unit 1: An Introduction to the Study of Religion

#### Option D: An Introduction to the Study of Buddhism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6), learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3C: The dasa sila (ten precepts) – key moral principles

Lam Rim Buddhist Centre, Penrhos, Raglan, where visitors as well as residents are requested to observe the five Buddhist precepts undertaken by some lay Buddhists.

<http://www.lamrim.org.uk/wales/en/1/who.html>

##### Theme 4C: Going for refuge:

Tiratanaloka Buddhist Retreat Centre in Talybont-on-Usk, which offers 'Going for Refuge' retreats for women - <https://www.tiratanaloka.org.uk/which-retreat-is-me>

##### Theme 1 Religious figures and sacred texts

This section examines some significant events in the life of the Buddha, sections A & B, and, in C, selects the Pattimokkha, one of the key texts of the Vinaya in order to explore the use and treatment of texts in daily life in the monastic community of the Theravada tradition. Key issues in studying the life of the historical Buddha revolve around how sacred narratives are read. Whilst there is some historical evidence for the existence of the Buddha, the narrative, which itself is compiled from fragments found in numerous texts, is a meaningful rather than an historical account. Candidates should be able to explain potential meanings of episodes in the traditional story for Buddhists. In section C, candidates will need some basic knowledge of the sangha, since the Vinaya refers to the sangha, and of the place of the Vinaya in the Pali Canon.

##### 1A. Accounts of the birth of the historical Buddha and the Four Sights

This section focuses on the early life of Siddhartha, and early statements of the dhamma/dharma. In order to contextualise these accounts, candidates need some general awareness of the social and religious setting, including an awareness the expectation for the fulfilment of religious duties associated with social standing. Candidates should be able to explain possible meanings of the conception dream of Maya (auspiciousness of white elephant, significance of ritual purity). Similarly, the account of the birth indicates a worldview that emphasised ritual purity and numerous miraculous happenings. Candidates should understand the significance of the prophecy and Suddhodana's response to it; be able to give an allegorical reading of the Buddha's life of luxury in the palace in which he pursues worldly goals; and comment on the biographical impact of the Four Sights and wider interpretations of their meaning in terms of dukkha (unsatisfactoriness), anicca (impermanence) and anatta (insubstantiality/no-self).

## **1B. The Awakening/Enlightenment of the Buddha**

Whilst studying this section, candidates should show awareness of the main aspects of the six years spent exploring ascetic paths having 'gone forth' into homelessness; following teachers and learning about meditative states yet remaining unsatisfied. Siddhartha practised extreme asceticism in an effort to conquer his mind. He finally accepted food and declared the Middle Way. He continued to explore the four meditative absorptions (jhanas) that tradition states he had discovered. He sat under a pipal tree (later to become known as the Bodhi tree) and determined not to give up until he had attained enlightenment. Accounts of what happened vary, and elements of the narrative derive from different texts and traditions. Candidates should give an account of the mythic and psychological narratives of Mara, with his demon hordes and seductive daughters. Siddhartha asked the earth to witness his defeat of Mara (the earth-touching mudra). Candidates should also explain Siddhartha's insight into the cycle of birth, death and rebirth, and the role of karma in this relentless turning; the three fires, the three marks of existence, and his focus on the experience of dukkha, the cause of dukkha and the path to its cessation.

## **1C. Buddhist texts as sources of wisdom and authority – their use and treatment in daily life**

Candidates should be aware that the teachings of the Buddha, including accounts of what he allegedly taught about the human condition and the path to Enlightenment (the Discourses, or Suttas), and the Code of Discipline for the monastic sangha (the Vinaya), were not written down for at least 300 years after his death. However, the Theravada sangha preserves the early practice of reciting precepts in the form of the Patimokkha. Candidates should have a general grasp of the contents and function of the Patimokkha 227 rules for monks and 311 for nuns, and the significance of its fortnightly recitation. They should explain in greater detail the Four Parajikas or 'defeats', leading to expulsion from the sangha - namely; sexual intercourse, taking that which is not given, intentionally bringing about death, or falsely claiming spiritual attainments.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 2: Religious concepts and religious life**

In Theme 2 candidates explore key Buddhist concepts that elucidate the nature of the human condition and liberation from it. They also explore the archetypal figures of the Mahayana and Theravada traditions: the bodhisattva and the arhat/arahant. Candidates are asked to draw upon texts in their demonstration of their understanding of teachings. They do not have to quote precisely, but to indicate their awareness of the contents of the relevant texts.

### **2A. The nature of ultimate reality: - the three lakshanas (three marks of existence): dukkha, anicca and anatta**

Candidates should be able to show that they have considered the possible meanings of the three lakshanas (three marks of existence): dukkha, anicca and anatta and draw on examples and illustrations. They will refer to the Dhammacakkappavattana Sutta in their elucidation of dukkha and anicca. This sutta is the Buddha's first sermon to the five ascetics, the 'Setting in Motion the Wheel of the Dhamma.'

(See [<http://www.accesstoinsight.org/tipitaka/sn/sn56/sn56.011.nymo.html> Nanamoli Thera translation). The concept of anatta is illustrated with reference to Section 1 Chapter 1 of the Chariot Passage of the Questions of King Milinda. [page 32-34 of this abridgement - see [http://www.buddhanet.net/pdf\\_file/milinda.pdf](http://www.buddhanet.net/pdf_file/milinda.pdf) ].

### **2B. The nature of ultimate reality: - pratiyasamutpada, karma and rebirth**

Whilst studying this section, candidates should be able to distinguish between notions of reincarnation to be found in other types of Indian thought, and with Buddhist notions of rebirth, the causal rather than substantial relationship between lives. Candidates will refer to the iconography of the bhavacakra to illuminate aspects of pratiyasamutpada (Pali: paticcasamuppada) – for example the twelve links of

causation, and aspects of karma and rebirth: the depiction of positive and negative karma in the inner wheel, the six realms of rebirth, etc. Candidates will be able to demonstrate their understanding of karma as relating to intention as well as action, and as potentially persisting beyond physical death. The notion of karma can be illustrated with reference to the Dhammapada, Chapter 1 'The Pairs' and Chapter 9 'Evil'. (See [http://www.buddhanet.net/pdf\\_file/scrndhamma.pdf](http://www.buddhanet.net/pdf_file/scrndhamma.pdf) translated by Acharya Buddharakkhita). In their consideration of Buddhist teaching about ultimate reality candidates will consider the urgency of rooting out of greed, hatred and delusion and not speculating about the existence of God and other metaphysical questions (Parable of the Poisoned Arrow – Majjhima Nikaya 63 – Thanissaro Bhikkhu translation <http://www.accesstosight.org/tipitaka/mn/mn.063.than.html>).

## **2C. Arhat and bodhisattva - Theravada and Mahayana teachings**

Candidates should be able to demonstrate knowledge and understanding of the four stages of Awakening: [stream-winner, once-returner, non-returner, arhat-worthy one], the Theravada aspiration for arhatship and the inspirational role of the arhat figure. They will need to compare and contrast this with the Mahayana bodhisattva, including and exploration of characteristics of bodhisattvas: six or ten paramitas (perfections), bhumis (stages) of the bodhisattva path, the vow to bring all suffering beings to Awakening and the interrelationship between wisdom and compassion.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Religious Life**

In Theme 3 sections A-C, candidates show their knowledge and understanding of central teachings about the nature of life, and about how to live in the world. Key here is demonstrating understanding through exemplification.

#### **3A. The Four Noble Truths**

Candidates should be able to express the key ideas of the Four Noble Truths in their own terms, using their own examples. They will be able to comment on the three types of dukkha - dukkha-dukkha (painful experience); viparinama-dukkha (changing nature of existence); sankhara-dukkha (the contingent nature of existence); the medical metaphor (the Buddha as a physician, diagnosing the symptoms, identifying cause and providing a prescription) and the notions of tanha (thirst), nirodha (cessation) and magga (the path).

#### **3B. The Eightfold Path – key moral principles**

Candidates should be able to express the key ideas of the Noble Eightfold Path in their own terms, using their own examples. They will be able to comment on the Threefold Trainings: wisdom, morality and meditation, as they relate to the Eightfold Path. They will comment on the relationship of the Eightfold Path with the Middle Way (ethical path avoiding extremes, training towards perfection rather than slavishly following rules). They will consider the Eightfold Path within the context of the diversity of Buddhism (i.e. in Mahayana and other traditions), the Eightfold Path may not be expressed in the same formulaic way as is found in the Pali texts, but Buddhist traditions tend to uphold teachings about virtue and the ethical life. Candidates will be able to exemplify ways in which the Eightfold Path is practised and its significance for Buddhist morality.

#### **3C. The dasa sila (ten precepts) – key moral principles**

In this section, candidates will need to demonstrate their knowledge and understanding of: the different and complementary roles of the lay and monastic sangha; the ten precepts and how these relate to the five and eight precepts; when they might be applied and by whom. For example, the ten precepts would be taken by novice monks or nuns, and by laypeople on uposatha days or on retreat. Candidates would be able to explain the notion of the precepts as training aspirations rather than commandments for the community of believers and the role of the monastic sangha in keeping the precepts on behalf of the wider sangha.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

#### **Theme 4: Religious practices that shape religious identity**

This section explores the central Buddhist practices of going for refuge, meditation and the relationship between dana (giving) and punya (merit).

##### **4A. Going for refuge**

Candidates will explore the chanting practice of going for refuge three times, the meanings of each (Buddha, dharma and sangha) for both heritage and convert Buddhists, demonstrating awareness of diversity across Buddhist traditions in the way the three jewels are perceived. For example: the Buddha is not just the historical figure, but refers to Buddha-nature, or other enlightened beings, or to the principle of enlightenment itself. The sangha might mean the monastic sangha, or a Buddhist's own 'group,' or it might mean the community of all Buddhists. They will consider the value of the three refuges in the context of other possible 'refuges' or values in the modern world: with reference to materialism, relationships, secular values and political beliefs.

##### **4B. Meditation**

Candidates will need to understand the importance of meditation in Buddhism (more important in some traditions than others) and will demonstrate awareness of specific features of different traditions of meditation: vipassana (insight/clear-seeing), samatha (calmness), metta bhavana (loving-kindness) and zazen (just sitting). Candidates will explore how these practices are used for accessing the true nature of reality, and for cultivating qualities which lead to awakening.

##### **4C. The role and importance of dana (giving) and punya (merit)**

Candidates should be able to demonstrate their knowledge and understanding of: the role and importance of selfless generosity/dana (giving) or sharing of time/money/possessions; the Buddhist community in supporting those both inside and outside the community; the practice of giving alms to the monastic sangha. They should also be able to demonstrate their knowledge and understanding of: the role and importance of punya – the concept of the merit gained and accumulated as a result of good deeds, acts, or thoughts and which carries over throughout life or into subsequent rebirths, and may be transferred to others. Typically, merit might be transferred to the deceased. There is also the idea of the sangha as a 'field of merit.'

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## AN INTRODUCTION TO THE STUDY OF BUDDHISM : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Clarke, S., &amp; Thompson, M. (2005) - A New Approach: Buddhism (2nd Edition), Hodder Education. ISBN:0340815051</li> <li>• Cush, D. (1994) – Buddhism, Hodder &amp; Stoughton, ISBN:0340546913</li> <li>• Dossett, W. (2003) - Buddhism for AS students, UWIC Press, ISBN:1902724585</li> <li>• Erricker, C. (2015) - Buddhism: A Complete Introduction: Teach Yourself, Hodder and Stoughton, ISBN:1473609445</li> <li>• Gethin, R. (1998) - The Foundations of Buddhism, Oxford University Press. ISBN:0192892231</li> <li>• Gray, R. (2016) - WJEC/Eduqas RS for Yr1/AS – Buddhism, Illuminate, ISBN:9781908682970</li> <li>• Harvey, P. (2012) - An Introduction to Buddhism - Teachings, History and Practices (2<sup>nd</sup> edition), Cambridge University Press, ISBN:0521676746.</li> <li>• Keown, D. (2013) - Buddhism: A Very Short Introduction (2<sup>nd</sup> edition), Oxford University Press, ISBN:0199663831</li> <li>• Lopez, D. (2009) - The Story of Buddhism: A Concise Guide to Its History &amp; Teachings, Harper One, ISBN:0060099275.</li> <li>• Lopez, D. S. (Ed.), 2005) - Critical Terms for the Study of Buddhism, University of Chicago Press, ISBN:0226493156.</li> <li>• Mitchell, D. W., &amp; Jacoby, S. H. (2014) - Buddhism: Introducing the Buddhist Experience, Oxford University Press, ISBN:0199861870.</li> <li>• Prebish, C. S., &amp; Keown, D. (2010) - Introducing Buddhism, Routledge, ISBN:0415550017.</li> <li>• Side, D. (2005) - Buddhism, Philip Allan. ISBN:1844892190</li> </ul> <p><b>DVDs</b></p> <p>Bettany Hughes – the Buddha, Genius of the Ancient World – documentary  <a href="http://www.bbc.co.uk/mediacentre/proginfo/2015/31/the-buddha-genius-of-ancient-world">http://www.bbc.co.uk/mediacentre/proginfo/2015/31/the-buddha-genius-of-ancient-world</a></p> <p><b>Websites</b></p> <p><a href="http://www.ahandfulofleaves.org/Library.html">http://www.ahandfulofleaves.org/Library.html</a>      A rich repository of electronic books and journal articles on Buddhism, including translations of sacred texts.</p> <p><a href="https://clearvision.education/">https://clearvision.education/</a>      A selection resources for teachers and students from Clear Vision Education.  <a href="http://www.buddhanet.net">www.buddhanet.net</a></p> <p>A huge digital resource maintained by Theravadin Buddhists in Australia – but with non-sectarian and world-wide horizons.  <a href="http://www.dharmanet.org">www.dharmanet.org</a></p> <p>Dharma Net International is also a huge digital resource maintained by Theravadins in the US, but with non-sectarian and world-wide horizons.  <a href="http://www.tricycle.com/magazine">http://www.tricycle.com/magazine</a></p> <p>Tricycle is a non-denominational magazine which contains articles applying Buddhist principles to everyday life and to social, economic and ecological problems.  <a href="http://www.sacred-texts.com/bud/">http://www.sacred-texts.com/bud/</a></p> <p>A resource containing translations of most significant Buddhist texts.  <a href="http://www.bbc.co.uk/religion/religions/buddhism/">http://www.bbc.co.uk/religion/religions/buddhism/</a></p> <p>BBC pages on Buddhism.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Blomfield, V. (2012) - Gautama Buddha, Quercus, ISBN:0857388304</li> <li>• Carrithers, M., (2001) - Buddha: A Very Short Introduction, Oxford University Press, ISBN: 0192854534</li> <li>• Carter, J. R., &amp; Palihawadana, M. (Eds.). (2008) – Dhammapada, Oxford University Press, ISBN:0199555133</li> <li>• Conze, E. (Ed.). (1969) - Buddhist Scriptures, Penguin Books Ltd, ISBN:0140440887</li> <li>• Strong, J. (2009) - The Buddha: A Beginner’s Guide, Oneworld Publications, ISBN:1851686266</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ancient-buddhist-texts.net/Texts-and-Translations/Buddhacarita/">http://www.ancient-buddhist-texts.net/Texts-and-Translations/Buddhacarita/</a> The Buddhacarita of Asvaghosa.</li> <li>• <a href="https://www.accesstosight.org/tipitaka/vin/sv/bhikkhu-pati-intro.html">https://www.accesstosight.org/tipitaka/vin/sv/bhikkhu-pati-intro.html</a> An introduction to and translation of the Patimokkha.</li> </ul>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Gombrich, R. (2009) - What the Buddha Thought, Equinox Publishing, ISBN:1845536142</li> <li>• Gombrich, R. F. (2011) - How Buddhism Began: The Conditioned Genesis of the Early Teachings (2<sup>nd</sup> Edition), Routledge, ISBN:0485174170</li> </ul> <p><b>Websites</b></p> <p><a href="http://plato.stanford.edu/archives/spr2015/entries/buddha/">http://plato.stanford.edu/archives/spr2015/entries/buddha/</a> On the life of the Buddha and his teachings – (plus numerous other useful entries in this encyclopaedia).</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Gombrich, R. (2009) - What the Buddha Thought, Equinox Publishing, ISBN:1845536142.</li> <li>• Laumakis, S. J. (2008) - An Introduction to Buddhist Philosophy, Cambridge University Press, ISBN:052167008X.</li> <li>• Rahula, W. (1959) - What the Buddha Taught, Grove Press, ISBN:9740008399.</li> </ul> <p><b>Websites</b></p> <p><a href="http://plato.stanford.edu/archives/spr2015/entries/buddha/">http://plato.stanford.edu/archives/spr2015/entries/buddha/</a> On the life of the Buddha and his teachings – (plus numerous other useful entries in this encyclopaedia).</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Sangharakshita, (2001) - What is the Sangha?: The Nature of Spiritual Community, Windhorse Publications, ISBN: 1899579311.</li> <li>• Sangharakshita, (1998) - The Three Jewels: Central Ideals of Buddhism, Windhorse Publications, ISBN:1899579060.</li> <li>• Shaw, S. (2008) – An Introduction to Buddhist Meditation, Routledge, ISBN:0415409004.</li> </ul>
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**AN INTRODUCTION TO THE STUDY OF BUDDHISM**  
**TOPIC TITLE : THEME 1**  
**THE CONCEPTION AND BIRTH NARRATIVES OF THE BUDDHA**  
**- READING HAGIOGRAPHY.**

**Key Points**

- To gain knowledge and understanding of the key features of the account.
- To gain awareness that the Buddha's biography is composed from fragments in a range of texts and there is no single contemporary coherent biography.
- To understand hagiography (a biography of a saint or venerated person) as a *genre* and how the biography may be 'used' by Buddhists to assist in understanding their own path.

**Provides an opportunity to develop the following skills:**

- Literacy – oracy, reading and writing.
- Presenting findings – Presenting, exchanging information and improving own performance.
- Evaluation and analysis.

**Helpful resources:**

- Bettany Hughes BBC4 Documentary *The Buddha- Genius of the Ancient World*.
- [http://www.dhammadawiki.com/index.php?title=32\\_signs\\_of\\_a\\_great\\_man](http://www.dhammadawiki.com/index.php?title=32_signs_of_a_great_man) – The thirty-two marks of a great man.
- <http://www.ancient-buddhist-texts.net/Texts-and-Translations/Buddhacarita/> - Translation of the Buddhacarita of Asvaghosa
- Williams, P., Tribe, A., & Wynne, A. (2011). *Buddhist Thought: A Complete Introduction to the Indian Tradition* (2nd Ed). London; New York: Routledge. pp 21- 30 'How to read the life-story (hagiography) of the Buddha.
- Gethin, R. (1998). *The Foundations of Buddhism*. Oxford; New York; Oxford University Press. pp16-20
- Carrithers, M. (2001). *Buddha: A Very Short Introduction* (New Ed edition). Oxford: OUP. pp12ff)



INSPIRATION FOR TEACHING	
<p><b>Intro activity</b></p> <p>Student research</p> <p><b>20 mins</b></p>	<p>Students to research the conception and birth of the Buddha in secondary sources, for example in:</p> <ul style="list-style-type: none"> <li>• Gethin, R. (1998). The Foundations of Buddhism. Oxford; New York; Oxford: Oxford University Press. pp16-20</li> <li>• Carrithers, M. (2001). Buddha: A Very Short Introduction (New Ed edition). Oxford: OUP. pp12ff)</li> <li>• The appropriate section of the Bettany Hughes BBC4 Documentary - The Buddha- Genius of the Ancient World.</li> </ul> <p>Students make short notes on significant features of the story: namely:</p> <ul style="list-style-type: none"> <li>• The family's position and the dharmic implications: expectations regarding Kshatriya duties.</li> <li>• Maya's conception dream</li> <li>• Birth – from side, seven steps, words uttered, 32 marks.</li> <li>• Birth prophecy and reaction of Suddhodana</li> </ul> <p>Teacher to offer background knowledge to enable students to understand elements of the story.</p> <p>Background required: Ideas about ritual purity, conception and childbirth (thus the conception 'dream' and the mythical birth – avoiding ritually impure conventional birth). Students may need to be helped to read for 'meaning' rather than historicity. The religious significance of the expectations on Siddhartha fulfilling Kshatriya duties, as background for understanding Suddhodana's reaction to the prophecy.</p>



<p><b>Main Activity 1</b> Class discussion <b>30 mins</b></p>	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• How should the miraculous events be understood?</li> <li>• Do students think that these events actually happened?</li> <li>• How might oral tradition around these accounts have emerged?</li> <li>• What might the sangha who recited these stories have meant to indicate by them?</li> <li>• How might these stories draw on previously existing components of miraculous stories?</li> <li>• Do students think that historicity or meaning is more important in these accounts, and why?</li> <li>• In what ways might the life story of the Buddha be more similar to a meaningful story (e.g. Lord of the Rings) than to a historical account?</li> <li>• What can we learn from meaningful stories?</li> </ul>
<p><b>Plenary</b> Individual written work <b>10 mins.</b></p>	<p>Ask the students make a list of what Buddhists might ‘take’ from the stories. After they have given their views, compare with the following:</p> <ol style="list-style-type: none"> <li>1) That a simple materialistic/positivist view of the nature of life is less than adequate – there is more to life.</li> <li>2) That the figure of Siddhartha was considered so important, that a hagiography developed.</li> <li>3) That Siddhartha was considered to be untouched by ritual impurity.</li> <li>4) That Siddhartha was going to fulfil a path that had been determined by karma from previous lives.</li> <li>5) That – although there is a miraculous hagiography which indicated his ‘differentness’ and ‘specialness’ – Siddhartha was a human being, not a god.</li> <li>6) Siddhartha’s life had a purpose – to defeat suffering. Buddhists might see themselves as sharing the same purpose.</li> <li>7) A Buddha is not necessary for the truth of the dharma – but Buddhists are grateful for his example.</li> </ol>

## Delivering the Specification

### AS Unit 1: An Introduction to the Study of Religion

#### Option E: An Introduction to the study of Hinduism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3C: Key moral principle - the concept of ahimsa

'*The Peacemakers*' Karl Jenkins (2012) Music composed to the words of Gandhi, the famous peacemaker.

##### A: Puja in the home and the mandir

Skanda Vale, Hindu monastic centre (Llanpumsaint, Carmarthen) <http://www.skandavale.org/> or the Shri Swaminarayan Mandir (Cardiff) <http://www.swaminarayanwales.org.uk/>.

##### Theme 1: Religious figures and sacred texts (part 1)

The first half of this Theme (since Hinduism, unlike other world religions has no one founder) 1A, deals with the background of Hinduism and the various theories about its origins. The second section of this theme, 1B concerns one of the most popular avatars in Hinduism, Krishna, and his influence on Hindu teaching on dharma and varnadharma. The third section of this Theme, 1C, is to introduce candidates to Hindu texts and their influence on different aspects of Hindu thought and lifestyle.

##### 1A. Sources of authority - the origins of Hinduism

Candidates should be familiar with the two main theories put forward by scholars on the origins of Hinduism – the theory which promotes the Indus Valley civilisation and the theory which states that Hinduism was brought by the Aryans. Candidates will need to have an overview of the main features and practices of both cultures and to be familiar with their relationship with modern Hinduism. They will also need to be familiar with the difficulty each theory presents. There is a very good introduction to the Indus Valley and Aryan cultures in *Hinduism - Beliefs and Practices* by Jeaneane Fowler, (Sussex Academic Press).

##### 1B. Krishna and Arjuna

Candidates should be familiar with the background and story of Krishna and Arjuna in the Bhagavad Gita. They should be able to exemplify the teaching on dharma and varnadharma with specific references to the conversation between Krishna and Arjuna on the battlefield. Candidates should have knowledge and understanding of Samkhya as one of the oldest and most prominent Hindu philosophies and its development of yoga as a path to liberation. Krishna in the Gita explains three different ways where someone can do what they have to do without getting bad karma. Candidates need to be familiar with the main features of each way – the way of knowledge (jnana yoga), way of action (karma yoga) and path of devotion (bhakti yoga).

### **1C. Hindu texts as sources of wisdom and authority - their use in daily life**

Candidates should be familiar with the differences between shruti and smriti texts and the way they are viewed in Hinduism. Candidates should be able to demonstrate knowledge and understanding of the role and authority of the Vedas and be able to exemplify its use in daily life. They should also be able to show how the Ramayana and Mahabharata are used by the community of believers for ethical teaching and the promotion of Hindu values. They should be able to link certain values with specific events in the Gita and Mahabharata.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 2: Religious concepts**

Theme 2 deals with concepts which influence Hindu beliefs about life, death and the afterlife. Section A deals with different understandings of Brahman and atman and the relationship between them. In section B candidates are introduced to the concept of the Trimurti as an expression of Brahman and the influence of the deities of the Trimurti on Hinduism. Section C deals with the principle of karma and how it influences a Hindu's lifestyle in the context of achieving moksha.

#### **2A. Exploring Hindu teachings concerning self, death, afterlife and meaning and purpose of life with reference to: Brahman and atman**

Candidates should be familiar with different interpretations of Brahman and atman within Hinduism and how these influence different explanations of the relationship between them. Candidates should have clear knowledge and understanding of definitions of Hindu terms and concepts related to the divine in Hinduism. Candidates should also be able to explain Shankara's Advaita view of Brahman and Madvha's Dvaita view. They should also be able to compare and evaluate the merits and failings of both views.

#### **2B. Trimurti**

Candidates should have clear understanding of the concept of the Trimurti in Hinduism as well as having knowledge about the main features Brahma, Vishnu and Shiva. This knowledge needs to be related to its importance in the understanding of Saguna Brahman and to the way Hinduism views life as being cyclic – birth, death, reincarnation. Candidates will also need to be familiar with the main features of Shaivism and Vaishnavism and their interpretations of the Trimurti.

#### **2C. Key moral principles of karma and reincarnation**

Candidates will be expected to have a full understanding of the principle of karma and the way it influences the life and lifestyle of a Hindu. They will be expected to be familiar with different types of karma and the way they influence reincarnation. They will also need to have a clear understanding of the relationship between samsara and moksha and the role of karma within this relationship. Candidates will also need to be able to compare and evaluate the importance within Hinduism of the present and the next life.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Religious life**

Theme 3 deals with key moral principles which influence Hindu beliefs and lifestyle. Section A deals with varnashramadharma and its influence on the Hindu community. In section B candidates are introduced to the status of the Dalits within the context of the varna system and their continuing struggle to develop and improve their social standing. Section C deals with the principle of ahimsa and how it influences a Hindu's views and lifestyle.

### **3A. Key moral principles of Varnashramadharma**

Candidates should have clear understanding of the term Varnashramadharma and knowledge of the origins of the system as referred to in the Purusha Sukta in the Rig Veda. Candidates need to have an overview of the four varnas and the duties for the individual associated with each one. They will also be expected to have an overview of the four ashramas and be familiar with the duties associated with each one. Candidates will also need to have a clear understanding of the relationship between bhakti and the varna system and be able to compare and contrast the concept of Varnashramadharma with Sanatana dharma – the eternal law.

### **3B. The status of the Dalits**

Candidates should be able to demonstrate knowledge and understanding of the status of Dalits within the varna system and the social implications of this. They will also need to be familiar with Gandhi's views on the varna system and untouchability and be able to compare his views with the views of Ambedkar. They should be familiar with the efforts made to develop and improve their social status and their contemporary position both in India and in Hinduism generally. Reference is expected to be made to the particular efforts of the Bahujan Samaj Party.

### **3C. Key moral principle - the concept of ahimsa**

Candidates should have knowledge and understanding of the Jainian origins of the principle of ahimsa as well as an understanding of its traditional interpretation within Hinduism. They will need to be able to explain and exemplify how Gandhi reinterpreted the concept and how he used it in a political sense to further the cause of Indian independence. Candidates will also need to explain and exemplify Gandhi's concept of satyagraha and be able to evaluate its importance in issues such as racial equality.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 4: Religious practices that shape religious identity (part 1)**

Theme 4 deals with how Hindu practices impact on identity and the expression of that identity through certain practices and festivals. Section A deals with the practice of puja and its importance in the context of Hindu identity. In section B candidates are introduced to the role of festivals in shaping religious identity with specific reference to the celebration of Holi. Section C deals with Durga Puja and its significance as a way of expressing Hindu identity in terms of beliefs and values.

### **4A. Puja in the home and the mandir**

Candidates should have an overview of the nature and main features of puja in the home and mandir and be able to compare and contrast their importance in Hinduism. They should also have a clear understanding of the role of puja and its importance in the relationship between the devotee and the deities. Candidates should be able to focus on specific aspects of puja and to exemplify them. They should also be able to discuss the comparative merits and failings of personal and congregational worship. This section is dealt with well in *Hinduism - Beliefs and Practices* by Jeaneane Fowler, (Sussex Academic Press).

### **4B. The role of festivals in shaping religious identity – with reference to: Holi**

Candidates should have a general overview of the role of festivals in Hinduism. Candidates need to be familiar with the background to the festival of Holi and to be aware of the differences between Hindu traditions. They should have a clear understanding of the spiritual significance of the events and be able to exemplify them with specific reference to the stories. They should also have knowledge and understanding of how the events are celebrated by the community of believers, the organisation of the festival and its role and importance to the community.

**4C. The role of festivals in shaping religious identity – with reference to: Durga Puja**

Candidates should have knowledge of the story which forms the background to the festival of Durga Puja and the roles of the main characters in that story. They should have a clear understanding of the spiritual significance of the events (e.g. blessing of babies by Agni, etc.) and be able to exemplify them with specific reference to the stories. They should also have knowledge and understanding of how the events are celebrated by the community of believers, the organisation of the festival and its role and importance to the community.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

AN INTRODUCTION TO THE STUDY OF HINDUISM : USEFUL RESOURCES	
<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Dutt, R. (2002) – The Ramayana and the Mahabharata, Dover Publishing, ISBN:0486425061</li> <li>• Flood, G. (2004) – An Introduction to Hinduism, Foundation Books, ISBN:8175960280,</li> <li>• O’Flaherty, W.D. (1988) – Textual Sources for the Study of Hinduism, University Of Chicago Press, ISBN:9780226618470</li> <li>• Zaehner, R.C. (1992) – Hindu Scriptures, Everyman, ISBN:1857150643</li> </ul> <p><b>DVDs</b></p> <p>Gandhi – Richard Attenborough Mahabharata – Peter Brooks</p> <p><b>Websites</b></p> <p><a href="http://www.sacred-texts.com">www.sacred-texts.com</a> Copies of online Hindu sacred text.</p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="http://www.mkgandhi.org/biography/">www.mkgandhi.org/biography/</a> Information about Gandhi and his teachings.</p>

<p style="text-align: center;"><b>Theme 2</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Fowler, Jeaneane (1996) – Hinduism – Beliefs and Practices, Sussex Academic Press, ISBN:1898723605</li> <li>• Herman, A. L. (1991) – A Brief Introduction to Hinduism: Religion, Philosophy and Ways of Liberation, Westview Press, ISBN:081338110X</li> <li>• Jamison, Ian (2006) – Hinduism, Philip Allan Updates, ISBN:1844894207</li> <li>• Sharma, A. (2012) – Classical Hindu Thought, D.K. Printworld Ltd, ISBN:8124606439</li> <li>• Sharma, A. (2007) – The Philosophy of Religion and Advaita Vedanta, Motilal Banarsidass Publishers Pvt. Ltd., ISBN:8120820274</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.advaitavedanta.org">www.advaitavedanta.org</a> Information on Advaita Vedanta philosophy.</p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="http://www.hinduwebsite.com/hinduindex.asp">http://www.hinduwebsite.com/hinduindex.asp</a> Information on Hindu beliefs and practices.</p> <p><a href="http://hinduonline.co">http://hinduonline.co</a> A breadth of information about Hindu beliefs and practices.</p>
<p style="text-align: center;"><b>Theme 3</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Baker, S. (1990) – Caste: At Home in Hindu India, Jonathan Cape Ltd., ISBN:0224024590</li> <li>• Gandhi, M. K. (1998) – My Non-Violence, Navajivan Publishing House, ISBN:8172292236</li> <li>• Gandhi, Mahatma and Merton, Thomas (1996) - Gandhi on non-violence, Shambhala Publications Inc., ISBN:1570622434</li> <li>• Hopkins, T. (1991) – The Hindu Religious Tradition, Cengage Learning, ISBN:0822100223</li> <li>• Killingley, D. et al (1991)– Hindu Ritual and Society, Grevatt &amp; Grevatt, ISBN:0947722068</li> <li>• Kinsley, D. R. (1993) – Hinduism: A Cultural Perspective, Prentice Hall, ISBN:0133957322</li> <li>• Klostermaier, K. (2007)– A Survey of Hinduism, State University of New York Press, ISBN:0791470822</li> <li>• Mukherji, P. (1988) – Beyond the Four Varnas: The Untouchable in India, Motilal Banarsidass, ISBN:8179860027</li> <li>• Quigley, D. (2005) – On the Relationship between Caste and Hinduism Chapter 23 in Flood, G. (editor), Blackwell Companion to Hinduism, Wiley-Blackwell, ISBN:1405132515</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.ambedkar.org">www.ambedkar.org</a> A website dedicated to Dr Ambedkar.</p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="http://www.hinduwebsite.com/hinduindex.asp">http://www.hinduwebsite.com/hinduindex.asp</a> Information on Hindu beliefs and practices.</p> <p><a href="http://hinduonline.co">http://hinduonline.co</a> A breadth of information about Hindu beliefs and practices.</p> <p><a href="http://www.asitis.com/gallery/plate37.html">http://www.asitis.com/gallery/plate37.html</a> Artwork extracts from the Bhagavad Gita.</p> <p><a href="https://www.youtube.com/watch?v=SNmJqRV7LOA">https://www.youtube.com/watch?v=SNmJqRV7LOA</a> Clip from the film 'Gandhi'– his first protest in South Africa.</p>

<p style="text-align: center;"><b>Theme 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Dylan Jones, H. (2007) – Hinduism for AS Students, UWIC Press, ISBN:1905617194</li> <li>• Fowler, Jeaneane (1996) – Hinduism – Beliefs and Practices, Sussex Academic Press, ISBN:1898723605</li> <li>• Jamison, Ian – Hinduism (2006), Philip Allan Updates, ISBN:1844894207</li> <li>• Killingley, D. et al, (1991) – Hindu Ritual and Society, Grevatt &amp; Grevatt, ISBN:0947722068</li> <li>• Kinsley, D. R. (1993) – Hinduism: A Cultural Perspective, Prentice Hall, ISBN:0133957322</li> <li>• Klostermaier, K. (2007) – A Survey of Hinduism, State University of New York Press, ISBN:0791470822</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="http://www.hinduwebsite.com/hinduindex.asp">http://www.hinduwebsite.com/hinduindex.asp</a> Information on Hindu beliefs and practices.</p> <p><a href="http://hinduonline.co">http://hinduonline.co</a> A breadth of information about Hindu beliefs and practices.</p>
<p style="text-align: center;"><b>All Themes</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Dylan-Jones, Huw (2016) – WJEC/Eduqas Religious Studies for A Level Year 1 and AS, Hindusim, Illuminate, ISBN:9781911208006</li> </ul>



## AN INTRODUCTION TO THE STUDY OF HINDUISM TOPIC TITLE : THEME 3 - AHIMSA

### Key Points

- To be familiar with the traditional definition within Hinduism.
- To gain an awareness of how Gandhi re-interpreted this definition and introduced the concept of satyagraha (truth force).
- To consider the practical implications of Gandhi's understanding of ahimsa
- To consider how relevant and viable the ideal of ahimsa is in the context of issues in the modern world.

### Provides an opportunity to develop the following skills:

- Speaking, listening and understanding
- Reading and writing
- Finding, selecting and exchanging information
- Problem solving
- Improving own learning and performance
- Working with others
- Evaluation and analysis.

## INSPIRATION FOR TEACHING

### Intro Activity – 15 mins

- Students to create definitions of the terms ahimsa and satyagraha for a new dictionary on Hinduism. Class to decide on the best definitions.
- Look at an appropriate clip from Richard Attenborough's Gandhi together e.g. <https://www.youtube.com/watch?v=SNmJqRV7LOA> (Gandhi's First Protest)
- Ask each student to write a short newspaper article or news item on the event in the clip focusing on the following issues:
  - (i) The background to the event
  - (ii) The behaviour of the main characters
  - (iii) Who in their opinion is in charge of what is happening?
  - (iv) The behaviour of the policeman
  - (v) An evaluation of what they believe Gandhi learnt from this event?

**Main Activity 1 – 15 mins**

In pairs/groups students share their responses and consider the following 3 points (5 mins to discuss and write down a response to each point)

- How does the clip show the concept of ahimsa?
- How does the clip show the concept of satyagraha?
- What is the difference if any between them?

**Main Activity 2 – 15 mins**

- Students to consider in pairs - what are the strengths and weaknesses of Gandhi's approach. Students could consider:
  - (i) Effect of approach on public conscience
  - (ii) Difficulties faced by authorities in dealing with non-violent protest
  - (iii) Moral question of using the suffering of others to achieve an aim

**Plenary Session – 15 mins**

- Class debate – consider the following statement – "Ahimsa is irrelevant in the modern world."

Students can use their notes and materials for the lesson to come to a reasoned conclusion on the contention.

## Delivering the Specification

### AS Unit 1: An Introduction to the Study of Religion

#### Option F: An Introduction to the Study of Sikhism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3A: The concept of sewa

Sewa in action - Amerpreet Singh Khalsa from Cardiff, feeding the city's homeless.

<http://www.walesonline.co.uk/news/wales-news/how-one-cardiff-man-gives-10253567>

##### Theme 4A: The expression of Sikh identity through the role of the gurdwara

The Sikh Gurdwara in Cardiff - <http://sikhgurdwaracardiff.com/index.php>

#### Theme 1: Religious figures and sacred texts (part 1)

The first half of Theme 1 deals with the influence of prominent Sikh leaders on the teaching and development of Sikhism and the continued influence of sacred texts on Sikh daily life. Section A deals with the background and life and teaching of Guru Nanak. Section B features one of the most influential Sikh gurus – Guru Gobind Singh. Section C of this theme introduces candidates to the Guru Granth Sahib and its influence on different aspects of Sikh thought and lifestyle.

##### 1A. The life and teachings of Guru Nanak

Candidates should have an overview of the background and main religious and social ideas at the time of Guru Nanak and be able to explain and exemplify how those events and ideas had an influence on his teaching. Candidates will need to demonstrate knowledge and understanding of the main events in the life of Guru Nanak and how those events and experiences influenced his teaching. There is a good introduction in *The Sikhs – Their Religious Beliefs and Practices* by W. Owen Cole, and Piara Singh Sambhi (Sussex Academic Press).

##### 1B. Guru Gobind Singh's contribution to the development of Sikhism

Candidates should have an overview of the main events in Guru Gobind Singh's life and be able to make a link between his actions and Guru Nanak's vision and teaching. They should also be able to evaluate his role as protector and restorer. Candidates should focus on the ways he developed Sikhism and promoted Sikh identity and be able to give specific examples. They should have knowledge of his contributions and a clear understanding of the significance of each one.

**1C. The Guru Granth Sahib as a source of wisdom and authority – its use and treatment in worship and daily life**

Candidates should have knowledge and understanding of the legal and theological status of the Guru Granth Sahib and be able to exemplify its unique role as a living Guru. They should also be able to discuss the various ways it is used in Sikh worship and ways in which it guides Sikh daily life. Candidates should also be able to evaluate the way in which Sikhs view the Guru Granth Sahib.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

**Theme 2: Religious concepts**

Theme 2 deals with concepts which influence Sikh beliefs about life death and the afterlife. Section A deals with the Sikh understanding of the concept of God. In section B candidates are introduced to the concept of the soul and the relationship between God and the soul. Section C deals with the principle of karma and how it influences a Sikh's lifestyle in the context of achieving mukti.

**2A. Exploring Sikh teachings concerning self, death, afterlife and meaning and purpose of life, with reference to: Philosophical understanding of the Sikh concept of God**

Candidates should be familiar with the different aspects of the Sikh philosophical understanding of the concept of God. Candidates should have clear knowledge and understanding of each one and be able to explain their significance. Candidates should be able to make specific reference to the texts to support specific teachings. They should also be able to evaluate the relative importance of each teaching about God. There is a concise and clear introduction in *Teach Yourself Sikhism* by W. Owen Cole (Hodder).

**2B. The soul**

Candidates should have clear understanding of the nature of the soul in Sikhism and its relationship with God. They will also need to be able to discuss whether it is a monist or monotheistic relationship. Candidates will also be expected to have an understanding of the soul in the context of the purpose of life – the breaking of the cycle of rebirth and to have clear understanding of the different stages of enlightenment on the path of enlightenment, especially the stages of Saram Khand (the realm of spiritual endeavour) and Karam Khand (the realm of grace).

**2C. Karma, rebirth and mukti**

Candidates will be expected to have a full understanding of the principle of karma and the way it influences the life and lifestyle of a Sikh. They will be expected to have a clear understanding of the path of liberation to spiritual enlightenment and the role of karma and rebirth in this context. Candidates will also need to be able to discuss the Sikh concept of union with God as being the meaning and purpose of Sikh life and to what extent it is relevant for Sikhs today.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

**Theme 3: Religious life**

Theme 3 deals with key moral principles which influence Sikh beliefs and lifestyle. Section D deals with the concept of sewa and its influence on the Sikh community. In section E candidates are introduced to the concepts of Kirat Karo and Vand Chhako. Section F deals with the concepts of Sant Sipahi and Dharam Yudh and how they influence a Sikh's views and lifestyle.

**3A. The role and significance of the following teachings/key moral principles for the Sikh community: The concept of sewa**

Candidates should have clear understanding of the concept of sewa and be able to explain and exemplify its influence on personal morality. They will also need to have an understanding of how the

teaching of the Guru Granth Sahib and the principle of Sarbat da bhalla supports the concept. Candidates will also need to have knowledge and understanding of the material and spiritual value of sewa to the individual Sikh and the Sikh community and be able to discuss its significance to Sikh identity.

### **3B. Kirat Karo and Vand Chhako**

Candidates should have knowledge and understanding of the teaching of Guru Gobind Singh in the context of Kirat Karo and Vand Chhako. They should be able to explain the concept of Kirat Karo in relation to Naam Japo and Vand Chhako and how the concepts interact with each other. Candidates will also need to explain the relationship between these concepts and the belief in karma and the path to enlightenment. They will also need to be able to discuss the influence of the concepts on the Sikh community and their relative importance in Sikhism.

### **3C. The concepts of Sant Sipahi (saint-soldier) / Dharam Yudh (just war)**

Candidates should have knowledge and understanding of how the concept of Sant Sipahi was developed by Guru Hargobind and Guru Gobind Singh. They will need to be able to explain the philosophical meaning of the term and the duties expected of a sant. Candidates will also need to explain how the concept of Sant Sipahi relates to the concept of Dharam Yudh. They will also need to be able to explain the rules of the Khalsa concerning the principle of Dharam Yudh and be able to discuss whether it is possible to combine spirituality with the use of force.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 4: Religious practices that shape religious identity (part 1)**

Theme 4 deals with how Sikh practices impact on identity and the expression of that identity through the gurdwara and certain festivals. Section A deals with the role of the gurdwara as an expression of Sikh identity. In section B candidates are introduced to the role of festivals in shaping religious identity with specific reference to the celebration of Diwali. Section C deals with Vaisakhi and its significance as a way of expressing Sikh identity in terms of beliefs and values.

### **4A. The expression of Sikh identity through the role of the gurdwara**

Candidates should have an overview of the importance of the gurdwara to the Sikh community. They should also have a clear understanding of the role of the gurdwara in expressing the principle of freedom of worship and be able to exemplify this with reference to the organisation of worship. Candidates should have a clear understanding of the relationship between langar and sewa. They should also be able to discuss the ways in which worship in the gurdwara expresses Sikh identity with reference to the Guru Granth Sahib and Sikh beliefs such as equality.

### **4B. Diwali**

Candidates should have a general overview of the role of festivals in Sikhism. Candidates need to be familiar with the background to the festival of Diwali and they should have a clear understanding of the spiritual significance of the events and be able to exemplify them with specific reference to the story. They should also have knowledge and understanding of how the events are celebrated by the community of believers, the organisation of the festival and its role and importance to the community.

### **4C. Vaisakhi**

Candidates should have knowledge of the event which forms the background to the festival of Vaisakhi. They should have a clear understanding of the spiritual significance of the events and be able to exemplify them with specific reference to the story. They should also have knowledge and understanding of how the events are celebrated by the community of believers, the organisation of the festival and its role and importance to the community.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## AN INTRODUCTION TO THE STUDY OF SIKHISM : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, W. Owen (2010) – Teach Yourself Sikhism, Teach Yourself, ISBN:1444105108</li> <li>• Cole, W. Owen and Sambhi, Piara Singh (1998) – The Sikhs – Their Religious Beliefs and Practices, Sussex Academic Press, ISBN:1898723133</li> <li>• McLeod, W.H. (1984) – Textual Sources for the Study of Sikhism, Manchester University Press, ISBN:0719010764</li> <li>• Singh, Kushwant (2004 &amp; 2005) - History of the Sikhs - Volume 1 and 2, Oxford University Press, ISBN:0195673085</li> <li>• Sambhi, Piara Singh (1994) – The Guru Granth Sahib, Heinemann Library, ISBN:0431073708</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.realsikhism.com/">http://www.realsikhism.com/</a> A brief overview of the main aspects of Sikhism.</p> <p><a href="https://sikhismguide.neocities.org">https://sikhismguide.neocities.org</a> A website covering the main beliefs of Sikhism.</p> <p><a href="https://warwick.ac.uk/services/equalops/a-z/guide_to_sikhism_in_he.pdf">https://warwick.ac.uk/services/equalops/a-z/guide_to_sikhism_in_he.pdf</a> A Guide to Sikhism by Eleanor Nesbitt.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs of Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy. <a href="http://www.britishsikhreport.org/">http://www.britishsikhreport.org/</a></p> <p>An annual report providing insights into the British Sikh Community. <a href="https://www.sikhmissionarysociety.org/sms/smspublications/">https://www.sikhmissionarysociety.org/sms/smspublications/</a></p> <p>The Online Library of Sikh Missionary Society (U.K.)</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Grewal, J.S. and Bal, S. S.– Guru Gobind Singh (digital version available here <a href="https://goo.gl/GvQW5f">https://goo.gl/GvQW5f</a>)</li> <li>• Grewal, J.S. – Guru Nanak in History (digital version available here: <a href="http://goo.gl/NmNWR4">http://goo.gl/NmNWR4</a>)</li> <li>• Grewal, J.S. (2001) – From Guru Nanak to Maharaja Ranjit Singh, Guru Nanak Dev University, ISBN:8177700294</li> <li>• Gupta, H.R. (2000) – History of the Sikhs Volume, The Sikh Gurus 1469-1708, Munshiram Manoharlal Publishers, ISBN:8121502764</li> <li>• McLeod, W.H (1996) – Guru Nanak and the Sikh Religion, Oxford University Press, ISBN:0195637356</li> <li>• McLeod, W.H. (1976) – The Evolution of the Sikh Community, Oxford University Press, ISBN:0198265298</li> <li>• Singh, Harbans (1994) – The Heritage of the Sikhs, Manohar Publishers and Distributors, ISBN:8173040641</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.realsikhism.com/">http://www.realsikhism.com/</a> A brief overview of the main aspects of Sikhism.</p> <p><a href="https://sikhismguide.neocities.org">https://sikhismguide.neocities.org</a> A website covering the main beliefs of Sikhism.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs and practices within Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, W. Owen (2004) - Understanding Sikhism, Dunedin Academic Press, ISBN:1903765153</li> <li>• Kohli, S.S. (2003) – Outline of Sikh Thought, Munshirm Manoharlal Pub Pvt Ltd, ISBN:8121502748</li> <li>• Kohli, S.S. – Philosophy of Guru Nanak (digital version available here <a href="http://goo.gl/ZrPGLw">http://goo.gl/ZrPGLw</a>)</li> <li>• Shackle, Christopher (2005) – Teachings of the Sikh Gurus, Routledge, ISBN:0415266041</li> <li>• Singh, Pashaura and Fenech, Louis. E. (2016) - Oxford Handbook of Sikh Studies, Oxford University Press, ISBN:0198745087</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.allaboutsikhs.com">www.allaboutsikhs.com</a> Useful information ranging from a brief history of Sikhism to Biographies of Great Sikh Women.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs and practices within Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p>

<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Madra, Amendeep Singh and Singh, Parmijit (2013) - Warrior Saints, Kashi house, ISBN:0956016855</li> <li>• Shackle, Christopher (2005) – Teachings of the Sikh Gurus, Routledge, ISBN:0415266041</li> <li>• McLeod, W.H. (2004) - Sikhs and Sikhism, Oxford University Press, ISBN:0195668928</li> <li>• Singh, Pashaura and Fenech, Louis. E. (2016) - Oxford Handbook of Sikh Studies, Oxford University Press, ISBN:0198745087</li> <li>• Cole, W. Owen (2004) - Understanding Sikhism, Dunedin Academic Press, ISBN:1903765153</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.allaboutsikhs.com">www.allaboutsikhs.com</a> Useful information ranging from a brief history of Sikhism to Biographies of Great Sikh Women.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs and practices within Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs and practices within Sikhism.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Jhutti-Johal, Jaqbir (2011) – Sikhism Today, Bloomsbury Academic, ISBN:1847062727</li> <li>• McLeod, W.H. (2006) – Sikhs of the Khalsa: A History of the Khalsa Rahit, Oxford University Press, ISBN:0195672216</li> <li>• Singh, P. and Barrier, N.G. (2001) – Sikh Identity: Continuity and Change, Manohar Publishers and Distributors, ISBN:8173042362</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.sikhismguide.org/">http://www.sikhismguide.org/</a> Website covering main beliefs with a glossary of Sikh terms.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs and practices within Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p>
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**AN INTRODUCTION TO THE STUDY OF SIKHISM**  
**TOPIC TITLE : THEME 1 - GURU NANAK AND GURU GOBIND SINGH**

**Key Points**

- An awareness of the importance of Guru Nanak's contribution to the development of Sikhism.
- Understanding of Guru Nanak's influence on the Guru Panth and the Guru Granth Sahib.
- The extent to which his actions were compatible with Nanak's vision.
- The extent to which Guru Gobind Singh can be regarded as the true founder of the Sikh religion.

**Provides an opportunity to develop the following skills:**

- Speaking, listening and understanding
- Reading and writing
- Finding, selecting and exchanging information
- Problem solving
- Improving own learning and performance
- Working with others
- Evaluation and analysis.

**INSPIRATION FOR TEACHING**

**Intro Activity – 15 mins**

- Students to create a timeline of the key events in the life of Guru Gobind Singh.
- Colour-code each event to show whether they were primarily religious or social developments. Development of Guru Granth Sahib can be regarded as primarily religious while the founding of the khalsa could be argued to be a social development.

**Main Activity 1 – 15 mins**

- Each student to be given a summary of Guru Gobind Singh's contributions to Sikhism [as protector and restorer – founded the khalsa; introduced the amrit ceremony; the Guru panth] and must then explain the importance of each contribution to the development of Sikhism.

**Main Activity 2 – 15 mins**

- Students to work in small groups to create a Venn diagram based on Guru Nanak/ Gobind Singh and their shared vision for Sikhism. Students could refer to Guru Nanak's rejection of Hindu rituals; Guru Gobind Singh's introduction of the amrit ceremony and their shared vision of equality of social status and women.

**Plenary Session – 15 mins**

- Prepare and hold a class debate - 'Guru Gobind Singh without doubt, is the true founder of the Sikh religion.' The class must reach a reasoned conclusion.
- Students could refer to Guru Gobind Singh's founding of the khalsa as giving Sikh's their unique identity.
- On the other hand students could argue that the core Sikh beliefs and teachings belong to Guru Nanak.

## Delivering the Specification

### Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion

#### Section A: An Introduction to Religion and Ethics

#### Theme 2: Aquinas' Natural Law: application of the theory

##### Voluntary Euthanasia

The case of Jackie Baker, from Swansea, who travelled to the Dignitas euthanasia clinic to end her life. <http://www.walesonline.co.uk/news/wales-news/welsh-mother-ended-life-dignitas-10410426>

##### Theme 4 : Utilitarianism

The use of nuclear weapons as a deterrent – Helen Thomas, (1967-1989) Greenham Common protestor – <http://www.walesonline.co.uk/news/wales-news/woman-who-paid-ultimate-price-1808843>

#### Theme 1: Ethical Thought (Part 1)

The first section of Theme 1: 1A, Divine Command Theory, is designed to introduce candidates to the link between religion and ethics. The second section of this theme, 1B Virtue Theory is intended to illustrate to candidates that ethical theories can have both a philosophical and religious foundation. The third section of this theme, 1C Ethical Egoism, is to introduce candidates to a more individualistic view about ethics.

##### 1A. Divine Command Theory

Candidates should be able to: explain with clarity what the Divine Command Theory is (see *The Elements of Moral Philosophy*, Chapter 4 by James Rachels (McGraw-Hill)); have a good understanding of Adams' version of the theory and appreciate the differences between Adams' version and a more traditional version of the theory; have a clear knowledge of each of the three criticisms given and why each is specifically damaging to the Divine Command Theory. All of the criticisms should be exemplified to aid candidate understanding.

##### 1B. Virtue Theory

Candidates should be able to: explain with clarity, what Virtue Theory is, with reference to the teachings of Aristotle and Jesus; particularly Aristotle's understanding of moral virtues; use examples of Aristotle's moral virtues and his guide to following the moral virtues by considering their excess, deficiency and mean; Jesus' promotion of virtues in the Beatitudes. Candidates should be able to give examples of the virtues Jesus encouraged and their eschatological importance. Some useful information can be found in *The Christian Case for Virtue Ethics*, Chapter 5 by Joseph J. Kotova (Georgetown University Press). Candidates should have a clear knowledge and understanding of each of the criticisms listed and why each is specifically damaging to Virtue Theory. All of the criticisms should be exemplified to aid candidate understanding.

##### 1C. Ethical Egoism

Candidates should be able to explain with clarity what Ethical Egoism is and how it differs from psychological egoism; they must have a good understanding of Stirner's presentation of Ethical Egoism, with particular emphasis on his challenge to psychological egoism and his specific understanding of

self-interest, on the understanding that egoism is not fundamentally associated with material gain, and, on the understanding that that egoism is not anti-social (Union of Egoists). Candidates should have a clear knowledge and understanding of each of the criticisms listed and why each is specifically damaging to Ethical Egoism. All of the criticisms should be exemplified, in order to demonstrate understanding.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

## **Theme 2: Aquinas' Natural Law**

The first two sections of this theme (2A and 2B) are designed to introduce candidates to the normative ethic of Natural Law by Saint Thomas Aquinas (some useful information can be found in *The Puzzle of Ethics*, Chapter 4 by Peter Vardy and Paul Grosch (HarperCollins). The third section (2C) expects candidates to apply the knowledge and understanding they have gained in 2A and 2B to the issues listed.

### **2A. St Thomas Aquinas' Natural Law: laws and precepts as the basis of morality**

Candidates should be able to explain Aquinas' four levels of law, understand each level of law and also how they relate to each other. An appreciation is needed of the idea that Natural Law is expressed through rational thought given to humans by God; Aquinas' version is based on a belief in a divine creator; rational thought should lead moral agents to the view that the highest good is the rational understanding of God's final purpose. Candidates should understand that Natural Law is both deontological (a duty to obey the fixed rules on good and bad actions that are derived from the precepts) and teleological aspects (aiming for the goal of eternal life in heaven with God – the Beatific Vision). Candidates should understand how the five primary precepts are identified by rational thought and are based on the premise of 'doing good and avoiding evil' (the synderesis principle). Candidates need to be able to illustrate how the secondary precepts are derived from the primary precepts and the importance of keeping to the precepts to establish a right relationship with God.

### **2B. Aquinas' Natural Law: the role of virtues and goods in supporting moral behaviour**

Candidates should be able to explain how the development of virtues helps humans to be more God-like; the three theological (or revealed) virtues (with reference to scripture) and the four cardinal virtues (identified by Plato, developed by Aristotle and found throughout the Bible). Candidates should be able to explain how Aquinas explained the importance of identifying internal (intention) and external (outward) aspects of an act, and also followed the Socratic distinction between real and apparent goods i.e. acts that are correctly reasoned and wrongly reasoned.

### **2C. Aquinas' Natural Law: application of the theory**

Candidates then need to apply the knowledge and understanding of the theory they have gained in 2A and 2B to issues arising from abortion and voluntary euthanasia. An overview of how the various aspects of Aquinas' Natural Law (precepts, virtues, acts and goods) may be applied to these two ethical issues is required. Candidates should focus on the application of the theory to the issues and not simply on background material; however, there may be several ethical issues identified when considering the background and candidates may wish to differentiate between these and/or select specific issues..

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

### **Theme 3: Fletcher's Situation Ethics**

The first two sections of this theme (3A and 3B) are designed to introduce candidates to Fletcher's teleological normative ethic of Situation Ethics (for a basic introduction see *The Puzzle of Ethics*, Chapter 10 by Peter Vardy and Paul Grosch (HarperCollins)). The third section (3C) expects candidates to apply the knowledge and understanding they have gained in 3A and 3B to the issues listed.

#### **3A. Joseph Fletcher's Situation Ethics: his rejection of other forms of ethics and his acceptance of agape as the basis of morality**

Candidates should be able to explain why Fletcher rejected two approaches to ethics – legalism and antinomianism and how he redefined the role of conscience in guiding ethical decisions. Candidates need to clearly understand Fletcher's rationale for using the religious concept of 'agape' (selfless love) as Situation Ethics' guiding principle and why he regarded this as the 'middle way' between the extremes of legalism and antinomianism. Candidates need to appreciate the biblical evidence used to support Situation Ethics: they only need to consider the passages contained within the specification e.g. the teachings of Jesus in Luke 10: 25-37 (the parable of the Good Samaritan) and the teachings of St Paul in 1 Corinthians 13. Candidates should also be able to explain why Situation Ethics is considered to be a form of moral relativism as well as a consequentialist and teleological theory.

#### **3B. Fletcher's Situation Ethics: the principles as a means of assessing morality**

Candidates should be able to explain the 'boss' principle of Situation Ethics following the concept of agape; the four working principles (pragmatism, relativism, positivism and personalism) and the six fundamental principles (love is the only good, love is the ruling norm of Christianity, love equals justice, love for all, loving ends justify the means and love decides situationally).

#### **3C. Fletcher's Situation Ethics: application of the theory**

Candidates need to apply the knowledge and understanding of the theory they have gained in 3A and 3B to the issues to ethical issues arising from homosexual relationships and polyamorous relationships. An overview of how the various aspects of Fletcher's Situation Ethics (the boss principle and the ten principles) may be applied to these two ethical issues is required. Candidates should focus on the application of the theory to the issues and not simply on background material; however, there may be several ethical issues identified when considering the background and candidates may wish to differentiate between these and/or select specific issues.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

### **Theme 4: Utilitarianism**

Sections 4A and 4B in this theme are designed to introduce candidates to the teleological normative ethic of Utilitarianism. More specifically, 4A concentrates on Bentham's Act Utilitarianism and section 4B concentrates on Mill's development of Utilitarianism. Section 4C expects candidates to apply the knowledge and understanding they have gained in 4A and 4B to the issues listed.

#### **4A. Classical Utilitarianism - Jeremy Bentham's Act Utilitarianism: happiness as the basis of morality**

Candidates should be able to explain: Bentham's 'principle of utility' (or 'usefulness') i.e. his belief that the ultimate aim for humanity was the pursuit of pleasure and avoidance of pain and what Bentham understood by the principle of 'the greatest happiness for the greatest number'; the seven factors of the hedonic calculus; how to apply the hedonic calculus as a means of measuring pleasure in each unique moral situation. Finally, candidates should be able to explain why Act Utilitarianism is considered to be a form of moral relativism, as well as a consequentialist and teleological theory.

**4B. John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules**

Candidates need to appreciate how Mill developed Bentham's Act Utilitarianism. Firstly, Mill's idea that not all pleasures are of equal worth, i.e. higher pleasures associated with the intellect are superior to lower pleasures that just satisfy basic physical pleasures. Secondly, they need to understand Mill's 'harm principle', i.e. the actions of individuals should be limited in order to prevent harm to other individuals. Thirdly, candidates should be able to explain how Mill attempted to address a weakness of Act Utilitarianism in that he recognised that not all actions need to be assessed uniquely. He stated that rules can be instigated (based on historical evidence) which ensure that the principle of utility is being fulfilled, e.g. do not murder. This form of Utilitarianism is now known as Rule Utilitarianism. Finally, candidates need to appreciate that Mill's Rule Utilitarianism is a teleological / deontological hybrid because by aiming to achieve pleasure as its goal (teleological) this form of Utilitarianism states that one has a duty to fulfil certain rules in order to achieve this goal (deontological).

**4C. Utilitarianism: application of the theories (Act and Rule)**

Candidates need to apply the knowledge and understanding of theory they have learnt in sections 4A and 4B to ethical issues arising from animal experimentation for medical research and the use of nuclear weapons as a deterrent. An overview of how the various aspects of Bentham's Act Utilitarianism (principle of utility and the hedonic calculus) and Mill's Utilitarianism (aim for higher pleasures whilst fulfilling lower pleasure, the harm principle, use of rules) may be applied to these two ethical issues is required. Candidates should focus on the application of the theory to the issues and not simply on background material; however, there may be several ethical issues identified when considering the background and candidates may wish to differentiate between these and/or select specific issues..

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

## AN INTRODUCTION TO RELIGION AND ETHICS : USEFUL RESOURCES

### Books for Students

- Bowie, R.A. (2004) - Ethical Studies, Second Edition, Nelson Thornes, ISBN:9780748780792 (Specifically intended as a student textbook, and including an excellent comprehensive bibliography)
- Cook, D. (1983) - The Moral Maze, SPCK, ISBN:0281040389
- Daniel, David Mills (2013) - Fletcher's Situation Ethics, SCM Briefly series, ISBN:0334041767
- Daniel, David Mills (2006) - Aquinas' Summa Theologica, SCM Briefly series, ISBN:0334040906
- Daniel, David Mills (2013) - Bentham's An Introduction to the Principles of Morals and Legislation, SCM Briefly series, ISBN:0334041740.
- Davies, N. (2004) - Religion and Ethics for AS Students, UWIC, ISBN:9781902724683
- Dewar, G. (2009) - AS & A Level Philosophy and Ethics Through Diagrams, Oxford University Press, ISBN:9780199180905
- Gaarder, J. (2007) - Sophie's World (Farrar Straus Giroux), ISBN:9780374530716
- Gray, R. & Lawson, K. (2016) - WJEC/EDUQAS RS for Yr1/AS - Philosophy of Religion & Religion and Ethics, Illuminate, ISBN:9781908682994
- J Jenkins, J. (2003) - Ethics and Religion – 2<sup>nd</sup> Edition, Heinemann, ISBN:9780435303679
- Jones, G. (2006) - Moral Philosophy, Hodder, ISBN:9780340888056
- Lawson, K. and Pearce (2012) - WJEC AS Religious Studies: An Introduction to Philosophy of Religion and an Introduction to Religion and Ethics: Study and Revision Guide, Illuminate, ISBN:9781908682079
- Lee, J. (1999) - Moral Rules, Abacus, ISBN:1898653151
- Macquarrie, J. & Childress, J. (ed) (1990) - A New Dictionary of Christian Ethics, SCM Press, ISBN:9780334022046
- Thompson, M. (2010) - Understand Ethics : Teach Yourself, Teach Yourself Books, ISBN:9781444103519
- Thompson, M. (2005) - Ethical Theory – 2<sup>nd</sup> Edition, Hodder Murray, ISBN:9780340883440
- Thompson, M. (2008) - An Introduction to Philosophy and Ethics, Hodder & Stoughton, ISBN:9780340966570
- Vardy, P.(1999) - The Puzzle of Sex, Fount, ISBN:9780006280422
- Vardy, P. & Grosch, P. (1999) - The Puzzle of Ethics, Revised Edition, Fount, ISBN:9780006281443
- Vardy, C & P (2012) - Ethics Matters, SCM Press, ISBN:9780334043911
- Wilcockson, M. (2001) - Ethics: Sex and Relationship, Hodder Murray, ISBN:9780340724897

<p><b>Books for Teachers</b></p>	<ul style="list-style-type: none"> <li>• (2000) Catechism of the Catholic Church 2<sup>nd</sup> Edition, (Our Sunday Visitor), ISBN:9780879739768</li> <li>• Cohen, M. (2007) - 101 Ethical Dilemmas, Routledge, ISBN:9780415404006</li> <li>• Davies, N. (2004) - Religion and Ethics for AS Students: Teacher's Handbook, UWIC, ISBN:9781902724683</li> <li>• Dominican, J. &amp; Montefiore, H. (2012) - God, Sex and Love, SCM Press, ISBN:0334005337</li> <li>• Driver, J (2006) - Ethics: The Fundamentals - Wiley-Blackwell, ISBN:9781405111546</li> <li>• Fuchs, E. (1983) - Sexual Desire &amp; Love, James Clarke, ISBN:0227678761</li> <li>• Gill, R. (2006) - Textbook of Christian Ethics, T &amp; T Clarke, ISBN:9780567031129</li> <li>• Hayward, J., Jones, G. &amp; Mason, M. (2000) - Exploring Ethics, Hodder Murray, ISBN:9780719571817</li> <li>• Jones, G., Hayward, J. and Cardinal, D. (2006) - Moral Philosophy: A Guide to Ethical Theory, Hodder Murray, ISBN:9780340888056</li> <li>• Lawton, C. &amp; Morgan, P. (2007), Ethical Issues in Six Religious Traditions, Edinburgh University Press, ISBN:9780748623303</li> <li>• Malik, K. (2015) The Quest for a Moral Compass (Atlantic Books) 978-1848874817</li> <li>• Rachels, J. (2006) - The Elements of Moral Philosophy 5<sup>th</sup> Edition, McGraw Hill, ISBN:9780071107280</li> <li>• Rosenstand, N. (2006) - The Moral of the Story – 5<sup>th</sup> Edition, McGraw Hill, ISBN:0072963352</li> <li>• Schmidt, T.E. (1995) - Straight and Narrow? Compassion and clarity in the homosexual debate, Inter-Varsity Press, ISBN:0851111572</li> <li>• Shafer-Landau, R. (2012) - Ethical Theory, 2<sup>nd</sup> Edition, John Wiley and Sons, ISBN:9780470671603</li> <li>• Singer, P. (1993) - A Companion to Ethics, Blackwell, ISBN:9780631187851</li> </ul>
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<p><b>Useful Music</b></p>	<p><b>Ethics: Useful Introductory Music</b></p> <ul style="list-style-type: none"> <li>• Divine Command Theory: 'I will follow him' by Sister Act</li> <li>• Virtues: 'Bitch' by Meredith Brookes</li> <li>• Egoism: 'You're so vain' by Carly Simon</li> <li>• Natural Law: 'Every sperm is sacred' by Monty Python</li> <li>• Situation Ethics: 'All you need is love' by The Beatles</li> <li>• Act Utilitarianism: 'Happy' by Pharrell Williams</li> <li>• Mill's Higher and Lower Pleasures: 'Two pints of lager and a packet of crisps please' by Splodgenessabounds.</li> </ul>
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<p><b>Ethics Books: Primary Sources</b></p>	<ul style="list-style-type: none"> <li>• Aquinas - Summa Theologica (2015), Leopold Classic Library, ISBN:1518756263</li> <li>• Aristotle - Nicomachean Ethics (2009), Oxford University Press, ISBN:9780199213610</li> <li>• Bentham, Jeremy - Utilitarianism and Other Essays (2000), Pearson, ISBN:0140432728</li> <li>• Fletcher, Joseph - A New Morality (1997), (Westminster John Knox Press). ISBN:0664257613</li> <li>• Mill, J. S. - On Liberty (2006), Penguin Classics, ISBN:014144147X</li> <li>• Stirner, Max - The Ego And His Own (2006), Dover Publications, ISBN:9780486445816</li> </ul>
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<p><b>General Ethics websites</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.philosophypages.com/ph/index.htm">www.philosophypages.com/ph/index.htm</a> Summaries of ethical theorists and their works.</li> <li>• <a href="http://www.bbc.co.uk/religion/">www.bbc.co.uk/religion/</a> BBC's Religion and Ethics homepage with links to a forum and audio and video links.</li> <li>• <a href="http://ethicsupdates.net/">http://ethicsupdates.net/</a> Lawrence M. Hinman's website with links to theories, resources and applied ethics.</li> <li>• <a href="http://www.philosophersmag.com/index.php/games">http://www.philosophersmag.com/index.php/games</a> The Philosophers' Magazine games section -good introduction to ethics activities e.g. Talking with God.</li> <li>• <a href="http://www.iep.utm.edu">www.iep.utm.edu</a> Ethics section of the Internet Encyclopaedia of Philosophy.</li> <li>• <a href="http://www.theguardian.com/world/ethics">www.theguardian.com/world/ethics</a> A link to the news stories in the Guardian that have an ethical theme.</li> <li>• <a href="http://faculty.philosophy.umd.edu/PGreenspan/Crs/ETHICAL%20THEORY.pdf">http://faculty.philosophy.umd.edu/PGreenspan/Crs/ETHICAL%20THEORY.pdf</a> Good overview of ethics – in charts.</li> <li>• <a href="http://sites.wofford.edu/kaycd/ethical-theory/">http://sites.wofford.edu/kaycd/ethical-theory/</a> Good overview of ethical theory by Dr. Charles Kay.</li> <li>• <a href="http://www.miracosta.edu/home/lmoon/ET.html">http://www.miracosta.edu/home/lmoon/ET.html</a> Good overview of basic ethical theory.</li> <li>• <a href="https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw">https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw</a> YouTube channel with ethics resources.</li> <li>• <a href="https://podcasts.ox.ac.uk/series/romp-through-ethics-complete-beginners">https://podcasts.ox.ac.uk/series/romp-through-ethics-complete-beginners</a> Excellent set of podcasts on Ethics courtesy of the University of Oxford.</li> <li>• <a href="https://hwb.gov.wales/repository/discovery">https://hwb.gov.wales/repository/discovery</a> A number of digital resources from Welsh Government.</li> <li>• <a href="https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw">https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw</a> YouTube channel with ethics resources.</li> </ul>
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<p><b>Theme 1</b></p>	<p><b>Divine Command Theory</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.iep.utm.edu/divine-c/">http://www.iep.utm.edu/divine-c/</a> Detailed overview of the Divine Command Theory.</li> <li>• <a href="http://www.youtube.com/watch?v=wRHBwxC8b8I">http://www.youtube.com/watch?v=wRHBwxC8b8I</a> A friendly overview of the Divine Command Theory by Crash Course Philosophy.</li> <li>• <a href="https://1000wordphilosophy.wordpress.com/2014/03/31/because-god-says-so/">https://1000wordphilosophy.wordpress.com/2014/03/31/because-god-says-so/</a> An interesting and straightforward overview of the divine command theory.</li> </ul> <p><b>Virtue Theory</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.philosophybasics.com/branch_virtue_ethics.html">http://www.philosophybasics.com/branch_virtue_ethics.html</a> A basic overview of virtue ethics.</li> <li>• <a href="http://www.iep.utm.edu/virtue/">http://www.iep.utm.edu/virtue/</a> Detailed internet philosophy encyclopaedia overview of virtues.</li> <li>• <a href="http://ethicsonline.co.uk/ethical-theory-ii/">http://ethicsonline.co.uk/ethical-theory-ii/</a> Extract from Ethical Theory 2 by Joe Jenkins available to buy on DVD or download.</li> </ul> <p><b>Ethical Egoism</b></p> <ul style="list-style-type: none"> <li>• <a href="http://philosophy.lander.edu/ethics/ethical_ego.html">http://philosophy.lander.edu/ethics/ethical_ego.html</a> A good introduction to Ethical Egoism.</li> <li>• <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_18/PDFs/Unit%203/5_Ethical_Egoism_Revision_notes.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_18/PDFs/Unit%203/5_Ethical_Egoism_Revision_notes.pdf</a> An overview of the work of Max Stirner from the Eduqas resources website</li> </ul>
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<p><b>Theme 2</b></p>	<p><b>Natural Law</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.aquinasonline.com">www.aquinasonline.com</a> A good overview of Natural Law.</li> <li>• <a href="http://www.rsrevision.com/Alevel/ethics/natural_law/index.htm">http://www.rsrevision.com/Alevel/ethics/natural_law/index.htm</a> A student friendly overview of Natural Law.</li> <li>• <a href="http://www.newadvent.org/cathen/09076a.htm">www.newadvent.org/cathen/09076a.htm</a> Catholic Encyclopaedia article on Natural Law.</li> <li>• <a href="http://ethicsonline.co.uk/ethical-theory-ii/">http://ethicsonline.co.uk/ethical-theory-ii/</a> Extract from Ethical Theory 2 by Joe Jenkins available to buy on DVD or download.</li> <li>• <a href="http://ethicsonline.co.uk/abortion/">http://ethicsonline.co.uk/abortion/</a> Abortion film by Joe Jenkins available to buy on DVD or download.</li> </ul>
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<p><b>Theme 3</b></p>	<p><b>Situation Ethics</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.allaboutphilosophy.org/situational-ethics.htm">http://www.allaboutphilosophy.org/situational-ethics.htm</a> Student friendly overview of Situation Ethics (with some bias).</li> <li>• <a href="http://www.newworldencyclopedia.org/entry/Situational_Ethics">http://www.newworldencyclopedia.org/entry/Situational_Ethics</a> Another student friendly overview of Situation Ethics.</li> <li>• <a href="http://www.faithnet.org.uk/ASSubjects/Ethics/situation_ethics.htm">www.faithnet.org.uk/ASSubjects/Ethics/situation_ethics.htm</a> An explanation of the theory given, together with supporting quotes from Fletcher's Book, together with an evaluation of Situation Ethics.</li> <li>• <a href="https://www.christiancourier.com/articles/297-did-jesus-endorse-situation-ethics">https://www.christiancourier.com/articles/297-did-jesus-endorse-situation-ethics</a> An article arguing against the idea that Jesus would approve of Situation Ethics.</li> <li>• <a href="http://ethicsonline.co.uk/ethical-theory-i/">http://ethicsonline.co.uk/ethical-theory-i/</a> Extract from Ethical Theory 1 by Joe Jenkins available to buy on DVD or download.</li> </ul>
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<p><b>Theme 4</b></p>	<p><b>Utilitarianism</b></p> <ul style="list-style-type: none"> <li>• <a href="http://ethicsupdates.net/theories/consequences/index.shtml">http://ethicsupdates.net/theories/consequences/index.shtml</a> Lawrence M. Hinman's summary of Utilitarianism with links to resources.</li> <li>• <a href="http://caae.phil.cmu.edu/Cavalier/80130/part1/sect4/BenandMill.html">caae.phil.cmu.edu/Cavalier/80130/part1/sect4/BenandMill.html</a> Article on Bentham and Mill from Carnegie Mellon University, Pittsburgh.</li> <li>• <a href="http://ethicsonline.co.uk/ethical-theory-ii/">http://ethicsonline.co.uk/ethical-theory-ii/</a> Extract from Ethical Theory 2 by Joe Jenkins available to buy on DVD or download.</li> </ul>
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## AN INTRODUCTION TO RELIGION AND ETHICS

### Topic Title : Theme 4 - Utilitarianism

#### Key Points

- To gain and understanding of Bentham's life and the historical context in which he developed Utilitarianism.
- To gain knowledge and understanding of the principle of utility and the hedonic calculus.
- To learn to apply the Hedonic Calculus to any issue.

#### Provides an opportunity to develop the following skills:

- Literacy – oracy, reading and writing.
- Presenting findings – presenting, exchanging information and improving own performance.
- Working with others – plan, do and review.

## INSPIRATION FOR TEACHING

### Intro Activity – 5 mins

Play "Happy" by Pharrell Williams as student enter the room – explain the person that students will be learning about today – Bentham - thought that the “greatest happiness for the greatest number” was the ultimate goal of ethics.

It may be prudent at this time to provide some brief context - the period of history in which Bentham was lived was known as the Enlightenment. A European intellectual movement of the late 17th Century and 18th centuries emphasizing reason and individualism rather than tradition.

### Main Activity – 15 Mins research on Bentham

#### Sources

<https://www.ucl.ac.uk/bentham-project/who-was-jeremy-bentham>

<http://utilitarianphilosophy.com/jeremybentham.eng.html>

Students to research in groups using the sources provided (either using the internet or a print out) and to find the following information:

- a) a summary of Bentham's life using one of the following forms - a 66 word summary of Bentham's life / a Facebook profile/ LinkedIn profile
- b) an explanation of why many regard him as a social reformer, who was 'ahead of his time.'
- c) an explanation of the principle of utility

**Each group to write their summary on an A3 sheet.**

### Main Activity 3 - 10 mins

Explain that Bentham devised a calculus known as 'hedonic calculus' in order to measure pleasure and also to ensure the Principle of Utility was achieved.

Provide students the basic terms of the seven criteria of the calculus e.g. duration - (A brief version can be found here: <http://rsrevision.com/Alevel/ethics/utilitarianism/index.htm>)

Split class into groups (dependent on class size) – give each student within each group one (or more) of the criteria which they must then explain to the rest of the group:

- They CAN use a dictionary to help them
- They CANNOT define a term like 'intensity' by using the same word stem in the definition – e.g. intense happiness.

### Main Activity 4 – 15 mins

If an accident or emergency occurs medical staff often operate a 'triage' system. This involves "the sorting of and allocation of treatment to patients and especially battle and disaster victims according to a system of priorities designed to maximize the number of survivors" (Merriam-Webster Online Dictionary). This is obviously very similar to the principle of utility - aiming to achieve "the greatest happiness for the greatest number."

Providing the following example and ask each group to quickly apply the criteria of the hedonic calculus to it (maximum 5 mins per victim)

*"You arrive at a car accident where the following people need urgent medical attention, decide using the hedonic calculus, the order in which you would treat the injured..."*

- A pregnant woman
- The husband of the pregnant woman
- A doctor who is working on a cure for a disease, which at present is incurable.

**5 mins** - Collate the students' results and ask them to justify the choices they made

### Plenary – 5 mins.

Ask students to write on a post-it note stating one thing they liked (e.g. the freedom to make decisions) and one thing they disliked (such as the calculus takes too long to apply in critical situations) about Bentham's Utilitarianism.

Use their responses to begin evaluating the success of the theory during your next lesson.

## Delivering the Specification

### Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion

#### Section B: An Introduction to the Philosophy of Religion

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6), learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 4A: The nature of religious experience

Mysticism - Ann Griffiths (1776-1805), Welsh mystic and theologian –

<http://www.anngriiffiths.cardiff.ac.uk/printed.html>

Conversion - Evan Roberts (1878-1951) and the 1904-05 revival –

<http://www.revival-library.org/index.php/pensketches-menu/evangelical-revivalists/roberts-evan>

##### Theme 1: Arguments for the existence of God - inductive

The first two areas of Theme 1: 1A Inductive arguments – cosmological and 1B Inductive arguments – teleological are designed to introduce candidates to the concept of inductive proofs, *a posteriori* reasoning and to use aspects of cosmological and teleological arguments to demonstrate how inductive proofs function as philosophical arguments. Theme 1C Challenges to inductive arguments are to be studied as both challenges to inductive reasoning as well as the issues that particularly pertain to the cosmological and teleological arguments.

##### 1A. Inductive arguments – cosmological

Candidates should address what is meant by an inductive proof and be able to illustrate how an 'a posteriori' argument functions. They should be able to explain clearly how Aquinas first Three Ways support the need for a First Cause to the universe, demonstrate why Aquinas felt that that was God and be able to exemplify each of these as appropriate. A clear knowledge of why Craig felt that actual infinities were impossible as well as why the decision to create a universe was a deliberate personal action is required in explaining the Kalam cosmological argument. Reference to other Kalam scholars is not required.

##### 1B. Inductive arguments – teleological

Candidates should also be able to confidently explain Aquinas' Fifth Way, Paley's watchmaker analogy and Tennant's anthropic and aesthetic arguments – each with appropriate exemplification. A clear understanding of how each of these preceding arguments demonstrates evidence for design and therefore a designer is requisite in candidate responses.

### **1C. Challenges to inductive arguments**

Hume's challenges should be understood in the context of the cosmological and teleological arguments. Candidates are also required to have a good understanding of Hume's requirement for an agreed empirical basis for philosophical arguments to be accepted as well as appreciating the extended criticisms from Hume, with regards to the use of analogies and what the logical acceptance of these mean in the context of the teleological argument. The criticisms from alternative scientific explanations only require candidates to understand how they represent a challenge to the stated arguments. There is no necessity for a detailed working knowledge of the scientific principles that lay behind them.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 2: Arguments for the existence of God - deductive**

Theme 2 refers to the ontological argument as a deductive proof for the existence of God. The structure of the first two sections is chronological so that candidates can trace the development of the argument. The third section provides candidates with an opportunity to look at two challenges to the argument.

#### **2A. Deductive arguments - origins of the ontological argument**

Section 2A introduces the concept of deductive proofs and requires candidates to be able to illustrate how an '*a priori*' argument functions. They should also be able to show clear knowledge and understanding of Anselm's forms of the ontological argument, focusing specifically on the forms of the argument as presented in Proslogion 2 (God as greatest possible being) and Proslogion 3 (God has necessary existence).

#### **2B. Deductive arguments - developments of the ontological argument**

Candidates should be able to explain confidently how both Descartes and Malcolm present their forms of the ontological argument, with appropriate exemplification being provided for both. In both cases candidates should demonstrate respectively how the arguments work deductively to conclude that God is the supremely perfect being (Descartes) and that his existence is a logical necessity (Malcolm).

#### **2C. Challenges to the ontological argument:**

The challenges provided by Gaunilo should be studied in the context of his particular responses to Anselm's claims in the Proslogion. Candidates are required to be able to show how Gaunilo's concept of the perfect island is intended as a direct attack on Anselm's arguments. They should also show clear knowledge and understanding of Kant's objection to the forms of the ontological argument that conclude existence as a defining predicate for God.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

### **Theme 3: Challenges to religious belief - the problem of evil and suffering**

The challenges to religious belief through the problem of evil and suffering, along with the traditional religious responses are considered in areas 3A, 3B and 3C. These sections allow candidates to understand the progression from argument to counter argument and encourage the issues for analysis and evaluation to be considered as these areas are being studied.

### **3A. The problem of evil and suffering**

The first section of Theme 3 is designed to introduce candidates to the traditional problem of evil. Candidates are required to understand how evil is defined with specific reference to the types of evil in terms of moral and natural. Candidates must be able to exemplify both of these types, explaining clearly why they are considered as either moral or natural evil. The next stage requires candidates to understand the classical formulation of the problem of evil as stated by Epicurus as well as its modern reformulation by Australian philosopher Mackie, in terms of the inconsistent triad creating the Paradox of Omnipotence. Candidates will be expected to be able to explain both of these formulations. Candidates should also be aware of the modern exemplifications of the problem of evil with reference to the issues of intense human suffering and the particular issues caused by animal suffering as expressed by Rowe and the issues relating to premature deaths as illustrated by Paul.

### **3B. and 3C. Religious responses to the problem of evil**

#### **(i): Augustinian type theodicy and (ii) Irenaean type theodicy**

Sections 2B and 2C require candidates to have a clear knowledge and understanding of key aspects of both Augustinian-type and Irenaean-type theodicies. Reference may be made to other scholars who have contributed to either of these type-theodicies (e.g. Swinburne and Hick), but it is not expected that candidates have to do so. Candidates should be familiar with the basic tenets of these theodicies. In addition, they are expected to understand technical terms such as privation, seminal presence, epistemic distance, soul-making and eschatological verification. Knowledge of the critiques of the theodicies by scholars such as Schleiermacher (on Augustine) and Phillips (on Irenaeus) and others will enable candidates to evaluate strengths and weaknesses of the theodicies and to determine to what extent relevant philosophical problems are resolved by various theodicies.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

## **Theme 4: Religious Experience**

4A, 4B and 4C allow candidates to understand the progression from practical expression, to philosophical consideration and finally to the challenges associated with religious experience. This is designed to also encourage the issues for analysis and evaluation to be considered as these areas are being studied.

### **4A. The nature of religious experience**

This first section is designed to introduce candidates to the nature of religious experience by referring to various forms of religious experience. Each of the four stated forms: visions; conversion; mysticism and prayer should be studied in the light of religious traditions which can exemplify each of these. Centres will find reference to Teresa's analysis of prayer, as explained in *The Interior Castle*, useful to refer to. Similarly, centres should refer to Teresa's description of prayer as explained in the Garden analogy. In each case, candidates will be expected to be familiar with both of her analogous explanations and be able to give a brief description of each. Centres may focus on one tradition (e.g. Islam) for exemplification of all four forms, although it is equally permissible to draw on examples from several different religious traditions if that is deemed preferable.

### **4B. Mystical experience**

Candidates need to be able to explain William James' four characteristics of mystical experience in detail and provide appropriate exemplification for each. Centres are encouraged to reference the introduction to Lectures XV1 and XVII from James' *Varieties of Religious Experience* (Penguin Classics) as source material, as this will provide candidates with an opportunity to appreciate the context of James' original expressions of the four characteristics. Candidates should also be able to explain Otto's views on religious experience, particularly in relation to the context of his concept of the numinous. Again, appropriate exemplification from the tradition of one or more world religions would be appropriate when explaining this area.

#### **4C. Challenges to the objectivity and authenticity of religious experience**

Candidates should be able to explain clearly specific challenges of objectivity and authenticity with regards to religious experience in 4C. Appropriate exemplification is also expected, in order to support these particular challenges. Reference to Franks-Davis' *The Evidential Force of Religious Experience* (Clarendon Press) will be useful to candidates here. Chapter 4 of Dossett's *Religious Experience* (UWIC Press) is also particularly useful in dealing with general problems of objectivity and authenticity in relation to claims of religious experience.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**



**AN INTRODUCTION TO THE PHILOSOPHY OF RELIGION : USEFUL RESOURCES**

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, P. (2008) - Access to religion and philosophy: Philosophy of Religion, Hodder, ISBN:9780340957783</li> <li>• Davies, B. (2004) - An Introduction to the Philosophy of Religion, Oxford University Press, ISBN0199263477</li> <li>• Gray, R. &amp; Lawson, K. (2016) - WJEC/EDUQAS RS for Yr1/AS - Philosophy &amp; Ethics Of Religion, Illuminate, ISBN:9781908682994</li> <li>• Hick, J. (1989) - The Philosophy of Religion, Pearson, ISBN:0136626289</li> <li>• Jordan, A. Lockyer, N. and Tate, E. (1999) - Philosophy of Religion for A Level, , Cheltenham: Stanley Thornes, ISBN:0748743391</li> <li>• Lawson, K. &amp; Pearce, A. (2012) - WJEC AS Religious Studies: An Introduction to Philosophy of Religion and an Introduction to Religion and Ethics Study and Revision Guide, Illuminate, ISBN:1908682078</li> <li>• Wilkinson, M. B. (2010) - An Introduction to Philosophy of Religion: Continuum, ISBN:1441167730</li> </ul> <p><b>Websites</b></p> <p><a href="https://hwb.gov.wales/repository/discovery?catalog=d55f7c3b-ee77-47ef-991a-19071d37321b&amp;activeCategory=210031bc-a009-4297-88bd-7e58d56dcaa6&amp;sort=created">https://hwb.gov.wales/repository/discovery?catalog=d55f7c3b-ee77-47ef-991a-19071d37321b&amp;activeCategory=210031bc-a009-4297-88bd-7e58d56dcaa6&amp;sort=created</a> A-level Journal: Challenging Religious Issues.</p> <p><a href="http://www.dialogue.org.uk">www.dialogue.org.uk</a> - Dialogue: a journal of religion and philosophy.</p> <p><a href="http://www.philosophers.co.uk/">http://www.philosophers.co.uk/</a> The Philosophers' Magazine.</p> <p><a href="http://www.philosophypages.com">www.philosophypages.com</a> Provides basic philosophical information.</p> <p><a href="http://peped.org/philosophicalinvestigations/teachers/">http://peped.org/philosophicalinvestigations/teachers/</a> Provides detailed resources for key themes.</p> <p><a href="https://www.informationphilosopher.com/">https://www.informationphilosopher.com/</a> Website by Bob Doyle covering a wide range of philosophers</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Lee, J. (1997) - God and Proof (Philosophy of Religion), Abacus, ISBN:1898653100</li> <li>• Palmer, M. (2001)- The Question of God: An Introductory Commentary and Sourcebook, Routledge, 2001 ISBN:415223873</li> <li>• Vardy, P. (1999) - The Puzzle of God, Fount, ISBN:0006281435</li> <li>• Vardy, P &amp; Arliss, J (2003) - The Thinker's Guide to God, O Books, ISBN:190381622X</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.reasonablefaith.org/">http://www.reasonablefaith.org/</a> Website on Craig/Leibniz/Cosmological argument.</p> <p><a href="http://www.talkorigins.org">www.talkorigins.org</a> Scientific responses to creation/evolution debate.</p> <p><a href="http://www.iep.utm.edu/ded-ind/">http://www.iep.utm.edu/ded-ind/</a> A detailed overview of inductive and deductive arguments.</p>
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<p><b>Theme 2</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Lee, J. (1997) - God and Proof (Philosophy of Religion), Abacus, ISBN:1898653100</li> <li>• Palmer, M. (2001) - The Question of God: An Introductory Commentary and Sourcebook, Routledge, ISBN:415223873</li> <li>• Vardy, P. (1999) - The Puzzle of God, Fount, ISBN:0006281435</li> <li>• Vardy, P &amp; Arliss, J (2003) - The Thinker's Guide to God, O Books, ISBN:190381622X</li> </ul> <p><a href="http://www.iep.utm.edu/ded-ind/">http://www.iep.utm.edu/ded-ind/</a> A detailed overview of inductive and deductive arguments.</p> <p><a href="http://www.philosophyofreligion.info/theistic-proofs/the-ontological-argument/">http://www.philosophyofreligion.info/theistic-proofs/the-ontological-argument/</a> Provides useful overview of the Ontological Argument.</p> <p><a href="https://www.youtube.com/watch?v=jsNdL_ANjAA">https://www.youtube.com/watch?v=jsNdL_ANjAA</a> The Ontological Argument – Anselm (1 of 2)   by MrMcMillanREvis.</p> <p><a href="https://www.youtube.com/watch?v=SlkVU0AcSMw">https://www.youtube.com/watch?v=SlkVU0AcSMw</a> The Ontological Argument – Descartes, Malcom &amp; criticisms (2 of 2)   by MrMcMillanREvis.</p>
<p><b>Theme 3</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Hick, J. (2010) Evil and the God of Love, Palgrave Macmillan, ISBN:0230252796</li> <li>• Luhman, R. (2005) - Problem of Evil (Philosophy of Religion), Luhman, Abacus, ISBN:1898653089</li> <li>• Palmer, M. (1997) - Freud and Jung on Religion, Routledge, ISBN:0415147476</li> <li>• Plantinga, A. (1974) - God, Freedom and Evil, William B Eerdmans Publishing Co., ISBN:0802817319</li> <li>• Rowe, W. (2001) - God and the Problem of Evil ,Wiley - Blackwell Readings in Philosophy, ISBN:0631222219</li> <li>• Stilwell, G. (2009) - Where Was God: Evil, Theodicy, and Modern Science, Outskirts Press, ISBN:1432734946</li> </ul> <p><b>DVDs</b></p> <p><a href="http://ethiconline.co.uk/product/the-problem-of-evil/">http://ethiconline.co.uk/product/the-problem-of-evil/</a> Film by Joe Jenkins available to buy on DVD or download.</p> <p><b>Website</b></p> <p><a href="http://www.reasonablefaith.org/the-problem-of-evil">http://www.reasonablefaith.org/the-problem-of-evil</a> The Stanford Encyclopaedia of Philosophy - The Problem of Evil (Plato.stanford.edu).</p>
<p><b>Theme 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, P. (2005) Access to Religious Studies: Religious Experience, Hodder, ISBN:0340846844</li> <li>• Dossett, W. (2007) - Religious Experience, UWIC, ISBN:1905617127</li> <li>• Franks-Davis, C. (1999) - The Evidential Force of Religious Experience, Clarendon Press, ISBN:0198250010</li> <li>• James, W. (1985) - The Varieties of Religious Experience: A Study in Human Nature, Penguin Classics, ISBN:1230334653</li> <li>• Livermore , M. (2014) - Religious Experience, PushMe Press, ISBN:1909618446</li> <li>• Webber, J. (1995) - Revelation and Religious Experience (Philosophy of Religion), Abacus, ISBN:1898653119</li> </ul> <p><b>Website</b></p> <p><a href="http://www.uwtsd.ac.uk/library/alister-hardy-religious-experience-research-centre/">http://www.uwtsd.ac.uk/library/alister-hardy-religious-experience-research-centre/</a> Alister Hardy Religious Experience Research Centre.</p>

**AN INTRODUCTION TO PHILOSOPHY OF RELIGION**  
**TOPIC TITLE : THEME 1 - ARGUMENTS FOR THE EXISTENCE OF GOD -**  
**INDUCTIVE**

**Key Points**

- How the cosmological argument attempts to account for the existence of the universe.
- The success of the cosmological argument as an argument for the existence of God.

**Provides an opportunity to develop the following skills:**

- Speaking, listening and understanding
- Reading and writing
- Finding, selecting and exchanging information
- Improving own learning and performance
- Working with others
- Evaluating and analysing

<p style="text-align: center;"><b>Main Activity 2</b>          Research,          Modelling,          pair or group          work</p> <p style="text-align: center;"><b>30 mins</b></p>	<ul style="list-style-type: none"> <li>• Introduce Aquinas via brief biographical overview (via student research/ a bio/or fake Facebook page or similar).</li> <li>• Give students modelling clay and ask them to make something with it.</li> <li>• Then relate their activity to Aquinas' First Way and the concepts of potential/actual and efficient cause.</li> <li>• Illustrate the concepts of cause and effect by using dominoes (or YouTube video of domino's falling) – students to discuss how these relate to the various stages of cause and effect.</li> <li>• Organise student debate (in pairs or groups) about how effective Aquinas arguments are for demonstrating that the universe needed a beginning. Students to record their response for use later.</li> </ul>
<p style="text-align: center;"><b>Plenary</b>  <b>10 mins</b></p>	<ul style="list-style-type: none"> <li>• Ask students to discuss the phrase (in bold) taken from Aquinas' First Way  <i>"If that by which [an object] is moved be itself moved, then this also must needs be moved by another, and that by another again. But this cannot go on to infinity, cause then there would be no first mover, seeing that subsequent movers move only inasmuch as they are moved by the first mover; as the staff moves only because it is moved by the hand. <b>Therefore it is necessary to arrive at a first mover, moved by no other; and this everyone understands to be God.</b>"</i></li> </ul> <p>Suggest what this might mean in a contemporary framework (i.e. the possibility of just a definition of First Cause, rather than necessary admission of faith claim, etc.)</p>

## Delivering the Specification

### A Level - Unit 3: A Study of Religion

#### Option A: A Study of Christianity

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3C: Feminist theology and the changing role of men and women:

The Church in Wales' *'Code of Practice in relation to the Ministry of Bishops following the Canon to enable the Ordination of Women as Bishops'* (2014) - <http://www.thinkinganglicans.org.uk/archives/006728.html>

##### Theme 4A: Religious identity through unification:

The ecumenical movement in Wales: Cytûn (Churches Together in Wales) - <http://www.cytun.org.uk/>

##### Theme 1: Religious figures and sacred texts (part 2)

In Theme 1, the focus in Section 1A is on the formation of the Bible and differing views on the Bible as the word of God. Section 1B considers the message of the Early Church and the issues surrounding this. Finally, Section 1C compares the views of two scholars of Jesus.

##### 1A. The Bible as a source of wisdom and authority

In this section, candidates should have a basic understanding as to how the Christian biblical canon was established. They should show an awareness of the fact that the canon was assembled over several centuries and contains writings of a number of authors. They should be familiar with different understandings of the term Word of God and the diversity of perspectives concerning the status of Biblical authority within Christian communities. Candidates should possess an awareness of theological categories of divine inspiration (2 Timothy 3:16-17 might be a useful passage to use although this is not listed in the specification and therefore not compulsory) - the objective and subjective view of inspiration. Calvin's doctrine of accommodation should be studied, with candidates encouraged to reflect upon its implications for Christian accounts of divine revelation.

##### 1B. The early church (in Acts of the Apostles)

Within this section, candidates should be introduced to the notion of kerygmata (proclamation) in the scholarly work of C. H. Dodd and Rudolf Bultmann. They should possess an understanding of Bultmann's distinction between Jesus message concerning the Kingdom of God and the proclamation of the early Church about Jesus. A grasp of the central themes of Acts 2:14-39; 3:12-26 is also required, including Jesus' Sonship, his sacrificial death and his ascension to heaven. Candidates should be familiar with Dodd's contention that Christian proclamation found in the Gospel is a unique genre (neither biography, history nor theology) but containing elements of all of these. They should also have

a basic understanding of the cultural context of Peter's proclamation in Acts. There should be an awareness both of the Jewish and the non-Jewish setting of the proclamation and how the Christian message was adapted to suit the different audiences.

### **1C. Two views of Jesus**

The final section within this theme introduces candidates to the work of John Dominic Crossan and N. T. Wright and their respective views of Jesus. While both are historians, Crossan and Wright differ on the conclusions they draw from the New Testament sources. Crossan presents Jesus as the social revolutionary and draws on contemporary Jewish authors like Josephus. He sees Palestine at the time of Jesus as being a period of social turmoil and protest and Jesus is depicted as a social and political reformer. Crossan uses apocryphal gospels and sees Jesus as a product of his time, interpreting the words of Jesus in terms of what they would have meant in Jesus' time. In contrast, Wright presents Jesus as the true Messiah. Candidates should be introduced to Wright's historical defence of traditional Christian beliefs about Jesus and his emphasis on the Jewish context of Jesus. Wright's method for historical research is called critical realism. While it is not possible to have unmediated access to historical reality we are not confined to our own experiences. It is possible to have provisional knowledge of the past through texts and traditions, but these perspectives are always mediated via particular worldviews (perspectives which make sense of the world). Candidates should understand Wright's method as rejecting a false choice between subjectivity and objectivity, seeking to find the best explanation for the traditions found in the Gospels. This topic should build on the work undertaken in section 1B. A helpful source book that examines the approaches of both Crossan and Wright is *The Jesus Debate: Modern historians investigate the life of Christ* by Mark Allan Powell (Lion), 1999 (Chapters 5 and 9).

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 2: Significant historical developments in religious thought**

Theme 2 focuses on the historical developments in religious thought and introduces candidates to particular challenges from secularism, science and pluralism. Candidates will be expected to be aware of the work and contribution of the named scholars listed in the specification in 2B. and 2C.

### **2A. Challenges from secularisation**

Candidates should be familiar with the contentious issue of Christianity's role in the UK. In particular, candidates should be aware of the debate concerning both the value of Christian faith schools and the extent to which the UK can be regarded as a 'Christian country'. This should lead to an examination of the meaning of the term "Christian" when applied to a country and its relationship to British identity and culture. Recurrent tension between the right to practice one's faith and the obligation to obey the law will best be considered by identifying some beliefs that conflict with the laws of the country. For example, recent court decisions have, in the eyes of some, restricted the right of Christians to practice their faith. One example of this was Peter and Hazelmary Bull's refusal to let a gay couple stay at their B&B, see - <http://www.bbc.co.uk/news/uk-england-25119158>. Candidates should examine the perceived challenges to Christianity, including its alleged decline in role and status. Again, the list of challenges listed in the specification may well be best explored by referring to appropriate examples.

### **2B. Challenges from science**

Candidates should be introduced to the views of Richard Dawkins and Alister McGrath in relation to the specific areas listed in the specification. A helpful resource is Alister McGrath's book *The Dawkins Delusion* (SPCK 2007). It is expected that candidates should have a basic understanding of the scientific method. They should appreciate the ways in which scientific inquiry attempts to divorce questions of meaning and purpose from observation, and the way such a divorce divides religious and scientific approaches. Candidates should be aware of the differences between proof, probable, and justifiable in terms of the nature of proof. It is expected that candidates will explore how the nature of

reality limits science. Candidates should be familiar with the 'God of the gaps' concept, wherein the effectiveness of the God-hypothesis is steadily diminishing as science increasingly offers explanations of the structure of the world, without evoking a concept of God. Students should return to McGrath and consider whether he effectively counters such an accusation.

## **2C. Challenges from pluralism and diversity within a tradition**

This section considers the challenges to Christianity from other faith traditions. Candidates should understand the difference between religious pluralism (recognising and respecting diverse religious tradition as alternative paths to religious truth) and religious tolerance (acceptance of diverse faith traditions while accepting Christianity as the one truth). Candidates should develop an understanding of the differences between exclusivist and inclusivist approaches to religious truth. While exclusivists emphasise attempts to define the absolute truth and correctness of Christian faith (against the claims of other faiths) inclusivist seek to embrace diversity and suggest that no one tradition has the whole truth. Alongside this general discussion, candidates should have an understanding of exclusivism in relation to belief in Jesus and salvation. It is expected that candidates will be able to support the different views using the set texts listed in the specification and understand the implications of these texts for the viability of interfaith dialogue and Christian attitudes to other religions. Candidates should also be familiar with the contributions of John Hick and Karl Rahner in Christian discussions surrounding the status of other religion traditions. The Catholic context of Rahner should be considered, alongside his notion of the 'anonymous Christian'. While Rahner does not dispute the complete uniqueness and truthfulness of Christian claims, he suggests that non-Christians (through their life and religious practice) can be saved by God from outside the Christian community. This should be contrasted with Hick's pluralistic universalism, which suggests among other things, that the same God is understood in a variety of ways by diverse faith traditions. Candidates should be able to distinguish between Christian universalism and pluralistic universalism. While Christian universalism insists that salvation is open and granted to all through Jesus Christ, pluralistic universalism dismisses the absolute truthfulness of Christian claims about salvation and sees them as one valid symbol of religious truth among others.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 3: Significant social developments in religious thought**

The first part of Theme 3 examines three areas where social developments have impacted upon Christianity. It considers the Biblical approaches to the attitudes towards wealth through examination of specific Biblical texts. The effects of both migration and feminist theology are then studied with reference to how they have affected Christianity in the UK.

### **3A. Attitudes towards wealth**

In this section candidates should examine the apparent different attitudes that exist within Christianity concerning wealth. A central aspect of Jesus ministry was to the poor and candidates should be encouraged to make links between Christian responses to wealth and Jesus' teaching on attitudes to material possessions, based on the three Gospel set texts in the specification. Candidates should be aware of the implications that 1 Timothy 6:10 raises for Christians. Jesus' teaching suggests that there is a just and generous way to make use of wealth, but that wealth can become a spiritual obstacle. Candidates should also be introduced to the notion that some see wealth as a divine blessing. In this regard, candidates should become familiar with the concept of the prosperity gospel of the World-Faith movement. In these movements, wealth is understood as a sign of God's favour.

### **3B. Migration and Christianity in the UK**

In this section candidates should develop an understanding of the impact of migration on UK Christian communities. Candidates should be aware of the revival of urban congregations that migration has brought about and the challenges the Christian migrants face at the level of liturgy, worship and fellowship. For instance, the challenges to assimilation that may occur because of their different cultures and resulting styles of worship. Candidates should understand that the decline in attendance in Christian worship in the UK has led countries outside the UK sending missions to the UK, whereas in



the past it was the UK that sent missions to other parts of the world. It is expected that candidates could give examples of the reverse mission movement to the UK.

### **3C. Feminist theology and the changing role of men and women**

In this section the focus is on feminist theology and the impact this has on Christianity. Candidates should be introduced to the work of Mary Daly and Rosemary Radford Ruether and their work on God-language. Candidates should appreciate the Catholic context of both thinkers. They should understand the ways in which their feminist methodologies come into conflict with Catholic orthodoxy, and shape contemporary Church debates. Candidates should be familiar with theological differences between Christian denominations regarding the legitimacy of the ordination of women priests and bishops. Consideration should be given to the impact these issues have on the roles of men, the lives of believers and communities within Christianity today.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 4: Religious practices that shape religious identity (part 2)**

Theme 4 examines the diversity within Christianity and its attempts at unity, the importance of religious experience in the development of the Charismatic movement. This is followed by an examination of the basis of South American liberation theology and the initial responses to it by the Roman Catholic Church.

### **4A. Religious identity through unification**

In this section candidates should be introduced to the concept of ecumenism (an attempt to unify diverse Christian traditions). This notion of ecclesial unity should be placed in relation to modern initiatives including World Missionary Conference (convened 1910) and the World Council of Churches (founded 1948). The latter brought together diverse Protestant denominations in an effort to develop a common approach to evangelism and missionary activity. Candidates should be sensitive to the ways in which ecumenical movements are expressions of a Christian to service (Diakonia) in divided religious communities. Candidates should be aware of the diverse ways in which ecumenical actions work for the peaceful resolution of conflict. These organisations should be understood as expressions of common Christian commitments related to peace and justice. It is expected that candidates will be aware of the educational role of the ecumenical movement. Central here is an understanding of how education is used by ecumenical participants to inform, break down distrust or differences and support ongoing dialogue. These processes are called Ecumenical Formation by the WCC.

### **4B. Religious identity through religious experience**

In this section candidates should develop an understanding of the development of the global charismatic movement post 1960. Mention should be made of its continuing growth-rate and social impact. Alongside these general observations, candidates need to develop a broad understanding of how the role of Charismatic forms of worship and prayer have impacted both Catholic and Protestant Churches. It is expected that candidates should develop an understanding of key Charismatic beliefs including the spiritual efficacy of faith-healing, the gifts of the Holy Spirit, the importance of speaking in tongues (glossolalia) and the centrality of direct experience of God in the life of the believer. Although no Biblical texts are listed in the Specification, texts such as Acts 2:1-12, 1 Corinthians 12, 1 Corinthians 14:18 may provide helpful background information. Alongside the perceptions and beliefs of Charismatic Christians themselves, candidates should be attentive to the rejection by some of charismatic claims of miraculous communication and healing. For instance, alternative explanations, such as the alleged religious experiences being the result of the placebo effect and the inability to independently verify such claims have cast doubts on such events.

#### **4C. Religious identity through responses to poverty and injustice**

Candidates should develop a basic overview of the key themes of sources of South American liberation theology. In particular, the role of social and economic context should be considered (the dispossession of South American farmers) alongside the influence of Marxist political theory and Catholic Social Teaching (CST). Candidates should possess a cursory understanding of the key themes and methods of liberation theology including an emphasis on reading Biblical texts from the perspective of the poor and marginalised. A key theme in this regard is the role Jesus as social liberator. It is expected that candidates will be familiar with the key theological contributions of Gustavo Gutierrez and Leonardo Boff. An emphasis should be put on their joint challenge to the Catholic hierarchy to a Church for the poor and oppressed. The response of the Roman Catholic hierarchy to these ideas should be explored, with a particular focus on the formal censure of Boff and Gutierrez for their ideas. Both not merely advocate radical economic policy but have suggested significant transformations in the life of the Church. Boff suggests that the power of the Papacy should be curtailed while Gutierrez has supported grass-roots Catholic movements outside the control of Church authority. At the time Conservative Catholic critics of liberation theology suggested that the movement was far too influenced by Marxist politics to the detriment of the teachings of Jesus and the Church.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**



## A STUDY OF CHRISTIANITY : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Ford, David (2013) - Theology: A Very Short Introduction, Oxford University Press, ISBN:0199679975</li> <li>• McGrath, Alister (2011) - Christian Theology: An Introduction, Wiley-Blackwell, ISBN:9781444335149</li> <li>• McGrath, Alister (2006) - The New Lion Handbook of Christian Belief, Lion ISBN:0745951554</li> <li>• McGrath, Alister (2006) - Christianity an introduction, Wiley-Blackwell, ISBN:1405108991</li> <li>• Thiselton, Anthony (2015) - The Thiselton Companion to Christian Theology, Eerdmans, ISBN:0802872328</li> <li>• Woodhead, Linda (2014) - Christianity: A Very Short Introduction, Oxford University Press, ISBN:0192803220</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bibleodyssey.org/">http://www.bibleodyssey.org/</a> Website of the Society of Biblical Literature.</p> <p><a href="https://liberationtheology.org/books-videos/free-books-videos/">https://liberationtheology.org/books-videos/free-books-videos/</a> A list of free electronic books and videos relating to liberation theology, with material potentially relevant to Themes 3 and 4.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Bultmann, Rudolf et al. (1953) - Kerygma and Myth: A Theological Debate, SPCK, ISBN:0281026203</li> <li>• Crossan, John Dominic (2010, or older edition) - The Historical Jesus: The Life of a Mediterranean Jewish Peasant, HarperCollins, ISBN:0061978213</li> <li>• Crossan, John Dominic (2009) - Jesus: A Revolutionary Biography, HarperCollins, ISBN:006180035X</li> <li>• Johnson, Luke Timothy (1992) - The Acts of the Apostles, Liturgical Press, ISBN:0814659683</li> <li>• Marshall, I. Howard (1980) - The Acts of the Apostles, Eerdmans, ISBN:0802814239</li> <li>• Powell, Mark Allen (2000 or earlier edition) - The Jesus Debate: Modern Historians Investigate the Life of Christ, Lion, ISBN:0745950132</li> <li>• Wright, N. T. (2013, or older edition) - The New Testament and the People of God, SPCK, ISBN:0281066213</li> </ul> <p><b>Websites</b></p> <p>N. T. Wright post: "How can the Bible be authoritative?" <a href="http://www.theopedia.com/authority-of-the-bible">http://www.theopedia.com/authority-of-the-bible</a> Authority of the Bible (and links to further materials).</p> <p><a href="http://www.gotquestions.org/canon-Bible.html">http://www.gotquestions.org/canon-Bible.html</a> History of the Christian biblical canon (though note explicit Christian bias)</p> <p><a href="https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/the-bible-and-the-word-of-god/">https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/the-bible-and-the-word-of-god/</a> Information on different forms on inspiration including objective and subjective inspiration</p> <p><a href="http://shorturl.at/kwxDZ">shorturl.at/kwxDZ</a> Information on different forms on inspiration including objective and subjective inspiration.</p> <p><a href="https://bible.org/seriespage/5-bible-inspired-revelation-god">https://bible.org/seriespage/5-bible-inspired-revelation-god</a> Further information on 'inspiration' of the Bible.</p> <p><a href="http://postbarthian.com/2012/10/15/the-apostolic-preaching-and-its-developments-by-c-h-dodd/">http://postbarthian.com/2012/10/15/the-apostolic-preaching-and-its-developments-by-c-h-dodd/</a> Dodd and the Kerygmata.</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Dawkins, Richard (2007) - The God Delusion, Black Swan, ISBN:055277331X</li> <li>• Dawkins, Richard (2006) - The Blind Watchmaker, Penguin Books, ISBN:0141026162</li> <li>• Hick, John (1986)- God Has Many Names, Westminster John Knox Press, ISBN:066424419X</li> <li>• Hick, John (2009)- The Rainbow of Faiths: Critical Dialogues on Religious Pluralism, SCM Press, ISBN:0334026083</li> <li>• McGrath, Alister (2007) - The Dawkins Delusion? Atheist Fundamentalism and the Denial of the Divine, SPCK, ISBN:0281059276</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.independent.co.uk/voices/comment/christianity-isn-t-dead-it-has-just-become-more-diverse-a6940081.html">http://www.independent.co.uk/voices/comment/christianity-isn-t-dead-it-has-just-become-more-diverse-a6940081.html</a> An article on migration and secularisation.</p> <p><a href="http://faithdebates.org.uk/debates/2012-debates/religion-and-public-life/religion-public-tony-blair-rowan-williams/">http://faithdebates.org.uk/debates/2012-debates/religion-and-public-life/religion-public-tony-blair-rowan-williams/</a> "Westminster Faith Debates: Religion in Public Life?"</p> <p><a href="http://www.bbc.co.uk/news/magazine-27111146">http://www.bbc.co.uk/news/magazine-27111146</a> BBC News: "Eight arguments about whether the UK is a Christian country".</p> <p><a href="http://www.testoffaith.com/resources/resources.aspx?resource=true&amp;catid=13&amp;id=126">http://www.testoffaith.com/resources/resources.aspx?resource=true&amp;catid=13&amp;id=126</a> Interview clips with Revd. Prof Alister McGrath on faith v science</p> <p><a href="http://www.philosopherkings.co.uk/Rahner.html">http://www.philosopherkings.co.uk/Rahner.html</a> Information on Karl Rahner.</p> <p><a href="http://www.issuesetcarchive.org/issues_site/resource/archives/anonchrs.htm">http://www.issuesetcarchive.org/issues_site/resource/archives/anonchrs.htm</a> What is the Catholic teaching of "Anonymous Christianity"?</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Blomberg, Craig (2013) - Christians in an Age of Wealth: A Biblical Theology of Stewardship, Zondervan, ISBN:031031898X</li> <li>• Daly, Mary (2015, or older edition) - Beyond God the Father: Toward a Philosophy of Women's Liberation, Beacon Press, ISBN:0807015229</li> <li>• Ruether, Rosemary Radford (2010) - Sexism and God-talk: Toward a Feminist Theology: with a New Introduction, SCM Press, ISBN:0334028779</li> </ul> <p><b>Websites</b></p> <p><a href="http://tettenhallwood.2day.uk/siteFiles/files/tettenhallwood_TheWordFaithMovement_1259089383.pdf">http://tettenhallwood.2day.uk/siteFiles/files/tettenhallwood_TheWordFaithMovement_1259089383.pdf</a> An article explaining and denouncing the World Faith movement.</p> <p><a href="http://liberationtheology.org/people-organizations/rosemary-radford-ruether/">http://liberationtheology.org/people-organizations/rosemary-radford-ruether/</a> Information on Rosemary Radford Ruether.</p> <p><a href="http://liberationtheology.org/people-organizations/mary-daly/">http://liberationtheology.org/people-organizations/mary-daly/</a> Information on Mary Daly.</p> <p><a href="http://www.reonline.org.uk/westminster-faith-debates-is-it-right-for-religions-to-treat-men-and-women-differently/">http://www.reonline.org.uk/westminster-faith-debates-is-it-right-for-religions-to-treat-men-and-women-differently/</a> "Westminster Faith Debates: Is it right for religions to treat men and women differently?"</p> <p><a href="http://www.telegraph.co.uk/news/religion/11724826/Immigration-reviving-Christianity-in-Britain-Cardinal.html">http://www.telegraph.co.uk/news/religion/11724826/Immigration-reviving-Christianity-in-Britain-Cardinal.html</a> Immigration reviving Christianity in Britain.</p> <p><a href="http://www.independent.co.uk/voices/comment/christianity-isn-t-dead-it-has-just-become-more-diverse-a6940081.html">http://www.independent.co.uk/voices/comment/christianity-isn-t-dead-it-has-just-become-more-diverse-a6940081.html</a> "Christianity isn't dead – it has just become more diverse" (article on migration and secularisation).</p> <p><a href="http://www.wesley.cam.ac.uk/wp-content/uploads/2015/10/06-da-silva.pdf">http://www.wesley.cam.ac.uk/wp-content/uploads/2015/10/06-da-silva.pdf</a> "Reverse mission in the Western context".</p> <p><a href="http://www.christiantoday.com/article/">http://www.christiantoday.com/article/</a> How reverse missionaries built the UK's fastest-growing church.</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Boff, Leonardo (1996) - Introducing Liberation Theology, Orbis Books, ISBN:08834445506</li> <li>• Crockett, William R. (1989) - Eucharist: Symbol of Transformation (Liturgical Press, ISBN:0814660983</li> <li>• Gutiérrez, Gustavo (2010) - A Theology of Liberation, SCM Press, ISBN:0334028531</li> <li>• Nickloff, James B. (2011) - Gustavo Gutiérrez: Selected Writings, SCM Press, ISBN:0334026636</li> <li>• Spinks, Bryan D. (2006) - Reformation and Modern Rituals and Theologies of Baptism: From Luther to Contemporary Practices, Ashgate, ISBN:0754656977</li> <li>• Wright, David F., ed. (2009) - Baptism: Three Views, InterVarsity Press, ISBN:0830838562</li> <li>• Walker, Andrew (1998) – Restoring the Kingdom, Eagle, ISBN: 0863471609</li> <li>• Kay, William K (2007) - Apostolic Networks in Britain: New Ways of Being Church (Studies in Evangelical History &amp; Thought), Authentic Media ISBN:1842274090</li> </ul> <p><b>Websites</b></p> <p><a href="https://www.oikoumene.org/en/">https://www.oikoumene.org/en/</a> World Council of Churches website.</p> <p><a href="http://www.gotquestions.org/Charismatic-movement.html">http://www.gotquestions.org/Charismatic-movement.html</a> “What is the Charismatic movement?” (though note anti-Charismatic bias of the article).</p> <p><a href="http://liberationtheology.org/people-organizations/leonardo-boff/">http://liberationtheology.org/people-organizations/leonardo-boff/</a> Information on Leonardo Boff.</p> <p><a href="http://liberationtheology.org/people-organizations/gustavo-gutierrez/">http://liberationtheology.org/people-organizations/gustavo-gutierrez/</a> Information on Gustavo Gutiérrez.</p>
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## Delivering the Specification

### A Level - Unit 3: A Study of Religion

#### Option B: A Study of Islam

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3: Islamic attitudes towards pluralism:

The Muslim Council of Wales: Interfaith Council - talks from other faiths (Christianity and Judaism) about the Prophets of Islam in these faiths. Visits to non-Muslim places of worship to enhance community cohesion - <http://muslimcouncilwales.org.uk/project/community-engagement/>

##### Theme 3: Islam and migration - the challenges of being a Muslim in Britain today:

WalesOnline article - what life is like for young Muslims in Wales  
<http://www.walesonline.co.uk/news/wales-news/what-life-like-young-muslims-10392557>

##### Theme 1: Religious figures and sacred texts (part 2)

Theme 1 looks at the development of shari'a from the four sources to the establishment of law schools and a study of how shari'a is understood and applied. It finishes with a study of jihad and how this concept is understood within Islam.

##### 1A. Sources of shari'a (the way) - Qur'an; sunna (clear trodden path) and hadith (report); qiyas (analogy); ijma (consensus)

Section 1A considers the early development of Islamic guidance for living (shari'a), beginning with the actions and behaviour of Muhammad during his lifetime and his transmitted sayings compiled after his death, together making the first two of the traditional four supporting sources of authority for the Qur'an. An understanding of what qiyas and ijma are and how they work is expected. Finally, an overview of the work of Al-Shafi in developing fiqh in relation to shari'a and his establishment of the basic principles of this that led to the development of the major law schools, not excluding those within Shi'a Islam.

##### 1B. The role of shari'a and its importance for Muslims

The next section attempts to bring alive an understanding of shari'a through the different ways in which it works within Islam. Candidates will be expected to explain civil, moral and religious aspects of shari'a with examples, and also consider the important role of the mujtahid and the use of taqlid. This should then culminate in an awareness of the term ijtihad, its meaning and the debates about its relevance within both Sunni and Shi'a Islam. As a basis for contrast the positions of Rashid Rida and Abdullahi Ahmed An-Na'im should be considered.

### **1C. Muslim understandings of jihad**

This section within Theme 1 is a sole study of the term jihad. An awareness of the division of jihad into 'lesser' and 'greater' is expected, as well as the importance given to 'greater' jihad in Islam. The significance of this importance should be studied in light of the disproportionate representation of, and focus on, 'lesser' jihad that is sometimes imposed upon Islam. In studying 'lesser' jihad, its historical context should be considered and its conditions, in relation to modern warfare, considered in order to understand its relevance for Muslims today.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 2: Significant historical developments in religious thought**

The first part of Theme 2 examines the social and historical developments in Islamic thought, beginning with a study of how Muhammad's model of Islam in Makkah has steered the later developments of Islamic rule and application of shari'a. The challenges from science and Western perceptions are then studied with a focus on 'origins of the universe' and the 'perceptions' of Islam within the Western world, looking in particular at what misrepresentations there are, and inevitably why these are misrepresentations.

#### **2A. The concept of a state governed according to Islamic principles and the political and social influence of religious institutions as a challenge to secularisation**

Section 2A allows centres to review prior learning of Muhammad's establishment of Islam in early Madinah, but in the context of a brief case study comparison with any state governed by Islamic principles today or in the past. This then leads to a study of how far ideas within the Constitution of Madinah served as a suitable model for rule, in particular the underlying principle of Islamic leaders having sole authority. This extends to a study of how shari'a works within a state governed by Islamic principles and examples can be drawn from different global areas, although the specification does not disadvantage those who only wish to choose one example state. The last area examines the challenges that may arise from wishing to apply the legal aspects of shari'a within a secular context.

#### **2B. The challenges to Islam from scientific views about the origins of the universe**

The next section focuses on the challenge to Islam from scientific views on the origins of the universe. Depth of technical knowledge and understanding of the scientific theories is not required, just the basic principles behind them. The main focus should be on different Muslim understandings of creation and whether or not they are compatible with the scientific theories. The Suras are there to reinforce Qur'anic principles of the creative power of God in relation to both the universe and humanity. The origins of the universe and creation are terms used interchangeably here. Candidates can refer to the idea of evolution and how Islam has responded if it is linked to the idea of origins of the universe and creation.

### **2C. Western perceptions of Islam**

The next aspect of the specification considers perceptions from the 'outside' of Islam. Whilst there are many negative examples, often driven by the media, centres are urged to look at these through bias, misrepresentation and inaccuracy with a view to considering correction and addressing these from a more neutral or positive perspective.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Significant social developments in religious thought**

Theme 3 begins with a study of and the concept of pluralism in terms of how Islam interacts with other faiths. It then considers the importance of family life in Islam, as well as the challenges brought about by the migration of religious communities, exploring issues of assimilation and segregation.

#### **3A. Islamic attitudes towards pluralism**

This section involves a study of pluralism and the attitudes within Islam towards other faiths. This is not necessarily 'religious pluralism' with a consideration of truth values, although this will not be disregarded in answers; however, the focus here is much more on how Islam interacts with other faiths. A study of three areas should suffice: (1) Qur'anic early attitudes towards 'People of the Book', meaning Christians and Jews; (2) how tolerance and religious freedom have been a part of Islamic history; and, (3) a look at the principle of conversion to Islam both historically and today.

#### **3B. The importance of family life for the Muslim religion**

Section 3B examines how family life is a crucial area of the Islamic faith and the role of the family and the Muslim home should be studied in relation to how each aspect contributes towards establishing firm Islamic principles for Muslims. Examples of the different roles of members of the family may be considered as well as the concept of the family as a microcosm of the wider Ummah. How the roles of men and women may be changing in Islam should be considered; in particular, this is best exemplified by examples from within the West compared to other global areas, for example Saudi Arabia, or, through contrasting traditional with more progressive views. The idea of 'feminism' in Islam is generally concerned with making sense of the role and status of women. Rather than attacking a patriarchal structure, the focus here is on understanding the importance that Islamic teachings gives to women and the debates within Islam about the relationship between 'status' (which is generally undisputed) and that of 'role', which, for some, can have a negative or oppressive impact. The examples of feminists given in the specification reflect firstly the beginnings of a feminist critique (Aisha Abd Al Rahman) and an example of a high profile academic with feminist views (Haleh Afshar). Other examples may be freely used but are not expected.

#### **3C. Islam and migration: the challenges of being a Muslim in Britain today**

The next section considers the issue of migration and how a change in environment or culture affects the Muslim way of life, both for the community and for the individual. The challenges of segregation and assimilation arise and various examples of change or continuity can be drawn from the areas specified: food, dress, religious practice and education. The role of the Muslim Council of Britain is useful to study in relation to how it deals with these challenges.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 4: Religious practices that shape religious identity (part 2)**

Theme 4 deals with the distinctive beliefs and practices of Shi'a Islam, Sufi philosophical thought about the nature of God and religious experience, as well as the ethical issue of the death penalty.

#### **4A. Beliefs and practices distinctive of Shi'a Islam**

Section 4A is devoted to a brief overview of Shi'a Islam, with an emphasis on what makes Shi'a Islam distinctive. One of the main areas for study would be the Sunni presentation of how Shi'a interpret the Five Pillars differently. Studying the historical dispute will help make sense of particular aspects of Shi'a Islam such as key figures and beliefs outlined in the specification, for example the importance of Hussein and the practice of pilgrimage.

#### **4B. Sufi philosophical thought about the nature of God and religious experience**

One of the main developments in terms of philosophy within Islam is the emergence of Sufism, and this section examines the Sufi ideas about God and religious experience through a study of specific beliefs and practices. Each belief or practice listed in the Specification, such as dhikr, muraqaba, sama and the Qutb, should be explained in relation to their significance for the two strands of the nature of God or religious experience.

#### **4C. Ethical debate about crime and punishment (including arguments posed by scholars from within and outside the Islamic tradition)**

The last section involves a study of the ethical debates surrounding crime, in particular, an understanding of punishment in Islamic teaching, as well as how this relates to practices in different societies. The contrasting views of two influential individuals on the death penalty can be seen from the brief statements in support issued by Sheikh Ahmad Ash-Sharabasi's fatwa on 25<sup>th</sup> July 2008 and an alternative view made by Barrister Naima Asif, as well as the view of James Rachels, a scholar from outside the Islamic tradition, who proposes that the death penalty is still valid based on Utilitarian principles.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## A STUDY OF ISLAM : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <p><b>The Holy Qur'an:</b> The Holy Qur'an – there are a number of translations (or 'interpretations') of the Qur'an. Students will find it useful to compare English editions. Generally, however, Yusuf Ali's translation is the one most approved by Muslims:</p> <ul style="list-style-type: none"> <li>• Ali, Yusuf (2000) - The Holy Qur'an: Arabic Text with English Translation, Kitab Bhavan, ISBN:8171512186</li> </ul> <p><b>General overviews and introductions (useful for teacher notes and for students' wider reading):</b></p> <p>In recent years there have been several new publications that are seen as standard introductions to Islam that are all very useful.</p> <ul style="list-style-type: none"> <li>• Armstrong, Karen (2001) - Muhammad: Biography of the Prophet: A Biography of the Prophet, Phoenix, ISBN:1842126083</li> <li>• Aslan, Reza (2011) - No God But God: The Origins, Evolution and Future of Islam, Arrow, ISBN:0099564327</li> <li>• Hewer, Chris (2006) - Understanding Islam: The First Ten Steps, SCM Press, ISBN:0334040329</li> <li>• Maqsood, Ruqaiyyah Waris (2010) - Islam - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103474</li> <li>• Ruthven, Malise (2012) - Islam: A Very Short Introduction, Oxford University Press, ISBN:0199642877</li> <li>• Sarwar, Ghulam (2006) - Islam: Beliefs and Teachings, Muslim Educational Trust, ISBN:0907261450</li> <li>• Turner, Colin (2011) - Islam: The Basics, Routledge, ISBN:0415584922</li> <li>• Watton, Victor (1993) - Islam: A Student's Approach to World Religion, Hodder Education, ISBN:0340587954</li> </ul> <p><b>Websites</b></p> <p><a href="http://sites.cardiff.ac.uk/islamukcentre">http://sites.cardiff.ac.uk/islamukcentre</a> Cardiff University Centre for the study of Islam in the UK.</p> <p><a href="http://www.brais.ac.uk">http://www.brais.ac.uk</a> British Association for Islamic Studies.</p> <p><a href="http://www.mcb.org.uk">http://www.mcb.org.uk</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org">http://www.aobm.org</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net">http://www.mabonline.net</a> Muslim Association of Britain.</p>
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<b>Specific Themes 1-4</b>	<p><b>Books</b></p> <p><b>More academic books, useful for reference and deeper study of particular topics:</b></p> <ul style="list-style-type: none"> <li>• Brown, Daniel W. (2009) - A New Introduction to Islam, Wiley-Blackwell, ISBN:1405158077</li> <li>• Esposito, John L (2016) - Islam: The Straight Path, 5<sup>th</sup> Edition, Oxford University Press, ISBN:0199381453</li> <li>• Rippon, Andrew (2011) - Muslims: Their Religious Beliefs and Practices, Routledge, ISBN:0415489407</li> <li>• Ruthven, Malise (2006) - Islam in the World, Oxford University Press, ISBN:0195305035</li> <li>• Waines, David (2003) - An Introduction to Islam (Introduction to Religion), Cambridge University Press, ISBN:0521539064</li> </ul>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Bennett, Clinton (2009) - Interpreting the Qur'an: A Guide for the Uninitiated, Continuum, ISBN:0826499449</li> <li>• Brown, Daniel W. (2009) - A New Introduction to Islam, Wiley-Blackwell, ISBN:1405158077</li> <li>• Esposito, John L (2016) - Islam: The Straight Path, 5<sup>th</sup> Edition, Oxford University Press, ISBN:0199381453</li> <li>• Kadri, Sadakat (2013) - Heaven on Earth: A Journey Through Shari'a Law, Vintage Publishing, ISBN:0099523272</li> <li>• Saeed, Abdullah (2005) - Interpreting the Qur'an: Towards a Contemporary Approach, Routledge, ISBN:0415365384</li> </ul> <p><b>Websites</b></p> <p><a href="http://sites.cardiff.ac.uk/islamukcentre">http://sites.cardiff.ac.uk/islamukcentre</a> Cardiff University Centre for the study of Islam in the UK.</p> <p><a href="http://www.brais.ac.uk">http://www.brais.ac.uk</a> British Association for Islamic Studies.</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• An-Na'im, Abdullahi Ahmed (2009) - Islam and the Secular State, Harvard University Press; ISBN:9780674034563</li> <li>• Brown, Daniel W. (2009) - A New Introduction to Islam, Wiley-Blackwell, ISBN:1405158077</li> <li>• Esposito, John L (2016) - Islam: The Straight Path, 5<sup>th</sup> Edition, Oxford University Press, ISBN:0199381453</li> <li>• Hewer, Chris (2006) - Understanding Islam: The First Ten Steps, SCM Press, ISBN:0334040329</li> <li>• Maqsood, Ruqaiyyah Waris (2010) - Islam - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103474</li> <li>• Rippon, Andrew (2011) - Muslims: Their Religious Beliefs and Practices, Routledge, ISBN:0415489407</li> <li>• Ruthven, Malise (2012) - Islam: A Very Short Introduction, Oxford University Press, ISBN:0199642877</li> <li>• Sarwar, Ghulam (2006) - Islam: Beliefs and Teachings, Muslim Educational Trust, ISBN:0907261450</li> <li>• Turner, Colin (2011) - Islam: The Basics, Routledge, ISBN:0415584922</li> <li>• Waines, David (2003) - An Introduction to Islam (Introduction to Religion), Cambridge University Press, ISBN:0521539064</li> <li>• Watton, Victor (1993) - Islam: A Student's Approach to World Religion, Hodder Education, ISBN:0340587954</li> </ul> <p><b>Websites</b></p> <p><a href="http://sites.cardiff.ac.uk/islamukcentre/">http://sites.cardiff.ac.uk/islamukcentre/</a> Cardiff University Centre for the study of Islam in the UK.</p> <p><a href="http://www.brais.ac.uk/">http://www.brais.ac.uk/</a> British Association for Islamic Studies.</p> <p><a href="http://www.mcb.org.uk/">http://www.mcb.org.uk/</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org/">http://www.aobm.org/</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net">http://www.mabonline.net</a> Muslim Association of Britain.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Brown, Daniel W. (2009) - A New Introduction to Islam, Wiley-Blackwell, ISBN:1405158077</li> <li>• Esposito, John L. (2016) - Islam: The Straight Path, 5<sup>th</sup> Edition, Oxford University Press, ISBN:0199381453</li> <li>• Ruthven, Malise (2006) - Islam in the World, Oxford University Press, ISBN:0195305035</li> <li>• Waines, David (2003) - An Introduction to Islam (Introduction to Religion), Cambridge University Press, ISBN:05215390</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.mcb.org.uk/">http://www.mcb.org.uk/</a> Muslim Council of Great Britain.</p> <p><a href="http://www.aobm.org/">http://www.aobm.org/</a> The Association of British Muslims.</p> <p><a href="http://www.mabonline.net">http://www.mabonline.net</a> Muslim Association of Britain.</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Brown, Daniel W. (2009) - A New Introduction to Islam, Wiley-Blackwell, ISBN:1405158077</li> <li>• Esposito, John L. (2016) - Islam: The Straight Path, 5th Edition, Oxford University Press, ISBN:0199381453</li> <li>• Fadiman, James (2000) - Essential Sufism, Bravo Ltd, ISBN:006251475X</li> <li>• Halm, Heinz (2004) - Shi'ism (The New Edinburgh Islamic Surveys), Edinburgh University Press, ISBN:0748618880</li> <li>• Ruthven, Malise (2006) - Islam in the World, Oxford University Press, ISBN:0195305035</li> <li>• Waines, David (2003) - An Introduction to Islam (Introduction to Religion), Cambridge University Press, ISBN:0521539064</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.nimatullahi.org/what-is-sufism/">www.nimatullahi.org/what-is-sufism/</a>  An article on 'what is Sufism?'</p> <p><a href="http://islam.uga.edu/Sufism.html">http://islam.uga.edu/Sufism.html</a>  An article on 'what is Sufism?' by Dr. Alan Godlas, University of Georgia.</p> <p><a href="https://blogs.law.ox.ac.uk/research-and-subject-groups/death-penalty-research-unit/blog/2021/01/introduction-sharia-law-and#main-content">https://blogs.law.ox.ac.uk/research-and-subject-groups/death-penalty-research-unit/blog/2021/01/introduction-sharia-law-and#main-content</a>  An article on "An introduction to sharia law and the death penalty" by Naima Asif, Barrister – Faculty of law blogs, University of Oxford.</p>
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## Delivering the Specification

### A Level - Unit 3: A Study of Religion

#### Option C: A Study of Judaism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3: Judaism and migration - the challenges of being a Jew in Britain today:

<https://www.bbc.co.uk/news/uk-wales-south-east-wales-19554891>

The Hineni exhibition features 59 edited life stories and photographic portraits from the Cardiff Reform Jewish community. It tells their stories, including aspects of work, family and leisure and explores their relationships with Wales, with the UK and with Judaism.

##### Theme 3: Judaism and migration - the challenges of being a Jew in Britain today:

##### Jewish Culture in Wales Today

<http://www.walesartsreview.org/jewish-culture-in-wales-today/>

including reference to: *The chosen people, Wales and the Jews*. Grahame Davies, Seren (2002) and *The Jews of South Wales* Ursula Henriques. University of Wales Press (2013)

##### Theme 1: Religious figures and sacred texts (part 2)

Theme 1 considers the structure and early development of the Talmud and a consideration of the 'science' of midrash. It finishes with a study of two significant individuals in the history of Jewish studies: Rashi and Maimonides and their specific approaches towards midrash.

##### 1A. The structure and development of the Talmud and its importance within Judaism

This section considers the early development of Talmud, by considering both the Jerusalem and Babylonian Talmuds and their differences. Candidates will need an understanding of what the Talmud contains in terms of Mishnah and Gemara and a brief understanding of their defining content. A list of vast content is not required, rather a focus on the character of the content, or, style of writing. Finally, an overview of the relative style and importance each has within Judaism should be understood.

##### 1B. Midrash in Judaism - the distinction between Halakhah and Aggadah

The next section attempts to bring alive an understanding of the science of midrash and the different ways in which it works within Judaism. Candidates will be expected to explain the classic midrashic methodology (known from the acronym 'pardes') and be able to demonstrate an awareness of how these each of these principles are applied. Candidates will need to understand Halakhah with reference to mitzvot, the ideas of revealed will of God and be able to contrast the views of Orthodox and Reform Judaism. An awareness of what Aggadah is in terms of its purpose and role together with examples of how it works through midrash will also be required.

### 1C. Rashi and Maimonides

This final section within Theme 1 is a study of the roles of Rashi and Maimonides in Jewish textual studies. Candidates will need an understanding of Rashi's specific views on midrashic methodology and the importance he gives to peshat, but also expanding on what peshat actually means for Rashi. In studying Maimonides candidates will need an understanding of his specific rational, philosophical style of commentary in general exemplified in such works as *The Guide for the Perplexed*. As a basis for comparison the styles of Rashi and Maimonides should be considered with regards to the creation narrative in Genesis 1, but an extensive study is not required. A good point to consider, as an example, is the act of 'creation' itself through reference to Rashi's peshat of Genesis 1:1, one understanding of which proposes creation de novo (creation from pre-existing matter - see [www.sefaria.org](http://www.sefaria.org)) and that view of Maimonides in his writings that creation is ex nihilo (creation out of nothing).

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## Theme 2: Significant historical developments in religious thought

The first part of Theme 2 begins with a study of Zionism and following on from this, there is a study of the challenge from science, with a focus on 'origins of the universe'. Finally, section 2C involves a study of Holocaust theology with reference to key responses to the Holocaust.

### 2A. The challenge of secularisation

This section allows centres to study the social and historical development of Zionism. Candidates will need an understanding of the scriptural foundation of Zionism with reference to Amos (9:14-15) and Zion theology. This then leads to studying how the Zionist movement began and progressed through to different notions of Zionism. This extends to a study of how the state of Israel was established and the migration of Jewish people towards it. Candidates will need an understanding of the challenges made to Zionism, in particular those within Haredi Judaism that reject totally secularisation and as a result the state of Israel. An understanding of the reasons for the rejection will be expected.

### 2B. The challenge of science

The next section focuses on the challenge to Judaism from scientific views on the origins of the universe. Depth of technical knowledge and understanding of the scientific theories is not required, just the basic principles behind them. The main focus should be on different Jewish understandings of creation (the origins of the universe and creation are used interchangeably here) and whether or not they are compatible with the scientific theories. Candidates will need an understanding of different aspects of creation such as the very beginning, the ideas of evolution and the age of the universe.

### 2C. Holocaust theology

The final section of this theme is a study of Holocaust theology. Candidates will need an understanding of what Holocaust theology is and this can be achieved by examining the theological responses from key theologians during last century listed in the specification. All the views represented in the Specification are well established and aim to produce a truly representative range of the different responses available.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Significant social developments in religious thought**

Initially, Theme 3 deals with the challenges of pluralism and how Judaism interacts with other faiths. Following this, candidates examine Jewish family life and consider the challenges brought about by the migration of religious communities, exploring issues of assimilation and segregation.

#### **3A. The development of Reform Judaism and Jewish attitudes to pluralism**

Section 3C is involves a study of the development of Reform Judaism combined with the topic of pluralism and the attitudes within Judaism towards other faiths. This is not necessarily 'religious pluralism' with a consideration of truth values, although this will not be disregarded in answers, the focus here is much more on how Judaism interacts with other faiths, as well as the diversity of views from Reform and Orthodox Judaism. The focus for the study of Reform will be the Pittsburgh Platform in its historical context, but also a consideration of its importance today. Candidates will need an understanding of how it relates to liberationist thinking, specifically towards the poor (including Tikkun Olam), but also the implications of its teachings for inter faith dialogue.

#### **3B. Jewish family life, including diversity of views within Judaism about gender equality**

This section examines how the family and the Jewish home are foundational for Jewish principles. How the roles of men and women may be changing in Judaism should be considered; in particular, this is best exemplified by examples from within different Jewish communities, for example Hasidic and Reform, or, through contrasting traditional with more progressive views. The idea of 'feminism' in Judaism may be explored through the debates concerning agunah and minyan and the implications of these teachings for women. The examples of feminists given in the specification reflect Judith Plaskow's experience of minyan that inspired her to write the first Jewish book of feminist theology and Margaret Wenig's fight for equality between sexes and in terms of sexuality. Other examples may be freely used but are not expected.

#### **3C. Judaism and migration - the challenges of being a religious and ethnic minority in Britain with reference to key features of aspects of Jewish life**

The next section considers the issue of migration and how a change in environment or culture affects the Jewish way of life, both for the community and for the individual. The challenges of segregation and assimilation arise and various examples of change or continuity can be drawn from the areas specified: food, dress, religious practice and education. The role of the Jewish Leadership Council is useful to study in relation to how it deals with these challenges.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 4: Religious practices that shape religious identity (part 2)**

This theme deals with the distinctive beliefs and practices of Hasidic Judaism and Kabbalistic philosophical thought about the nature of God and religious experience, as well as the ethical issue of embryo research.

#### **4A. Beliefs and practices distinctive of Hasidic Judaism**

This section is devoted to a brief overview of Hasidism with an emphasis on what makes Hasidism distinctive. One of the ways to approach study would be through a brief historical overview of its development to begin with. Candidates will then be able to tease out the beliefs and practices identified in the specification in relation to the challenges and opposition Hasidism faced in the early years of its development. Studying Hasidic forms of worship and views about the role of study will help make sense of particular aspects of this distinctiveness as outlined in the specification.

**4B. Philosophical understandings of the nature of God and religious experience found in Kabbalah:**

One of the main developments in terms of philosophy within Judaism is the emergence of Kabbalah and this section examines the ideas about God and religious experience through a study of specific beliefs and practices associated with Kabbalah. Each belief or practice listed in the specification, such as esotericism, the Zohar, and the teachings related to En Sof and Sefirot, should be explained in relation to the nature of God or religious experience.

**4C. Ethical debate within Judaism about embryo research, including arguments posed by scholars from within and outside the Jewish tradition**

The last section involves a study of the ethical debates surrounding embryo research, in particular, an understanding of the specific practices listed in the specification (stem-cell, somatic cell nuclear transfer and pre-implantation embryo research). Depth of scientific technical knowledge and minute understanding of the scientific procedures is not required, just the basic principles behind them. The contrasting views of two influential individual scholars in Judaism on embryo research can be seen from the views of Rabbi J. David Bleich and Rabbi Moshe David Tendler. Professor Clare Blackburn is a scholar from outside the Jewish tradition who presents an alternative appraisal of the appropriateness of embryo research for the world today.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## A STUDY OF JUDAISM : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <p><b>The Hebrew Scriptures: Torah and Talmud</b></p> <p>The Tenakh – there are a number of translations of the Tenakh. Students will find it useful to compare English editions. Generally, however, The Jewish Study Bible is one of the most recent compilations that has been well received:</p> <p>Berlin, Adele (2014) - The Jewish Study Bible, Oxford University Press, ISBN:0199978468</p> <p><b>General overviews and introductions (useful for teacher notes and student wide reading):</b></p> <p>In recent years there have been several new publications that are seen as standard introductions to Judaism that are all very useful.</p> <ul style="list-style-type: none"> <li>• Cohn-Sherbok, Dan (2010) - Judaism Today (Religion Today), Bloomsbury Academic, ISBN:0826422314</li> <li>• Epstein, Lawrence J. (2013) - The Basic Beliefs of Judaism: A Twenty-first-Century Guide To a Timeless Tradition, Jason Aronson, Inc., ISBN:0765709694</li> <li>• Hoffman, C.M. (2010) Judaism - An Introduction: Teach Yourself, Teach Yourself, ISBN:1444103482</li> <li>• Neusner, Jacob (2006) - Judaism: The Basics, Routledge, ISBN:-:0415401763</li> <li>• Solomon, Norman (2014) - Judaism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0199687358</li> <li>• Wylen, Stephen M. (2000) - Settings of Silver: An Introduction to Judaism, Paulist Press, ISBN:080913960X</li> </ul>
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<p><b>All themes</b></p>	<p><b>Books</b></p> <p><b>More academic books, useful for reference and deeper study of particular topics:</b></p> <ul style="list-style-type: none"> <li>• Cohn-Sherbock, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614</li> <li>• De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041</li> <li>• Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796</li> <li>• Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs &amp; Rituals, Atria Books, ISBN:0671034812</li> <li>• Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com">http://www.myjewishlearning.com</a> Offering articles and resources on all aspects of Judaism and Jewish life.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a> JewFAQ: Answering Jewish Frequently Asked Questions.</p> <p><a href="http://www.liberaljudaism.org.uk">http://www.liberaljudaism.org.uk</a> Liberal Judaism website.</p> <p><a href="http://www.reformjudaism.org.uk">http://www.reformjudaism.org.uk</a> Reform Judaism is the national umbrella organisation of 42 autonomous synagogue communities.</p> <p><a href="http://www.chabad.org">http://www.chabad.org</a> Website outlining Jewish belief and practice.</p> <p><a href="http://www.beingjewish.com">http://www.beingjewish.com</a> Website on Jewish discussion.</p> <p><a href="http://www.torah.org">http://www.torah.org</a> Jewish educational material.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Berlin, Adele (2014) - The Jewish Study Bible, Oxford University Press, ISBN:0199978468</li> <li>• De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041</li> <li>• Grossmann, Avraham (2014) - Rashi (The Littman Library of Jewish Civilization), Littman Library Of Jewish Civilization, ISBN:1906764611</li> <li>• Halbertal, Moshe (2014) - Maimonides: Life and Thought, Princeton University Press, ISBN:0691165661</li> <li>• Heschel, Abraham Joshua, (2009) - God in Search of Man: A Philosophy of Judaism, Souvenir Press Ltd, ISBN:028563836X</li> <li>• Leveson John D., (2014) - Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity, and Islam (Library of Jewish Ideas), Princeton University Press, ISBN:0691163553</li> <li>• Neusner, Jacob (2006) - Judaism: The Basics, Routledge, ISBN:0415401763</li> <li>• Sasso, Rabbi Eisenberg (2013) - Midrash: Reading the Bible with Question Marks, Paraclete Press, ISBN:1612614167</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.myjewishlearning.com">http://www.myjewishlearning.com</a> Offering articles and resources on all aspects of Judaism and Jewish life.</p> <p><a href="http://www.torah.org">http://www.torah.org</a> Jewish educational material.</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Bartrop, Paul R. (2010) - Fifty Key Thinkers on the Holocaust and Genocide, Routledge Key Guides, ISBN:0415775515</li> <li>• Cohn-Sherbok, Dan (2002) - Holocaust Theology: A Reader, NYU Press ISBN:0814716202</li> <li>• Gilbert, Martin (1989) - The Holocaust, HarperCollins Publishers Ltd, ISBN:0006371949</li> <li>• Katz, Steven T. (2007) - The Impact of the Holocaust on Jewish Theology, NYU Press, ISBN:0814748066</li> <li>• Laqueur, Walter (2003) - A History of Zionism, Schocken Books, ISBN:0805211497</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.theholocaustexplained.org">http://www.theholocaustexplained.org</a> Information for students about the Holocaust.</p> <p><a href="http://www.remember.org">http://www.remember.org</a> A People's History of the Holocaust.</p> <p><a href="http://www.het.org.uk">http://www.het.org.uk</a> The Holocaust Education Trust.</p> <p><a href="http://www.zionismontheweb.org">http://www.zionismontheweb.org</a> Information on Israel and Zionism.</p> <p><a href="http://www.jewishvirtuallibrary.org/jsource/Judaism/jewsevolution.html">http://www.jewishvirtuallibrary.org/jsource/Judaism/jewsevolution.html</a> An article on creation and evolution.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cohn-Sherbok, Dan (2010) - Judaism Today (Religion Today), Continuum, ISBN:0826422314</li> <li>• Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs &amp; Rituals, Atria Books, ISBN:0671034812</li> <li>• Satlow, Michael L. (2006) - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> <li>• Wylen, Stephen M. (2000) - Settings of Silver: An Introduction to Judaism, Paulist Press, ISBN:080913960X</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a> JewFAQ: Answering Jewish Frequently Asked Questions.</p> <p><a href="http://www.liberaljudaism.org.uk">http://www.liberaljudaism.org.uk</a> Liberal Judaism website.</p> <p><a href="http://www.reformjudaism.org.uk">http://www.reformjudaism.org.uk</a> Reform Judaism is the national umbrella organisation of 42 autonomous synagogue communities.</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Dan, Joseph (2007) - Kabbalah: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0195327055</li> <li>• Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs &amp; Rituals: A Complete Guide to Beliefs, Customs and Rituals, Atria Books, ISBN:0671034812</li> <li>• Satlow, Michael L. (2006) - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894</li> <li>• Teutsch, David A. (2005) - Bioethics: Reinvigorating the Practice of Contemporary Jewish Ethics (Guide to Jewish Practice), Reconstructionist Rabbinical, ISBN:0938945084</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bioethics.net">http://www.bioethics.net</a> Columbia University Bio Ethics Website.</p> <p><a href="http://www.bioethics.com">http://www.bioethics.com</a> The Centre for Bioethics &amp; Human Dignity (CBHD) Public Service Website.</p> <p><a href="http://www.nuffieldbioethics.org">www.nuffieldbioethics.org</a> The Nuffield Council on Bioethics.</p> <p><a href="http://www.crm.ed.ac.uk">http://www.crm.ed.ac.uk</a> Centre for Regenerative Medicine.</p>
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## Delivering the Specification

### A Level - Unit 3: A Study of Religion

#### Option D: A Study of Buddhism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 2: Historical development of Buddhism

*Chanting in the hillsides: The Buddhism of Nichiren Daishonin in Wales and the Borders* by Jeaneane D. Fowler (a form of Japanese Buddhism), Sussex Academic Press (2008)

##### Theme 4: Socially Engaged Buddhism

Ken Jones - Welsh Buddhist activist (1930-2015) / Zen practitioner, involved in Socially Engaged Buddhism and author of *The New Social Face of Buddhism: A Call to Action*, Wisdom Publications (2003)

##### Theme 1: Religious figures and sacred texts (part 2)

###### 1A. The Pali Canon: its role in Buddhism as a whole

In this section, candidates should be aware of the structure of the Pali Canon i.e. Sutta Pitaka, Vinaya Pitaka and Abidhamma Pitaka. Candidates should understand the basic teachings and wisdom of the Buddha as found in the Suttas; the importance of the regulation of the community, as described in the Vinaya, its significance for the Theravada community, and the relevance of the commentarial tradition as recorded in the Abidhamma. Candidates should be able to evaluate the importance of the Pali Canon in Buddhism as a whole.

###### 1B. The main themes and concepts in two Mahayana texts

Candidates should be able to demonstrate knowledge and understanding of the Heart Sutra as the shortest of all the Prajnaparamita Sutras, and that it is recited daily in Zen temples. It is a philosophical text, enumerating the five skandhas, explaining that all is empty (sunya) of inherent existence (svabhava). It states that 'form is emptiness, emptiness is form' and some understanding of this statement is expected. They should also be able to demonstrate knowledge and understanding of the ideas that the Parable of the Burning House from the Lotus elucidates the urgency of the human condition, the distracted state of sentient beings, the use of skilful means, the provisionality of the teachings of Buddhism, and the ultimate subsumption of all paths into the one bodhisattva path.

###### 1C. The contribution made to the development of Buddhist thought by the work of contemporary Buddhist teachers

This section focuses on the contributions made to Buddhism made by the Fourteenth Dalai Lama and Thich Nhat Hanh. Candidates need to know something of the life and background of both teachers, their respective Tibetan and Vietnamese roots, and their global/western orientations. Reference will need to be made to: Thich Nhat Hanh's emphasis on simple practices (smiling, breathing and walking) and their accessibility to a global audience; the Dalai Lama's emphasis on acts of kindness; both

teachers' views about compassion and non-harming. Candidates will be aware of the role of these leaders as political actors on the world stage as well as of their teachings.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## **Theme 2: Significant historical developments in religious thought**

Theme 2 sections A-C, begins with a broadening of candidate's awareness of diversity in the Buddhist world, with a focus on well-known Japanese traditions and their practices. Focus should be on the practices, but with enough contextualisation to make sense of the practices. The section also includes exploration of Buddhism's relationship with science and questions around whether Buddhism is religious or secular.

### **2A. Historical development of Buddhism in Japan**

Candidates should be able to demonstrate their knowledge and understanding of: the development of key Buddhist traditions in Japan - Zen, Pure Land and Nichiren - with particular reference to their central practices. The koan is a paradoxical statement used as a practice in Zen traditions designed to help transcend the restrictions of logic and take a leap into an intuitive understanding of reality. The nembutsu (going for refuge in Amida/Amitabha Budha) in Pure Land traditions as an expression of trust and devotion in Amida for providing access to enlightenment after death in the Pure Land. In contrast to Zen belief, enlightenment is not achievable through self-power, but is only achievable when total dependence on other-power is realised. The daimoku is a mantra used in Nichiren traditions which expresses the taking of refuge in the name of the Lotus Sutra, the central sutra of Nichiren Buddhism.

### **2B. Responses to the challenges from science**

Candidates will explore presentations of Buddhism as avoiding 'blind faith' and emphasising the realisation of truth in experience (with reference to the Kalama Sutta v.9 & 10 <http://www.accesstoinsight.org/tipitaka/an/an03/an03.065.soma.html> Thera Soma translation). They will contrast these with Asian Buddhist worldviews populated with a diversity of beings and realms (for example six realms or rebirth, popular beliefs in spirits and hungry ghosts (pretas). Taken as a whole Buddhism contains teachings which seem to emphasise rationalism, and also to contain teachings about a multiverse richly populated with diverse spiritual beings with supernatural powers. Candidates will also explore the Dalai Lama's positive assessment of the value of science, exemplified in his founding of the Mind and Life Institute <https://www.mindandlife.org/>.

### **2C. Responses to the challenges from secularisation**

Candidates should explore Buddhism's frequent presentation in the West as a secular philosophy, with reference to Stephen Batchelor and his presentation of Buddhism as an agnostic rational philosophy and a practical, empirical approach to life. They should consider the extent to which Batchelor's view of Buddhism is a distortion to suit a Western world view. They might refer in general terms to the following texts: Batchelor, S. (1998). *Buddhism Without Beliefs: A Contemporary Guide to Awakening* (Riverhead Books), Batchelor, S. (2011) *Confession of a Buddhist Atheist* (Spiegel & Grau), Batchelor, S. (2015) *After Buddhism: Rethinking the Dharma for a Secular Age* (Yale University Press). Candidates should engage critically with Batchelor's presentation of Buddhism. To contrast with Batchelor they may consider another the approach of another Western teacher, David Brazier, who claims Buddhism is a religion. Brazier, D. (2014). *Buddhism is a Religion: You Can Believe It* (Woodsmoke Press).

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Significant social developments in religious thought**

Sections 3A, 3B and 3C explore Buddhism's attitude to other religions, the development and popularity of Buddhism in Britain, and the changing roles of men and women including feminist approaches within Buddhism.

#### **3A. Responses to the challenges of pluralism and diversity**

Candidates have already encountered the Kalama Sutta v 9 & 10 (<http://www.accesstoinsight.org/tipitaka/an/an03/an03.065.soma.html> - Thera Soma translation) which evidences the emphasis within Buddhism on the individual testing the teachings and staying true to experience, rather than accepting the authority of religious truth claims. The Buddha's conversation with the rich Jain follower, Upali, in Majjhima Nikaya 56.16 shows the Buddha's resistance to asserting authority. Candidates need not consult the MN but should know that Upali, who had followed and given alms to the Jains, was encouraged by the Buddha to continue giving alms to the Jains, despite his conversion to Buddhism. The authority of a teacher or tradition is nothing compared to the experience of a teaching resulting in the defeat of greed, hatred and delusion. In Mahayana Buddhism the teachings are sometimes considered to be only provisional, different upaya (skilful means) to suit different listeners (c.f. The Lotus Sutra) thus no teaching is absolute truth. Many Buddhists would consider that there is good within all religions and they should be respected. They might quote the Edicts of the Buddhist Emperor Ashoka, Rock Edict NB 7 'All religions should reside everywhere, for all of them desire self-control and purity of heart' and Rock Edict NB 12 'Contact (between religions) is good. One should listen to and respect the doctrines professed by others [...] all should be well-learned in the good doctrines of other religions.'

#### **3B. Historical development of Buddhism in Britain**

Candidates should be able to give an account of Buddhism in Britain, distinguishing between 'heritage' Buddhism (the Buddhism of those whose relatives were born in Buddhist countries and migrated to Britain) and 'convert' Buddhism. They should explore possible reasons for the popularity of Buddhism in Britain. These reasons might include the values of British society, as well as the apparently attractive features of Buddhism.

#### **3C. The changing roles of men and women including feminist approaches within Buddhism**

Candidates will explore different views in Buddhism about whether women can be nuns or attain awakening. The Buddha ordained women, after persuasion. The Lotus Sutra presents a range of teachings: all equally possess the potential to attain Buddhahood; the Dragon King's daughter (Chapter 12) transforms into a man before attaining awakening. (see <http://www.english.fgs2.ca/sites/default/files/pdf/The%20Lotus%20Sutra.pdf>). As indicated by Rita Gross in *Buddhism After Patriarchy* (1992, State University of New York) Buddhism's commitment to the end of suffering may be seen as inherently feminist, and feminism's commitment to equality may be seen as inherently Buddhist, despite the institutional and historical dominance of men.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

#### **Theme 4: Religious practices that shape religious identity (part 2)**

Theme 4 involves a broadening of candidate's awareness of diversity in the Buddhist world, with a focus on Tibetan traditions and their practices. Focus should be on the practices, but with enough contextualization to make sense of the practices. The section also includes a critical exploration of the modern Mindfulness movement, and of Socially Engaged Buddhism.

#### **4A. Beliefs and practices of Tibetan Buddhist traditions with reference to mudra, mandala and mantra**

Candidates should be able to comment on the relationship of Buddhism with Bon as part of the context for the development of these distinctive practices associated with Vajrayana Buddhism - mudra, (ritual bodily movements, often hand gestures) mandala (cosmic diagrams) and mantra (sacred sounds). Bon and Buddhism co-exist, and whilst Bon developed as an official religious system only after the arrival of Buddhism, pre-Buddhist practices are reflected in Tibetan Buddhism, especially in relation to the uttering of sacred sounds (mantra) and the performance of mudra associated with diverse deities (yidam).

#### **4B. Buddhism and change – the development and influence on religious belief and practice within Buddhism of: The Mindfulness Movement**

Candidates should explore philosophical understandings of the nature of reality and religious experience found within the contemporary Mindfulness Movement: including the use of mindfulness in health care, education and business - examples drawn from pain management, treatment for stress, depression and anxiety, cancer-management, addiction treatment, mindfulness in schools, mindfulness in large corporations and businesses. Candidates may wish to make reference to the role of Jon Kabat-Zinn in bringing 'secular mindfulness' to prominence. Candidates will engage critically with the Mindfulness movement, asking how Buddhist is it. They will be able to engage with the argument forwarded by Slavoj Zizek (e.g. see <http://www.cabinetmagazine.org/issues/2/western.php>) - that by encouraging stress-release, Western Buddhist practices such as mindfulness serve capitalism rather than challenge it.

#### **4C. Socially Engaged Buddhism - 'liberationist' traditions:**

Candidates should consider reasons for the development of Socially Engaged Buddhism: the primary drive to combat suffering (not just on achieving a positive rebirth or awakening for oneself); the support of high profile individuals such as the Dalai Lama (non-violent protest with regards to Tibet); it receives extensive media coverage. Candidates should explore Thich Nhat Hanh's Mindfulness Trainings, the work of Sakyadhita and the Buddhist Peace Fellowship. Candidates should also explore the work of i) Joanna Macy (<http://www.joannamacy.net/>) and be able to comment on the relationship between engaged Buddhism and Deep Ecology and ii) Damien Keown, who writes extensively on Buddhist ethics.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**



## A STUDY OF BUDDHISM : USEFUL RESOURCES

<b>All Themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Heap, N. (2019) WJEC/Eduqas Religious Studies for A Level Year 2 &amp; A2 – Buddhism, Illuminate , ISBN: 1911208497</li> <li>• Harvey, P. (2012) - An Introduction to Buddhism, Second Edition: Teachings, History and Practices (2<sup>nd</sup> Edition), Cambridge, ISBN:0521676746</li> <li>• Lopez, D. (2009) - The Story of Buddhism: A Concise Guide to Its History &amp; Teachings, San Francisco, Harper One, ISBN:0060099275</li> <li>• Lopez, D. S. (Ed.). (2005) - Critical Terms for the Study of Buddhism. Chicago: University of Chicago Press. ISBN:0226493156</li> <li>• Mitchell, D. W., &amp; Jacoby, S. H. (2014) - Buddhism: Introducing the Buddhist Experience. New York: OUP. ISBN:0199861870</li> <li>• Poceski, M. (Ed.). (2014) - The Wiley Blackwell Companion to East and Inner Asian Buddhism. Malden, MA: Wiley-Blackwell. ISBN:1118610334</li> <li>• Prebish, C. S., &amp; Keown, D. (2010). Introducing Buddhism. London: Routledge. ISBN:0415550017</li> <li>• Sangharakshita,(2001) - What is the Sangha?: The Nature of Spiritual Community, Windhorse Publications, ISBN: 1899579311.</li> <li>• Sangharakshita, (1998) - The Three Jewels: Central Ideals of Buddhism, Windhorse Publications, ISBN: 1899579060.</li> <li>• Shaw, S. (2008) – An Introduction to Buddhist Mediation, Routledge, ISBN:0415409004.</li> <li>• Side, D. (2005) - Buddhism. Deddington: Philip Allan.</li> <li>• Williams, J. M. G., &amp; Kabat-Zinn, J. (2013) - Mindfulness: diverse perspectives on its meaning, origins and applications, Routledge. ISBN:0415636477</li> <li>• Williams, P., Tribe, A., &amp; Wynne, A. (2011) - Buddhist Thought: A Complete Introduction to the Indian Tradition (2nd Ed). London; New York: Routledge. ISBN:0415571790</li> </ul> <p><b>DVD</b></p> <p><a href="http://www.bbc.co.uk/mediacentre/proginfo/2015/31/the-buddha-genius-of-ancient-world">http://www.bbc.co.uk/mediacentre/proginfo/2015/31/the-buddha-genius-of-ancient-world</a>          Bettany Hughes – the Buddha, Genius of the Ancient World – documentary.</p>
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<p><b>All Themes</b></p>	<p><b>Websites</b></p> <p><a href="http://meditatenorthwales.com/">http://meditatenorthwales.com/</a> New Kadampa Tradition (Tibetan) (Llandudno).</p> <p><a href="http://www.vajraloka.org/">http://www.vajraloka.org/</a> Triratna Tradition (Corwen).</p> <p><a href="http://www.cardiffbuddhistcentre.com/">http://www.cardiffbuddhistcentre.com/</a> Triratna Tradition (Cardiff).</p> <p><a href="http://www.lamrim.org.uk/">http://www.lamrim.org.uk/</a> Gelugpa Tradition (Tibetan) (Raglan).</p> <p><a href="https://www.tiratanaloka.org.uk/">https://www.tiratanaloka.org.uk/</a> Triratna Tradition (Talybont-on-Usk).</p> <p><a href="http://palpung.org.uk/the-centre/">http://palpung.org.uk/the-centre/</a> Palpung Changchub Dargyeling Karma Kagyu Tradition (Tibetan) (Brynmawr).</p> <p><a href="https://twitter.com/arolingcardiff">https://twitter.com/arolingcardiff</a> Aro Ling Cardiff Centre. Aro gTér; Nyingma Tradition. (Tibetan) (Cardiff).</p> <p><a href="http://buddhistcouncilwales.blogspot.co.uk/">http://buddhistcouncilwales.blogspot.co.uk/</a> The Buddhist Council of Wales.</p> <p><a href="http://www.kenjoneszen.com/">http://www.kenjoneszen.com/</a> Website of the late Ken Jones – well known Welsh Zen teacher and socially engaged Buddhist.</p> <p><a href="http://www.westernchanfellowship.org/">http://www.westernchanfellowship.org/</a> Soto Zen tradition. (Maenllwyd, Rhayader). Not open to the public, but useful website.</p> <p><a href="http://www.ahandfulofleaves.org/Library.htm">http://www.ahandfulofleaves.org/Library.htm</a> A rich repository of electronic books and journal articles on Buddhism, including translations of sacred texts.</p> <p><a href="https://clearvision.education/">https://clearvision.education/</a> A selection resources for teachers and students from Clear Vision Education.</p> <p><a href="http://www.buddhanet.net">www.buddhanet.net</a> A huge digital resource maintained by Theravadin Buddhists in Australia – but with non-sectarian and world-wide horizons.</p> <p><a href="http://www.dharmanet.org">www.dharmanet.org</a> Dharma Net International is also a huge digital resource maintained by Theravadins in the US but with non-sectarian and world-wide horizons.</p> <p><a href="http://www.accesstoinsight.org/">http://www.accesstoinsight.org/</a> A huge resource of translations of Pali texts.</p>
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<p><b>Theme 1</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Blais, G. (2000) - The Dalai Lama: A Beginner's Guide, Hodder &amp; Stoughton, ISBN0340780118</li> <li>• Bodhi, B. (2005) - In the Buddha's Words: An Anthology of Discourses from the Pali Canon, Mass: Wisdom Publications, ISBN:0861714911</li> <li>•</li> <li>• Nanamoli, &amp; Thera, N. (2003) - The Life of the Buddha: According to the Pali Canon, Pariyatti Press, ISBN:1928706126</li> <li>• Willis, J. S. (Ed.) (2003) - Lifetime of Peace: Essential Writings by and About Thich Nhat Hanh, Avalon Travel Publishing, ISBN:1569244413</li> </ul> <p><b>Films</b></p> <p><a href="http://www.imdb.com/title/tt0120102/">http://www.imdb.com/title/tt0120102/</a> Seven Years in Tibet.</p> <p><a href="http://www.imdb.com/title/tt0119485/">http://www.imdb.com/title/tt0119485/</a> Kundun – about the 14<sup>th</sup> Dalai Lama.</p> <p><a href="http://walkwithmefilm.com/">http://walkwithmefilm.com/</a> A film about Thich Nhat Hanh.</p> <p><b>Websites</b></p> <p><a href="http://www.interbeing.org.uk/">www.interbeing.org.uk/</a> Thich Nhat Hanh.</p> <p><a href="http://www.dalailama.com/">www.dalailama.com/</a> The Dalai Lama.</p> <p><b>Online Sacred Texts</b></p> <p><a href="http://www.dharmanet.org/HeartSutra.htm">http://www.dharmanet.org/HeartSutra.htm</a> Heart Sutra.</p> <p><a href="http://www.bdk.or.jp/document/dgtl-dl/dBET_T0262_LotusSutra_2007.pdf">http://www.bdk.or.jp/document/dgtl-dl/dBET_T0262_LotusSutra_2007.pdf</a> Lotus Sutra (the Parable of the Burning House is Chapter 3).</p>
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<p><b>Theme 2</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Batchelor, S. (1998) - Buddhism Without Beliefs: A Contemporary Guide to Awakening (New edition). London: Bloomsbury Publishing PLC, ISBN:0747538433</li> <li>• Batchelor, S. (2011) - Confessions of a Buddhist Atheist, Spiegel &amp; Grau, ISBN:0385527071</li> <li>• Brazier, D. (2014) - Buddhism is a Religion: You Can Believe It, Woodsmoke Press, ISBN:0993131700</li> <li>• Fowler, J., &amp; Fowler, M. (2009) - Chanting in the hillsides: Nichiren Daishonin Buddhism in Wales and the Borders, Sussex Academic, ISBN:1845192583</li> <li>• Fowler, M. (2005) - Zen Buddhism: Beliefs and Practices, Sussex Academic Press, ISBN:1902210425</li> <li>•</li> <li>• Lopez, Donald S. (2008) - Buddhism and Science: A Guide for the Perplexed (1st Edition edition), University of Chicago Press, ISBN:0226493121</li> <li>• Matsunaga, A., &amp; Matsunaga, D. (1984) - Foundation of Japanese Buddhism: Vol. 2 : The Mass Movement, Buddhist Books Intl., ISBN:0914910280</li> <li>• Pye, M. (2003) - Skilful Means: A Concept of Mahayana Buddhism (2<sup>nd</sup> Edition), Routledge, ISBN:0415314275. A research text rather than an introduction.</li> <li>• Williams, P. (2009) - Mahāyāna Buddhism: the doctrinal foundations. (2nd Edition), Routledge, ISBN:0415356539</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.accesstoinight.org/tipitaka/an/an03/an03.065.than.html">http://www.accesstoinight.org/tipitaka/an/an03/an03.065.than.html</a> Kalama Sutta.</p> <p><a href="http://buddhism.about.com/od/basicbuddhistteachings/a/science.htm">http://buddhism.about.com/od/basicbuddhistteachings/a/science.htm</a> Buddhism and Science.</p>
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**Theme 3**

**Books**

- Batchelor, S. (2011) - The Awakening of the West: the encounter of Buddhism and Western culture. (2nd Edition), Echo Point, ISBN:0938077694
- Bechert, H., & Gombrich, R. (1991) - The World of Buddhism: Buddhist Monks and Nuns in Society and Culture, Thames & Hudson, ISBN:0500276285
- Benn, J. A., Meeks, L., & Robson, J. (Eds.). (2011) - Buddhist Monasticism in East Asia: Places of Practice, Routledge, ISBN:041550144X
- Berkwitz, S. C. (2009) - South Asian Buddhism: A Survey, Routledge, ISBN:0415452481
- Bluck, R. (2008) - British Buddhism: Teachings, Practice and Development (1<sup>st</sup> Edition), Routledge, ISBN:0415483085
- Cabezon, J. I. (Ed.) (1992) - Buddhism, Sexuality and Gender, State University of New York Press, ISBN:0791407586
- Gross, R. M. (1992) - Buddhism After Patriarchy: A Feminist History, Analysis, and Reconstruction of Buddhism, State University of New York Press, ISBN:0791414043
- Fowler, M. (1999) - Buddhism: Beliefs and Practices, Sussex Academic Press, ISBN:1898723664
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- Kay, D. N. (2014) - Tibetan and Zen Buddhism in Britain, Routledge, ISBN:041575397X
- Luisi, P. L. (2008) - Mind and Life: Discussions with the Dalai Lama on the Nature of Reality, Columbia University Press, ISBN:0231145500
- Murcott, S. (2006) - First Buddhist Women: Poems and Stories from the Therigatha (2<sup>nd</sup> Edition), Parallax Press, ISBN:188837554X
- Salgado, N. S. (2013) - Buddhist Nuns and Gendered Practice: In Search of The Female Renunciant. New York: Oxford University Press. ISBN:0199760012
- Tsomo, K. L. (Ed.) (1999) - Buddhist Women Across Cultures, State University of New York Press, ISBN:0791441385

**Online Sacred Texts**

<http://www.accesstoinsight.org/tipitaka/an/an03/an03.065.than.html>

Kalama Sutta.

<http://palisuttas.com/2015/11/01/upali-sutta-mn-56/>

The Buddha's conversation with Upali (a former Jain).

[http://www.bdk.or.jp/document/dgdl-dl/dBET\\_T0262\\_LotusSutra\\_2007.pdf](http://www.bdk.or.jp/document/dgdl-dl/dBET_T0262_LotusSutra_2007.pdf)

The Dragon King's Daughter (p184ff).

<http://www.accesstoinsight.org/lib/authors/dhammadika/wheel386.html>

Rock Edicts of King Ashoka.

**Websites**

<http://www.amaravati.org/>

Amaravati Buddhist Monastery.

<http://throssel.org.uk/>

Throssel Hole Priory.

<http://www.samyeling.org/>

Samye Ling.

<https://thebuddhistcentre.com>

Friends of the Western Buddhist Order.

<http://www.nbo.org.uk/>

Network of Buddhist Organisations in the UK.

<p style="text-align: center;"><b>Theme 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Heine, S., &amp; Prebish, C. S. (2003) - Buddhism in the Modern World: Adaptations of an Ancient Tradition, Oxford University Press, ISBN:0195146980</li> <li>• Keown, D. (2000) - Contemporary Buddhist Ethics. London; New York: Routledge, ISBN:0700713131</li> <li>• Keown, D., Prebish, C. S., &amp; Queen, C. (Eds.). (2003) - Action Dharma: New Studies in Engaged Buddhism, Routledge, ISBN:0700715940</li> <li>• Macy, J. (1991) - World as Lover, World as Self: A Guide to Living Fully in Turbulent Times. Berkeley, Parallax Press, ISBN:188837571X</li> <li>• Queen, C. S. (2000) - Engaged Buddhism in the West, Wisdom Publications, ISBN:0861711599</li> <li>• Samuel, G. (2012) - Introducing Tibetan Buddhism, Routledge, ISBN:0415456657</li> <li>• Williams, J. M. G., &amp; Kabat-Zinn, J. (2013) - Mindfulness: diverse perspectives on its meaning, origins and applications, Routledge, ISBN:0415636477</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.joannamacy.net/">http://www.joannamacy.net/</a> Joanna Macy's own website, which introduces her work in deep ecology and Buddhism.</p> <p><a href="http://plumvillage.org/about/thich-nhat-hanh/">http://plumvillage.org/about/thich-nhat-hanh/</a> For information on the life and work of Thich Nhat Hanh, the Community of Interbeing and Plum Village.</p> <p><a href="http://www.cabinetmagazine.org/issues/2/western.php">http://www.cabinetmagazine.org/issues/2/western.php</a> 'From Western Marxism to Western Buddhism' by Slavoj Zizek.</p> <p><a href="http://www.theguardian.com/commentisfree/belief/2011/mar/22/western-buddhism">http://www.theguardian.com/commentisfree/belief/2011/mar/22/western-buddhism</a> 'Buddhism is the New Opium of the People' by Mark Vernon. Guardian 22.03.11</p>
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## Delivering the Specification

### A Level - Unit 3: A Study of Religion

#### Option E: A Study of Hinduism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 2: Significant historical developments in religious thought

###### The reasons for the development and growth of ISKCON

ISKCON Wales - the Hare Krishna movement in Wales - <http://www.iskconwales.org.uk/>.

###### Theme 3: The impact of migration on Hindu identity and the challenges of being a religious and ethnic minority in Britain:

Hindu Cultural Association (Wales) – India Centre - run by the Indian Community in Wales whose aim is to facilitate seamless integration of the Indian community to the wider local community. <http://www.indiacentre.co.uk/index.php>.

##### Theme 1: Religious figures and sacred texts (part 2)

In this section, 1A deals with the nature and significance of the Upanishads and their influence on Hindu thought and belief especially the relationship between Brahman and atman. Sections 1B and 1C deal with two prominent figures in the development of Hinduism – Gandhi and Ramakrishna. Candidates should have knowledge and understanding of their contribution and be able to compare their successes and failures. This section is dealt with very well in *Hinduism* by Ian Jamison, (Philip Allan).

###### 1A. Nature and significance of the Upanishads

Candidates should have clear knowledge and understanding of the origin and background to the Upanishads. They should have an understanding of their esoteric quality and the role of the gurus in their composition. They should be able to explain and exemplify their significant teachings on Brahman and atman, the achievement of jnana and the importance of these teachings for Hindus today. Candidates need to be able to explain the concept of yajna with specific textual references to the Kata Upanishad.

###### 1.B A comparison of the contributions made to Hinduism by Mahatma Gandhi and Shri Paramahansa Ramakrishna: Gandhi

Candidates should have a brief overview of the main events in the life of Gandhi in order to put his religious beliefs and teachings in context. They should have clear knowledge and understanding of his main convictions – Advaita Vedanta, satyagraha and brahmacharya and a universalist religion and be able to exemplify these with reference to his attempts to influence the development of Hinduism. They should also be able to evaluate critically his contribution to Hinduism as well as the interaction between his political and religious beliefs. This section is dealt with very well in *Hinduism* – Ian Jamison.

### **1.C A comparison of the contributions made to Hinduism by Mahatma Gandhi and Shri Paramahansa Ramakrishna: Shri Paramahansa Ramakrishna**

Candidates should have an overview of the life of Shri Paramahansa Ramakrishna and the various influences on his thought, focusing on his mystical experiences of the goddess Kali. They need to have a clear understanding of his role in the development of neo-Vedanta thought and the belief that all religions are the same path. Candidates need to understand the relationship between the teaching of Ramakrishna and the contribution of Vivekananda in the development of Hinduism as a world religion. They should also have an overview of the work and contribution of the Ramakrishna mission and be able to evaluate its influence on the development of Hinduism especially as a popular discourse in the West.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 2: Significant historical developments in religious thought.**

Theme 2 deals with how Hindu religious thought has responded to the challenges of historical developments. Section A deals with ISKCON and its growth and significance in the development of Hinduism. In section B candidates are introduced to the challenges to Hindu thought from science and secularisation and Hindu responses to those challenges. Section C deals with Hindu liberationist thinking in the context of attitude and responsibility to wealth and poverty.

#### **2A. The reasons for the development and growth of ISKCON**

Candidates should be familiar with the life and influence of A.C. Bhaktivedanta Swami Prabhupada and the main steps in the creation of ISKCON. They should be able to evaluate the importance of his contribution. Candidates will also need to have a clear understanding of the religious and cultural reasons for the growth of ISKCON. They will also need to have knowledge and understanding of the main beliefs and practices and be able to evaluate their relationship with traditional Hinduism.

#### **2B. The challenges to Hinduism from secularisation and science**

Candidates should have a general overview of the relationship between Hinduism and science. Specific focus should be on Hinduism and science in Vedic literature and candidates will be expected to exemplify the relationship between them. They will need to have an understanding of the diversity of views within Hinduism and be able to compare and contrast conservative and liberal viewpoints. Candidates will also need to have an understanding of secularisation in the context of Hinduism and Hindutva responses to secularisation in India. Focus should be given to orthodox views on secularisation.

#### **2C. Hindu liberationist thinking as defending the poor and oppressed**

Candidates should be familiar with the four aims in life and their influence on Hindu lifestyle. They should also be able to evaluate their importance in the context of Hindu attitudes to wealth and poverty. They should have an understanding of how they are related to each other and how they influence Hindu responsibilities towards the poor and oppressed. Candidates will also need to evaluate their influence on the guidance of artha shastras and the influence of Vinoba Bhave on attitudes to social welfare.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Significant social developments in religious thought**

Theme 3 deals with developments within Hinduism in the context of diversity and pluralism, Hindu identity and changing roles of men and women. Section A deals with differences between diversity and pluralism within Hinduism and attitudes to religious and cultural variations, both within and outside Hinduism. In section B candidates are introduced to the challenges to Hindu identity in Britain and the difficulties of practising Hinduism in a non-Hindu society. Section C deals with the development of the roles of men and women in Hinduism.

#### **3A. Difference between diversity and pluralism**

Candidates should be familiar with the definitions of diversity and pluralism and their application to Hinduism. They should be able to exemplify Hinduism as a pluralist tradition and discuss the historical origins of Hindu attitudes including Gandhi's Sarvodaya. Candidates need to be aware of the tension between exclusivism and pluralism and to be able to exemplify this in the context of Hinduism. They also need to have a clear understanding of the concept of ishtadeva and its influence on Hindu attitudes to other faiths.

#### **3B. The impact of migration on Hindu identity and the challenges of being a religious and ethnic minority in Britain**

Candidates need to be familiar with diversity of views on the meaning of Hindu identity especially in Britain and to have a clear understanding of how belief, practice, lifestyle, worship and conduct impact on identity. They should also have an understanding of the challenges to Hindu identity in Britain which arise from trying to practise Hinduism in a non-Hindu society. They should be able to exemplify some of these challenges and to focus especially on the challenges posed by popular British culture to traditional Hinduism and the possible conflict that could emerge.

#### **3C. The changing roles of men and women in Hinduism (including different views within the religion)**

Candidates should have clear knowledge and understanding of the diversity of views within Hinduism, both religiously and culturally, to the rights of women. They should have knowledge of the traditional views on the role of men and women within Hinduism and the ways these roles are developing and changing. Candidates should be able to discuss the developing role of women with particular reference to Indira Gandhi's period as Indian president and to be able to discuss contemporary views on the role of women and the issue of feminism in Hinduism with particular reference to the work of Madhu Kishwar. They should also be able to evaluate how the changing roles of women have affected and changed the roles of men in Hinduism.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 4 : Religious practices that shape religious identity (part 2)**

Theme 4 deals with developments that have had an impact on Hindu identity, religious belief and practice. Section A deals with the Bhakti Movement and its influence within Hinduism. In section B candidates are introduced to the philosophy of Samkhya yoga and Advaita Vedanta in the context of the nature of reality and religious experience. Section C deals with Hindu teaching and views on the issue of bioethics.

#### **4A. Bhakti Movement**

Candidates should have an overview of the origins and background of the bhakti movement. They should have a clear understanding of different forms of bhakti and their role and importance within Hinduism. Candidates should be able to discuss the merits and failings of bhakti as an expression of Hinduism. They should also have an understanding of yatra as a form of bhakti and its importance as an expression of the concept of bhakti.



**4B. Philosophical understandings of the nature of reality and religious experience found in Samkhya yoga and Advaita Vedanta**

Candidates should be familiar with the main steps in the development of Samkhya philosophy and have clear knowledge and understanding of the teaching on the three forms of Brahman. They should also have understanding of the three gunas as the three components of the empirical world. Candidates also need an understanding of the role and influence of Patanjali in the development of Samkhya yoga and especially ashtanga or 'eightfold' yoga. They should also have an understanding of Advaita philosophy and its contribution to the understanding of Brahman. Candidates need to be familiar with the teaching of Shankara – on the three levels of reality and the concept of adhyasa.

**4C. Hindu bioethics**

Candidates need to be familiar with the issue of bioethics and especially the aspects of IVF, sperm donation and embryonic transfer. They need to be familiar with the meaning of these procedures and have a general overview of what they entail. They should have clear knowledge and understanding of relevant Hindu teaching on these issues and be able to discuss and compare different views with specific reference to Swasti Bhattacharya and S. Cromwell Crawford.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

## A STUDY OF HINDUISM : USEFUL RESOURCES

<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Chadha, Y. (1997) – Rediscovering Gandhi, Century, ISBN:0712677313</li> <li>• Edgerton, F. (2002) – The Bhagavad Gita, Harvard University Press, ISBN:0674069250</li> <li>• Flood, G. (2004) – An Introduction to Hinduism, Foundation Books, ISBN:8175960280</li> <li>• Grukalski, B. (2001), – On Gandhi, Wadsworth Publishing Co Inc., ISBN:0534583741</li> <li>• Isherwood, C. (1994) – Ramakrishna and his disciples, Advaita Ashrama, ISBN:8185301182</li> <li>• Klostermaier, K. (2007) – A Survey of Hinduism, State University of New York Press, ISBN:0791470822</li> <li>• Mascaro, J. (translator) (2005) – The Upanishads, Penguin Classics, ISBN:9780140441635</li> <li>• O’Flaherty, W.D. (1988) – Textual Sources for the Study of Hinduism, University Of Chicago Press, ISBN:9780226618470</li> <li>• Olivelle, P. (2008) – Upanishads, Oxford University Press, ISBN:019954025X</li> <li>• Prashad, C. Ram – ‘Contemporary Political Hinduism’ in Flood, G. (editor), (2005), Blackwell Companion to Hinduism, Wiley-Blackwell, ISBN:1405132515</li> <li>• Richards, G (1996) – A Source book of Modern Hinduism, Routledge, ISBN:0700703179</li> <li>• Zaehner, R.C. (1992) – Hindu Scriptures, Everyman, ISBN:1857150643</li> </ul> <p><b>DVD</b> Gandhi – Richard Attenborough</p> <p><b>Websites</b></p> <p><a href="http://www.sacred-texts.com">www.sacred-texts.com</a> Copies of online Hindu sacred text.</p> <p><a href="http://www.goloka.com">www.goloka.com</a> The Black Peacock - Art and Vedic philosophy website.</p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="http://www.mkgandhi.org/biography/">www.mkgandhi.org/biography/</a> Information about Gandhi and his teachings.</p> <p><a href="http://www.ramakrishna.org">www.ramakrishna.org</a> Website of the Ramakrishna - Vivekananda Center, New York.</p> <p><a href="https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2961">https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2961</a> WJEC resources for Unit 3E: A Study of Hinduism</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Clayton, P. &amp; Simpson Z. (2008) - Oxford Handbook of Religion and Science - Menon, S. – Hinduism and Science, Oxford University Press, ISBN:0199543658</li> <li>• Richards, G (1996) – A Source book of Modern Hinduism, Routledge, ISBN:0700703179</li> <li>• Roy, Raja Ram Mohan (2015) – Vedic Physics – Scientific Origin of Hinduism, Mount Meru Publishing , ISBN:1988207045</li> <li>• Sharma, A. (2005) – Modern Hindu Thought: An Introduction, Oxford University Press , India, ISBN:0195676386</li> <li>• Squarcini F. &amp; Fizzotti, E. (2004) – Hare Krishna (Studies in contemporary Religion) , Signature Books, ISBN:1560851686</li> <li>• Williams, R. (1994) – A New Face of Hinduism: The Swaminarayan Religion, Cambridge University Press, ISBN:0521274737</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.iskcon.org/">http://www.iskcon.org/</a> The official website of the International Society for Krishna.</p> <p><a href="http://www.hinduwebsite.com/hinduindex.asp">http://www.hinduwebsite.com/hinduindex.asp</a> Information on Hindu beliefs and practices.</p> <p><a href="http://hinduonline.co">http://hinduonline.co</a> A breadth of information about Hindu beliefs and practices.</p> <p><a href="https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2961">https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2961</a> WJEC resources for Unit 3E: A Study of Hinduism</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Bhatt, C. (2001) – Hindu Nationalism , Bloomsbury Academic, ISBN:1859733484</li> <li>• Brass, P. – The Politics of India since Independence, Cambridge University Press, ISBN:0521453623</li> <li>• Kishwar, M. (1984) – In Search of Answers: Indian Women’s Voices, Zed Books Ltd, ISBN:0862321786</li> <li>• Kishwar, M. (2002) – Off the Beaten Track – Rethinking Gender Justice for Indian Women, Oxford University Press, ISBN:0195658310</li> <li>• Richards, G (1996) – A Source book of Modern Hinduism, Routledge, ISBN:0700703179</li> <li>• Weller, P. (2008) – Hindu Origin and Key organisations in the UK, Continuum International Publishing Group Ltd., ISBN:9780826498984</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.hinduwebsite.com/hinduindex.asp">http://www.hinduwebsite.com/hinduindex.asp</a> Information on Hindu beliefs and practices.</p> <p><a href="http://hinduonline.co">http://hinduonline.co</a> A breadth of information about Hindu beliefs and practices.</p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2961">https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2961</a> WJEC resources for Unit 3E: A Study of Hinduism</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Bhattacharyya, S. (2006) – Magical Progeny - Modern Technology, State University of New York Press, ISBN:0791467929</li> <li>• Crawford, S. Cromwell (2003) – Hindu Bioethics for the 21st Century, State University of New York Press, ISBN:079145780X</li> <li>• Crawford, S. Cromwell (1982) – Evolution of Hindu Ethical Ideals, University Press of Hawaii; 2<sup>nd</sup> Edition, ISBN:0824807820</li> <li>• Fowler, Jeaneane (1996) – Hinduism – Beliefs and Practices, Sussex Academic Press, ISBN:1898723605</li> <li>• Fuller, C. J. (2004) – The Camphor Flame, Princeton University Press, ISBN:069112048X</li> <li>• Hatcher, Brian. A. (2015) – Hinduism in the Modern World, Routledge, ISBN:0415836042</li> <li>• Jamison, Ian – Hinduism (2006), Philip Allan Updates, ISBN:1844894207</li> <li>• Sharma, A. (2012) – Classical Hindu Thought, D.K. Printworld Ltd, ISBN:8124606439</li> <li>• Sharma, A. (2007) – The Philosophy of Religion and Advaita Vedanta, Motilal Banarsidass Publishers Pvt. Ltd., ISBN:8120820274</li> <li>• Zaehner, R.C. (1983) – Hinduism, Oxford University Press, ISBN:019888012X</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.advaitavedanta.org">www.advaitavedanta.org</a> Information on Advaita Vedanta philosophy.</p> <p><a href="http://www.hinduismtoday.com">www.hinduismtoday.com</a> The official website of Hinduism Today magazine.</p> <p><a href="https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2961">https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2961</a> WJEC resources for Unit 3E: A Study of Hinduism</p>
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## Delivering the Specification

### A Level - Unit 3: A Study of Religion

#### Option F: A Study of Sikhism

##### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

##### Theme 3: Significant social developments in religious thought

###### The challenges of being a religious and ethnic minority in Britain with reference to miri and piri:

*The Sikhs in Wales*, Jaswant Singh, Bhat Sangat Association in association with Butetown History & Arts Centre, (2012).

Proud to be Welsh and Sikh - the Story of Sarika Watkins-Singh - <http://www.theguardian.com/education/2008/jul/30/schools.religion>.

##### Theme 1: Religious figures and sacred texts (part 2)

Section 1A begins by examining the role and significance of two important texts in Sikhism – the Mul Mantra and the Japji of Guru Nanak. Sections 1B and 1C then look at two prominent figures in the development of Sikhism – Guru Arjan and Maharaja Ranjit Singh. Candidates should have knowledge and understanding of their contribution and be able to compare their successes and failures.

###### 1A. Role and significance of the texts of Mul Mantra and the Japji of Guru Nanak

Candidates should have clear knowledge and understanding of the philosophical content of the Mul Mantra and Japji of Guru Nanak and be able to discuss their teaching on the liberating and awesome presence of God. They should also have an understanding of how they are used in different aspects of worship and be able to give specific examples. Candidates should also be able to make specific reference to the text and be able to evaluate their relative importance in that context.

###### 1B. The contribution made to the development of Sikh thought through the works of: Guru Arjan - a period of Sikh growth

Candidates should have an overview of the main events in the life of Guru Arjan and be able to link those events with his contribution to Sikhism. They should have clear knowledge and understanding of his main contributions and be able to give specific examples. They should also be able to evaluate to what extent he developed the principles of Guru Nanak. Candidates should also be able to discuss the importance of his role within Sikhism. There is a good overview of the life of Guru Arjan in *The Sikhs – Their Religious Beliefs and Practices* by W. Owen Cole and Piara Singh Sambhi (Sussex Academic Press).

**1C. The contribution made to the development of Sikh thought through the works of: Maharaja Ranjit Singh and the founding of the Sikh empire**

Candidates should have an overview of the background and early life of Maharaja Ranjit Singh and the various influences which shaped his contribution to Sikhism. They need to have a clear understanding of his role in the founding of the Khalsa and ensuring political sovereignty in the Punjab. Candidates need to be able to explain why the time of Maharaja Ranjit Singh is considered a golden age for Sikhism. They also need to have knowledge of the main features of Ranjit Singh's empire and be able to discuss to what extent it was a religious empire.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

**Theme 2: Significant historical developments in religious thought**

Theme 2 deals with how Sikh religious thought has responded to the challenges of social and historical developments. Section A deals with the importance of Khalistan in Sikh aspirations. In section B candidates are introduced to the changing roles of men and women in Sikhism. Section C deals with differences between diversity and pluralism within Sikhism.

**2A. The aspiration for Khalistan**

Candidates should be familiar with the historical, political and religious significance of Khalistan for Sikhs. They should have a clear understanding of the political background and be able to explain the significance of certain events in the context of the aspiration for Khalistan. Candidates should also be able to discuss the role of persecution in shaping Sikh identity. They also need to be aware of the diversity of views within Sikhism on the issue of self-rule.

**2B. Changing role of men and women in Sikhism**

Candidates should have clear knowledge and understanding of how Sikhism in belief and practice has promoted the equal role and status of women. They should have knowledge of the teaching of Guru Nanak and be familiar with the example of Guru Gobind Singh and be able to refer to specific examples. They should also be able to discuss aspects of Sikhism which show equality in practice. Candidates should have knowledge and understanding of the contribution of Guru Amar Das and be able to compare the views of Sikh scholars on the issue - Dr Mohinder Kaur Gill, Dr Gurnam Kaur and Kanwaljit Singh. They should also be able to discuss the issue of feminism in the context of Sikh philosophy.

**2C. Difference between diversity and pluralism**

Candidates should be familiar with the definitions of diversity and pluralism and their application to Sikhism. They should be able to discuss the historical origins of Sikh attitudes and explain how they were influenced by the conflicts with Islam and Hinduism. Candidates need to be aware of relevant teaching in the Guru Granth Sahib and to be able to examine the conflict in Sikhism between exclusivism and inclusivism. They also need to have a clear understanding of Sikh attitudes to other faiths and the defining of Sikhism as a non-missionary religion. Candidates also need to be aware of diversity within Sikhism. There is a good introduction to the Sikh attitude towards other religions in *The Sikhs – Their Religious Beliefs and Practices* by W. Owen Cole, and Piara Singh Sambhi (Sussex Academic Press).

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

### **Theme 3: Significant social developments in religious thought**

Theme 3 deals with developments within Sikhism in the context of challenges posed by science and secularisation and of being a religious minority in Britain. Section A deals with the Sikh relationship with science and the responses to secularisation. In section B candidates are introduced to the origins and development of the Sikh community in Britain. Section C deals with the challenges of being a practising Sikh in Britain today in the context of miri and piri.

#### **3A. The challenges to Sikhism from science and its responses to secularisation**

Candidates should be familiar with the relationship between Sikhism and science and be able to give specific examples of scientific issues which highlight that relationship, as well as referring to Sikh teaching. They should have clear knowledge and understanding of the role and duty of a Sikh as a member of society and how compatible those aims are with a secular society. They should also be able to discuss various ways Sikhism has responded to secularisation and be able to evaluate the strengths and weaknesses of those responses.

#### **3B. Origins and development of the Sikh community in Britain**

Candidates need to be familiar with the origins of the Sikh community in Britain in terms of migration from Punjab and East Africa. They should have an understanding of how the Sikh population is geographically distributed in Britain and the specific challenges that arise from this. Candidates will need to be able to explain and exemplify the perceived conflicts between traditional Sikh values and popular culture, as well as the reasons for the development of Sikhism in Britain (the adoption of Sunday and using the gurdwara as a social centre). They should be able to evaluate the success or failure of Sikhs to assimilate into British society.

#### **3C. The challenges of being a religious and ethnic minority in Britain with reference to miri and piri**

Candidates should have clear knowledge and understanding of the origins and meaning of the concept of miri and piri. They should have knowledge of the way the concept has developed and evolved and how it is interpreted by Sikh liberationist thinking as defending the poor and oppressed and how the wearing of the kirpan expresses these values. Candidates should be able to discuss how the concept is put into practice and the challenges of fulfilling material and spiritual needs in Britain today.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**

#### **Theme 4: Religious practices that shape religious identity (part 2)**

Theme 4 deals with developments that have had an impact on Hindu identity, religious belief and practice. Section A deals with the status and importance of the Rahit Maryada and Rahit Namas in Sikhism. In section B candidates are introduced to the philosophical understanding of the nature of God found in the names of God in Sikhism. Section C deals with Sikh teaching and views on the issue of bioethics.

#### **4A. The status and importance of Rahit Maryada and Rahit Namas**

Candidates should have an overview of the origins of the Rahit Maryada. They should be able to discuss in the context of the Rahit Maryada and Rahit Namas the relationship and interdependence of values, principles and practices and how this is reflected in Sikh conduct and identity. Candidates should be able to discuss the interpretation, development and reform of both codes of conduct within Sikhism and be able to evaluate the relationship between the Rahit Maryada and Rahit Namas. They should be able to discuss their influence on Sikh daily life.

#### **4B. Philosophical understandings of the nature of God and religious experience found in the names of God**

Candidates should be familiar with the practice of Naam Japo and how this represents the Sikh understanding of the nature of God. They should also have understanding of the practice of naam and its importance and influence on Sikh thought. Candidates also need a clear understanding of the 5 Shabads and the 5 Khands and how they contribute to the understanding of the nature of God. They should also be able to discuss the nature of the relationship between God and humanity.

#### **4C. Sikhism and bioethics – infertility**

Candidates need to be familiar with the issue of bioethics and especially the aspects of IVF, sperm donation and embryonic transfer. They need to be familiar with the meaning of these procedures and have a general overview of what they entail. They should have clear knowledge and understanding of relevant Sikh teaching on these issues and be able to discuss and compare different views with specific reference to Sikh scholars D.S. Chahal, Dr Jodh Singh and W. Owen Cole as a non-Sikh scholar.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of this specification.**



## A STUDY OF SIKHISM : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, W. Owen (2010) – Teach Yourself Sikhism, Teach Yourself, ISBN:1444105108</li> <li>• Cole, W. Owen and Sambhi, Piara Singh (1998) – The Sikhs – Their Religious Beliefs and Practices, Sussex Academic Press, ISBN:1898723133</li> <li>• McLeod, W.H. (1984) – Textual Sources for the Study of Sikhism, Manchester University Press, ISBN:0719010764</li> <li>• Sambhi, P. S. (1994) – The Guru Granth Sahib, Heinemann Library, ISBN:0431073708</li> <li>• Singh, K. (2004 &amp; 2005) - History of the Sikhs - Volume 1 and 2, Oxford University Press, ISBN:0195673085 &amp; ISBN:0195673093</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.realsikhism.com/">http://www.realsikhism.com/</a> A brief overview of the main aspects of Sikhism.</p> <p><a href="https://sikhismguide.neocities.org">https://sikhismguide.neocities.org</a> A website covering the main beliefs of Sikhism.</p> <p><a href="https://warwick.ac.uk/services/equalops/a-z/guide_to_sikhism_in_he.pdf">https://warwick.ac.uk/services/equalops/a-z/guide_to_sikhism_in_he.pdf</a> A Guide to Sikhism by Eleanor Nesbitt.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A Website covering main beliefs and practices within Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p> <p><a href="http://www.britishsikhreport.org/">http://www.britishsikhreport.org/</a> Providing insights into the British Sikh Community.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Grewal, J.S. (2001) – From Guru Nanak to Maharaja Ranjit Singh, Guru Nanak Dev University, ISBN:8177700294</li> <li>• Gupta, H.R. (2000) – History of the Sikhs Volume 1 The Sikh Gurus 1469-1708, Munshiram Manoharlal Publishers, ISBN:8121502764</li> <li>• McLeod, W.H. (1976) – The Evolution of the Sikh Community, Oxford University Press, ISBN:0198265298</li> <li>• McLeod, W.H. (1979) – Early Sikh Tradition: Study of the Janam-sakhis, Oxford University Press, ISBN:0198265328</li> <li>• Macauliffe, M.A. (2009) – The Sikh Religion – Its Gurus, Sacred Writings and Authors, Amazon Media, ASIN: B00D33B36Q (Kindle Edition)</li> <li>• Singh, H. (1994) – The Heritage of the Sikhs, Manohar Publishers and Distributors, ISBN:8173040641</li> <li>• Singh, D. (2013) – Guru Nanak’s message in Japji, Singh Brothers, ISBN:8172050496</li> <li>• Vaudeville, C. (1974) – Kabir, Oxford University Press, ISBN:0198265263</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.realsikhism.com/">http://www.realsikhism.com/</a> A brief overview of the main aspects of Sikhism.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A Website covering main beliefs and practices within Sikhism.</p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p>
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<p><b>Theme 2</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cunningham, J.D. (2007) – A History of the Sikhs, Kessinger Publishing, ISBN:0548150508</li> <li>• Helweg, A.W. (1987) – Sikhs in England, Oxford University Press, ISBN:0195618947</li> <li>• Helweg, A.W. (1980) – Sikhs in England: The Development of a Migrant Community, Oxford University Press, ISBN:0195611500</li> <li>• James, A.G. (1874) – Sikh Children in Britain, Oxford University Press, ISBN:0192184091</li> <li>• Kalsi, S. S. (1992) – The Evolution of the Sikh Community in Britain, University of Leeds, ISBN:1871363039 (digital version available here <a href="http://goo.gl/iN7nLu">http://goo.gl/iN7nLu</a>)</li> <li>• McLeod, W.H. (1989) – Who is a Sikh? – The Problem of Sikh Identity, Clarendon Press, ISBN:0198265484</li> <li>• Singh, P. &amp; Barrier, N.G. (1999) – Sikh Identity: Continuity and Change, Manohar Publishers and Distributors, ISBN:8173042362</li> <li>• Tatla, D. S. (2005) – The Sikh Diaspora: The Search for Statehood, UCL Press, ISBN:1857283007</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a> Useful information ranging from a brief history of Sikhism to current news.</p> <p><a href="http://www.wahegurunet.com">www.wahegurunet.com</a> Source of information about Sikh beliefs, practices, teachings and philosophy.</p> <p><a href="http://www.allaboutsikhs.com">www.allaboutsikhs.com</a> Useful information ranging from a brief history of Sikhism to Biographies of Great Sikh Women.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cimino, R. (2014) - Mystical Science and Practical Religion, Lexington Books, ISBN:0739182277</li> <li>• Cole, W. Owen (2004) - Understanding Sikhism, Dunedin Academic Press, ISBN:1903765153</li> <li>• Gill, M. K. (1995) - The Role and Status of Women in Sikhism, South Asia Books, ISBN:8171161758</li> <li>• Kaur, G. (1995) - Sikh Value System and Social Change, Punjabi University, ISBN:8173801347</li> <li>• McLeod, W.H. (2004) - Sikhs and Sikhism, Oxford University Press, ISBN:0195668928</li> <li>• Madra, A. Singh and Singh, P. (2013) - Warrior Saints, Kashi house, ISBN:0956016855</li> <li>• Sidhu, G. S. - Sikh Religion and Women, Amazon Media, ASIN:1902122003 (Kindle Edition)</li> <li>• Singh, G. and Singh, K. (2011) - Sri Dasam Granth Sahib, Archimedes Press, ISBN:0956843500</li> <li>• Singh, P. &amp; Fenech, L. E. (2016) - Oxford Handbook of Sikh Studies, Oxford University Press, ISBN:0198745087</li> <li>• Singh, K. K. (1998) - Sikhism for Today, Oxford University Press, ISBN:0199172552</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.britishsikhreport.org/">http://www.britishsikhreport.org/</a> An annual report providing insights into the British Sikh Community.</p> <p><a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a> A website covering the main beliefs and practices within Sikhism.</p> <p><a href="http://www.wahegurunet.com/role-of-women-in-sikhism">http://www.wahegurunet.com/role-of-women-in-sikhism</a> Information on the role of women in Sikhism.</p> <p><a href="https://www.youtube.com/watch?v=SyNueXHAeXE">https://www.youtube.com/watch?v=SyNueXHAeXE</a> Video on Operation Bluestar (part 1).</p> <p><a href="https://www.youtube.com/watch?v=Cv1388Hys8Q">https://www.youtube.com/watch?v=Cv1388Hys8Q</a> Video on Operation Bluestar (part 2).</p>
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<b>Theme 4</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Chahal, D.S. (2009) - Sikh Perspectives on Bio-Ethics found in Religious Perspectives on Bioethics (Annals of Bioethics) edited by M. Cherry, Routledge, ISBN:0415544130</li> <li>• Cole, W. Owen (2004) - Understanding Sikhism, Dunedin Academic Press, ISBN:1903765153</li> <li>• Jhutti-Johal, J. (2001) - Sikhism Today, Continuum, ISBN:1847062727</li> <li>• Singer, P. A. (2008) - The Cambridge Textbook of Bioethics, Cambridge University Press, ISBN:0521694438</li> <li>• Singh, H. (2009) - Sikh Code of Conduct, ISBN:0955458706</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC80253/">www.ncbi.nlm.nih.gov/pmc/articles/PMC80253/</a> Article on Sikhism and bioethics.</p> <p><a href="http://akaalpublishers.com/?page_id=13">http://akaalpublishers.com/?page_id=13</a> Free downloadable leaflets on Divali and Vaisakhi.</p> <p><a href="http://www.iuscanada.com/journal/archives/2005/j0701p35.pdf">http://www.iuscanada.com/journal/archives/2005/j0701p35.pdf</a> An article on Sikh ethics.</p> <p><a href="https://sikhismguide.neocities.org">https://sikhismguide.neocities.org</a> A website covering the main beliefs and practices within</p>
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## Delivering the Specification

### A Level - Unit 4: Religion and Ethics

#### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

#### Theme 2

**The application of John Finnis' Natural Law and Bernard Hoose's Proportionalism to both of the personal, societal and global issues listed below:**

1. Immigration
2. Capital punishment

#### Information on Immigration in Wales

<http://www.walesonline.co.uk/news/wales-news/latest-migration-stats-show-rise-5803534>  
[http://www.bbc.co.uk/wales/history/sites/themes/society/migration\\_immigration.shtml](http://www.bbc.co.uk/wales/history/sites/themes/society/migration_immigration.shtml)

#### Capital punishment

How the miscarriage of justice with regards to Welshman, Timothy Evans led to the abolishment of the death penalty in the UK.

<http://news.bbc.co.uk/1/hi/wales/8556721.stm>

#### Theme 1: Ethical Thought (part 2)

Sections A, B and C in Theme 1 involve a study of meta-ethics. (Naturalism, Intuitionism and Emotivism – some useful information can be found in *Ethical Studies* 2<sup>nd</sup> edition, Chapters 6 & 7 by Robert Bowie (Nelson Thornes)). They are designed to introduce candidates to the wider debate in ethics of what meaning do ethical terms actually have. The approach taken for these three sections is chronological so that the candidate can study the development of the debate.

#### 1A. Meta-ethical approaches: Naturalism

Candidates should be able to explain with clarity what Naturalism is (; they must have a good understanding of Bradley's presentation of Naturalism in the context of his philosophical work and understand the challenges that have been made generally to Naturalism. Candidates need to study the listed criticisms of Naturalism and have a clear knowledge and understanding of each criticism and why it is specifically damaging to Naturalism. All of the criticisms should be exemplified, in order to demonstrate understanding.

### **1B. Meta-ethical approaches: Intuitionism**

Candidates should be able to explain with clarity what Intuitionism is; they must also have a good understanding of Pritchard's view on Intuitionism. Candidates need to study the listed criticisms of Intuitionism and have a clear knowledge of each criticism and why it is specifically damaging to Intuitionism. All of the criticisms should be exemplified, in order to demonstrate understanding.

### **1C. Meta-ethical approaches: Emotivism**

Candidates should be able to confidently explain with clarity what Emotivism is; they must have a good understanding of Ayer's view of Emotivism but would also benefit from the more systematic analysis as proposed by Charles L. Stevenson as a further example. Candidates need to study the criticisms listed of Emotivism and have a clear knowledge of each criticism and why it is specifically damaging to Emotivism.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

## **Theme 2: Deontological Ethics**

Sections 2A and 2B of Theme 2 are designed to illustrate the development of Natural Law. 2A considers John Finnis' development of Natural Law and 2B considers Bernard Hoose's overview of the Proportionalist debate within Natural Law. Section 2C expects candidates to apply the knowledge and understanding they have gained in 2A and 2B to the issues listed.

### **2A. John Finnis' development of Natural Law**

Candidates should be able to explain all seven of Finnis' basic human goods; understand his important distinction between theoretical and practical reason; be able to explain the nine requirements of practical reason; what Finnis meant by the 'common good' and finally Finnis' concession that there is a need for authority.

### **2B. Bernard Hoose's overview of Proportionalism**

Candidates should be able to explain how Proportionalism developed from the debate about moral theology in Roman Catholic understandings of Natural Law (see WJEC endorsed textbook Religion and Ethics published by Illuminate); how both Proportionalism and Natural Law are viewed by some as hybrid deontological / teleological ethics; candidates should understand the precise meaning of the maxim 'it is not right to go against a principle (deontological) unless there is a proportionate reason which would justify it (teleological); how Proportionalists differentiated between an evil moral act and pre-moral/ontic evil; a right act and a good act. Finally, candidates should understand that proportionality, should be based on agape (altruistic love).

### **2C. Finnis' Natural Law and Proportionalism: application of the theory**

Candidates need to apply the theory they have learnt in sections 2A and 2B to ethical issues arising from immigration and capital punishment. A detailed overview of how the various aspects of Finnis' Natural Law (with reference to the appropriate elements of the seven basic human goods, the nine requirements of practical reason and the common good) and Proportionalism (only breaking a principle if there is a proportionate reason and based on agape love) apply to these two ethical issues is needed. Candidates should focus on the application of the theory to the issues and not simply on background material; however, there may be several ethical issues identified when considering the background and candidates may wish to differentiate between these and/or select specific issues.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

### **Theme 3: Determinism**

The first two sections of this theme (3A and 3B) are designed to introduce candidates to the concept of determinism. The first section (3A) concentrates on the religious concept of predestination which is different from philosophical determinism. The second section (3B) considers other concepts of philosophical determinism i.e. Hard and Soft Determinism and how this is supported by modern scientific analysis and the specific science of psychology. The third part in this section (3C) requires candidates to consider the implications of determinism for various issues associated with moral responsibility and religious belief.

#### **3A. Religious concepts of predestination, with reference to the teachings of St Augustine and John Calvin**

Candidates need to consider two main religious authorities on predestination. Firstly, they need to consider what St Augustine understood by predestination in his Doctrine of Original Sin. This includes understanding the role of concupiscence in corrupting human free will and leaving humanity as 'a lump of sin' (massa peccati). Augustine's acceptance that humanity is born with an essentially 'free' human nature (liberium abitrium), but that this liberty (libertas) is lost to our sinful nature. However, candidates also need to appreciate that Augustine believed that not everyone will remain in this fallen state because of God's grace and atonement for the elect / saints. Secondly, candidates need to understand John Calvin's Doctrine of Election. They need to appreciate that Calvin believed that due to 'the fall' the nature of humanity has been irreversibly corrupted. Therefore, because God has absolute power He divides all humanity into two predestined groups: the Elect and the Reprobates. Calvin also argued that God chooses the Elect purely through His own will (unconditional election), that Christ's death and atonement for our sins was for the Elect only (limited atonement), the Elect cannot resist the calling of God (irresistible grace) and the Elect cannot commit apostasy (perseverance of the Elect).

#### **3B. Concepts of determinism**

Candidates, firstly, need to understand the concept of hard determinism. They need to be able to do this from three perspectives: philosophical determinism, candidates need to appreciate the theory of John Locke that free will is an illusion and the illustration he gave to exemplify his theory e.g. the man in the locked bedroom. Candidates need to understand modern scientific evidence to support philosophical determinism (e.g. biological determinism), the idea that some scientists hold that human behaviour is entirely controlled by an individual's genes. They also need to understand how modern psychology supports determinism (e.g. classical conditioning) and candidates need an overview of the contribution of Ivan Pavlov and his work on conditioning dogs. Secondly, candidates need to have an appreciation of soft determinism from two perspectives: that of Thomas Hobbes (his distinction between internal and external causes to highlight the difference between soft determinism and hard determinism) and A.J. Ayer (his distinction between caused acts and forced acts to illustrate the difference between soft determinism and hard determinism).

#### **3C. The implications of predestination/determinism**

Candidates need to appreciate the implications of determinism (from the perspective of both hard and soft) on moral responsibility. More specifically, the worth of human ideas of rightness, wrongness and moral value, the value in blaming moral agents for immoral acts and the usefulness of any normative ethics (e.g. Natural Law). Candidates must also understand the implications of predestination on religious belief: specifically, the implications for the link between God and evil, God's omnipotence and omnibenevolence, the use of prayer and the existence of miracles.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

#### **Theme 4: Free will**

The first and second sections (4A and 4B) of this theme are designed to introduce candidates to the concept of free will. The first section (4A) concentrates on religious concepts of free will. The second section (4B) considers other concepts of free will (often referred to as libertarianism). The third part (4C) in this section requires candidates to consider the implications of free will for various issues associated with moral responsibility and religious belief.

##### **4A. Religious concepts of free will**

Candidates need to consider two religious authorities on free will. Firstly, candidates need to consider the theory of Pelagius. Pelagius believed that original sin did not condemn humanity to predetermined sin, instead it allowed humanity to mature in God's image by accepting the responsibility of free will. Humanity can use their free will to follow God's laws or ask for forgiveness for sin. Secondly, candidates need to appreciate Arminius' understanding of free will. Arminius rejected Calvin's predestination and developed his own form of conditional predestination that was grounded in the theological concept of God's providence and was compatible with the notion of free will. Arminius believed original sin did have an effect on free will, but God's 'prevenient' grace (the Holy Spirit) allows humans to exercise freewill. The election of believers is conditional on faith.

##### **4B. Concepts of libertarianism**

Candidates should be able to explain the concept of libertarianism from three perspectives: philosophical libertarianism by John-Paul Sartre, who argued that man is not free not to be free, which is exemplified by his waiter illustration; scientific evidence that could be used to support free will e.g. the work of Angela Sirigu; and, from psychology the evidence presented by Carl Rogers, a humanist psychologist, who argued that free will can be achieved by going through the process of self-actualisation (becoming yourself and not the person others want you to be).

##### **4C. The implications of libertarianism and free will**

Candidates need to appreciate the implications of free will on moral responsibility. More specifically the worth of human ideas of rightness, wrongness and moral value, the value in blaming moral agents for immoral acts and the usefulness of any normative ethics (such as Natural Law, Situation Ethics, etc.). Candidates must also understand the implications of free will on religious belief: specifically, implications on the link between God and evil, the implications for God's omnipotence and omnibenevolence, the use of prayer and the existence of miracles.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**



## A LEVEL RELIGION AND ETHICS : USEFUL RESOURCES

### Books for Students

- Bowie, R.A. (2004) - Ethical Studies, 2<sup>nd</sup> Edition, Nelson Thornes, (Specifically intended as a student textbook, and including an excellent comprehensive bibliography) ISBN:9780748780792
- Cook, D. (1983) - The Moral Maze (SPCK) ISBN:0281040389
- Davies, N. (2004) - Religion and Ethics for AS Students, UWIC, ISBN:9781902724676
- Gaarder, J. (2007) - Sophie's World, Farrar Straus Giroux, ISBN:9780374530716
- Gray, R and Cole, P (2020) Religious Studies for A Level Year 2 & A2 -Religion and Ethics WJEC/Eduqas Religion and Ethics ISBN: 1911208662
- Jenkins, J. (2003) - Ethics and Religion 2<sup>nd</sup> Edition, Heinemann, ISBN:9780435303679
- Jones, G. (2006) - Moral Philosophy, Hodder, ISBN:9780340888056
- Lawson, K. and Pearce, A. (2012) - WJEC AS Religious Studies: An Introduction to Philosophy of Religion and an Introduction to Religion and Ethics: Study and Revision Guide, Illuminate, ISBN:9781908682079
- Lee, J. (1999) - Ethical Theory and Language, Abacus, ISBN:1898653143
- Lee, J. (1999) - Moral Rules, Abacus, ISBN:1898653151
- Macquarrie, J. & Childress, J. (ed) (1990) - A New Dictionary of Christian Ethics SCM, ISBN:9780334022046
- Thompson, M. (2010) - Understand Ethics: Teach Yourself, Teach Yourself Books, ISBN:9781444103519
- Thompson, M. (2005) - Ethical Theory- 2<sup>nd</sup> Edition, Hodder Murray, ISBN:9780340883440
- Thompson, M (2008) - An Introduction to Philosophy and Ethics, Hodder, ISBN:9780340966570
- Vardy, P. (1999) - The Puzzle of Sex, Fount, ISBN:9780006280422
- Vardy, P. & Grosch, P. (1999) - The Puzzle of Ethics, Revised Edition, Fount, ISBN:9780006281443
- Vardy, C & P (2012) - Ethics Matters, SCM, ISBN:9780334043911
- Wilcockson, M. (2001) - Ethics: Sex and Relationships, Hodder Murray, ISBN:9780340724897



<p><b>Books for Teachers</b></p>	<ul style="list-style-type: none"> <li>• (2000) Catechism of the Catholic Church 2<sup>nd</sup> Edition, (Our Sunday Visitor), ISBN:9780879739768</li> <li>• Cohen, M. (2007) - 101 Ethical Dilemmas, Routledge, ISBN:9780415404006</li> <li>• Davies, N. (2004) - Religion and Ethics for AS Students: Teachers' Handbook, UWIC, ISBN:9781902724683</li> <li>• Dominican, J. &amp; Montefiore, H. (2012) - God, Sex and Love, SCM Press, ISBN:0334005337</li> <li>• Driver, J (2006) - Ethics: The Fundamentals - Wiley-Blackwell, ISBN:9781405111546</li> <li>• Fuchs, E. (1983) - Sexual Desire &amp; Love, James Clarke, ISBN:0227678761</li> <li>• Gill, R. (2006) - Textbook of Christian Ethics, T &amp; T Clarke, ISBN:9780567031129</li> <li>• Gray, R and Cole, P (2020) Religious Studies for A Level Year 2 &amp; A2 WJEC/Eduqas Religion and Ethics ISBN: 1911208662</li> <li>• Hayward, J., Jones, G. &amp; Mason, M. (2000) - Exploring Ethics, Hodder Murray, ISBN:9780719571817</li> <li>• Jones, G., Hayward, J. and Cardinal, D. (2006) - Moral Philosophy: A Guide to Ethical Theory, Hodder Murray, ISBN:9780340888056</li> <li>• Lawton, C. &amp; Morgan, P. (2007) - Ethical Issues in Six Religious Traditions, Edinburgh University Press, ISBN:9780748623303</li> <li>• Malik, K. (2015) - The Quest for a Moral Compass, Atlantic Books, ISBN:9781848874817</li> <li>• Rachels, J. (2006) - The Elements of Moral Philosophy 5<sup>th</sup> Edition, McGraw Hill, ISBN:9780071107280</li> <li>• Rosenstand, N. (2006) - The Moral of the Story – 5<sup>th</sup> Edition, McGraw Hill, ISBN:0072963352</li> <li>• Schmidt, T.E. (1995) - Straight and Narrow? Compassion and clarity in the homosexual debate, Inter-Varsity Press, ISBN:0851111572</li> <li>• Shafer-Landau, R. (2012) - Ethical Theory, 2<sup>nd</sup> Edition, John Wiley and Sons, ISBN:9780470671603</li> <li>• Singer, P. (1993) - A Companion to Ethics, Blackwell, ISBN:9780631187851</li> </ul>
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<p><b>Ethics Books: Primary Sources</b></p>	<ul style="list-style-type: none"> <li>• Aquinas - Summa Theologica (2015), Leopold Classic Library, ISBN:1518756263</li> <li>• Augustine - City of God (2003), Penguin Classics, ISBN:9780140448948</li> <li>• Ayer, A. J. (2002) - Language, Truth and Logic, Dover Publications, ISBN:9780486200101</li> <li>• Bradley, F.H. (1988) - Ethical Studies, Oxford University Press, ISBN:0198810393</li> <li>• Calvin, J. (2007) - Institutes of the Christian Religion, Hendrickson Publishers, ISBN:9781598561685</li> <li>• Evans, R. (2010) - Pelagius: Inquiries and Reappraisals, Wipf and Stock Publishers, ISBN:9781608994977</li> <li>• Finnis, J. (2011) - Natural Law and Natural Rights, Oxford University Press, ISBN:9780199599141</li> <li>• Hoose, B. (1987) - Proportionalism: The American Debate and European Roots, Georgetown University Press, ISBN:9780878404551</li> <li>• Moore, G.E (2013) - Principia Ethica (Create Space), ISBN:9781491213919</li> </ul>
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<p><b>Useful Music</b></p>	<p><b>Ethics: Useful Introductory Music</b></p> <ul style="list-style-type: none"> <li>• Naturalism: 'Policy of Truth' by Depeche Mode or 'No Emotion' by Idlewild</li> <li>• Intuitionism: 'Trouble' by Taylor Swift</li> <li>• Emotivism: 'So Emotional' by Whitney Houston</li> <li>• Deontological: 'Another Brick in the Wall' – by Pink Floyd</li> <li>• Determinism: "There's No Other Way" by Blur</li> <li>• Psychological Determinism: 'Pavlov's Bell' by Aimee Mann</li> <li>• Free will: "I'm Free" by Soup Dragons</li> </ul>
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<p><b>General Ethics websites</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.philosophypages.com/ph/index.htm">www.philosophypages.com/ph/index.htm</a> Summaries of ethical theorists and their works.</li> <li>• <a href="http://www.bbc.co.uk/religion/">www.bbc.co.uk/religion/</a> BBC's Religion and Ethics homepage with links to a forum and audio and video links.</li> <li>• <a href="http://ethicsupdates.net/">http://ethicsupdates.net/</a> Lawrence M. Hinman's website with links to theories, resources and applied ethics.</li> <li>• <a href="http://www.iep.utm.edu">www.iep.utm.edu</a> Ethics section of the Internet Encyclopaedia of Philosophy.</li> <li>• <a href="http://www.theguardian.com/world/ethics">www.theguardian.com/world/ethics</a> A link to the news stories in the Guardian that have an ethical theme.</li> <li>• <a href="http://faculty.philosophy.umd.edu/PGreenspan/Crs/ETHICAL%20THEORY.pdf">http://faculty.philosophy.umd.edu/PGreenspan/Crs/ETHICAL%20THEORY.pdf</a> Good overview of ethics – in charts.</li> <li>• <a href="http://sites.wofford.edu/kaycd/ethical-theory/">http://sites.wofford.edu/kaycd/ethical-theory/</a> Good overview of ethical theory by Dr. Charles Kay.</li> <li>• <a href="http://www.miracosta.edu/home/lmoon/ET.html">http://www.miracosta.edu/home/lmoon/ET.html</a> Good overview of basic ethical theory.</li> <li>• <a href="http://Rsrevision.com">Rsrevision.com</a> Useful material on many of the topics in the specification.</li> <li>• <a href="https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw">https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw</a> YouTube channel with ethics resources.</li> <li>• <a href="https://podcasts.ox.ac.uk/series/romp-through-ethics-complete-beginners">https://podcasts.ox.ac.uk/series/romp-through-ethics-complete-beginners</a> Excellent set of podcasts on Ethics courtesy of the University of Oxford.</li> <li>• <a href="https://hwb.gov.wales/repository/discovery">https://hwb.gov.wales/repository/discovery</a> A number of digital resources from Welsh Government.</li> <li>• <a href="https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw">https://www.youtube.com/channel/UCNUJUJtYwZTSKymLPry08cw</a> YouTube channel with ethics resources.</li> <li>-</li> </ul>
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<b>Theme 1</b>	<p><b>Meta Ethics</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.rsrevision.com/Alevel/ethics/metaethics">http://www.rsrevision.com/Alevel/ethics/metaethics</a> Student friendly overview of meta ethics.</li> <li>• <a href="http://www.iep.utm.edu/metaethi/">http://www.iep.utm.edu/metaethi/</a> Detailed internet philosophy encyclopaedia overview of meta-ethics.</li> <li>• <a href="http://philosophy.lander.edu/ethics/naturalism.html">http://philosophy.lander.edu/ethics/naturalism.html</a> A good overview of Ethical Naturalism.</li> <li>• <a href="http://plato.stanford.edu/entries/intuitionism-ethics/">http://plato.stanford.edu/entries/intuitionism-ethics/</a> A detailed overview of Intuitionism.</li> <li>• <a href="http://www.alevelphilosophy.co.uk/handouts_ethics/Emotivism.pdf">http://www.alevelphilosophy.co.uk/handouts_ethics/Emotivism.pdf</a> A summary of Emotivism from Routledge.</li> <li>• <a href="http://ethicsonline.co.uk/ethical-theory-i/">http://ethicsonline.co.uk/ethical-theory-i/</a> Extract from Ethical Theory 1 by Joe Jenkins available to buy on DVD or download.</li> </ul>
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<b>Theme 2</b>	<p><b>Finnis' Natural Law</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=YvYB4vOzo6w">https://www.youtube.com/watch?v=YvYB4vOzo6w</a> A summary of Finnis' Natural Law by www.philosophyninja.co.uk</li> <li>• <a href="https://hughmccarthylawscienceasc.wordpress.com/2015/01/03/a-summary-of-john-finnis-theory-of-natural-law/">https://hughmccarthylawscienceasc.wordpress.com/2015/01/03/a-summary-of-john-finnis-theory-of-natural-law/</a> A good overview of Finnis' version.</li> </ul> <p><b>Bernard Hoose's overview of the Proportionalist debate:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=x6a5gWMrAkQ">https://www.youtube.com/watch?v=x6a5gWMrAkQ</a></li> <li>• <a href="https://www.youtube.com/watch?v=NYnYyYBjzKQ">https://www.youtube.com/watch?v=NYnYyYBjzKQ</a> Brief introductions to Hoose's overview of the Proportionalist debate by <a href="http://www.philosophyninja.co.uk">www.philosophyninja.co.uk</a></li> </ul>
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<b>Theme 3</b>	<p><b>Determinism</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.ewtn.com/catholicism/library/teaching-of-st-augustine-of-hippo-4072">https://www.ewtn.com/catholicism/library/teaching-of-st-augustine-of-hippo-4072</a> A resource on Augustine's view of predestination.</li> <li>• <a href="http://www.reformedtheology.ca/calvin.html">http://www.reformedtheology.ca/calvin.html</a> A detailed overview of Calvin's predestination theory.</li> <li>• <a href="http://www.leaderu.com/theology/augpelagius.html">http://www.leaderu.com/theology/augpelagius.html</a> Considers the debate between Pelagius and Augustine.</li> <li>• <a href="http://jakedoesrevision.blogspot.co.uk/2013/01/a2-religious-studies-free-will.html">http://jakedoesrevision.blogspot.co.uk/2013/01/a2-religious-studies-free-will.html</a> A good overview of the different kinds of determinism</li> <li>• <a href="http://psychology.about.com/od/behavioralpsychology/a/classical-vs-operant-conditioning.htm">http://psychology.about.com/od/behavioralpsychology/a/classical-vs-operant-conditioning.htm</a> A good website on psychological conditioning.</li> <li>• <a href="http://www.lancaster.ac.uk/users/philosophy/courses/100/100determinism3.htm">http://www.lancaster.ac.uk/users/philosophy/courses/100/100determinism3.htm</a> Student friendly overview of Soft Determinism/compatibilism.</li> </ul>
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<p><b>Theme 4</b></p>	<p><b>Freewill</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.leaderu.com/theology/augpelagius.html">http://www.leaderu.com/theology/augpelagius.html</a> Considers the debate between Pelagius and Augustine.</li> <li>• <a href="http://www.bible-researcher.com/arminianism.html">http://www.bible-researcher.com/arminianism.html</a> A good overview of the beliefs of Arminius.</li> <li>• <a href="http://web.sonoma.edu/users/d/daniels/sartre_sum.html">http://web.sonoma.edu/users/d/daniels/sartre_sum.html</a></li> <li>• <a href="http://homepages.wmich.edu/~baldner/ehnotes.pdf">http://homepages.wmich.edu/~baldner/ehnotes.pdf</a> Both good summaries of Sartre's free will beliefs.</li> <li>• <a href="https://www.newscientist.com/article/dn17092-possible-site-of-free-will-found-in-brain/">https://www.newscientist.com/article/dn17092-possible-site-of-free-will-found-in-brain/</a> Good article about Sirigu's scientific look at free will.</li> <li>• <a href="http://www.simplypsychology.org/freewill-determinism.html">http://www.simplypsychology.org/freewill-determinism.html</a> Student friendly article that among other things considers the Humanist approach to psychology and its link to freewill.</li> <li>• <a href="http://www.lancaster.ac.uk/users/philosophy/courses/100/100determinism3.htm">http://www.lancaster.ac.uk/users/philosophy/courses/100/100determinism3.htm</a> Student friendly overview of Soft Determinism/compatibilism.</li> </ul>
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## Delivering the Specification

### Unit 5: Philosophy of Religion

#### Welsh dimension

As noted in Section 1.5 of the specification (see page 6) learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

#### Theme 1: Challenges to religious belief (part 2)

**How developments in beliefs and practices have, over time, influenced and been influenced by developments in studies of religion. Rejection of religion:** Richard Dawkins praising the growth of Atheism in Wales - <http://www.bbc.co.uk/news/uk-wales-20691092>

#### Theme 4: Religious Language (Part 2)

**Religious language as a language game** - *The Concept of Prayer* by Dewi Z. Phillips, Routledge (1965) who argued for a revival of Wittgenstein's approach, he supported Wittgenstein's view of religious language as a game – see p. 45 of *A2 Religious Studies: Philosophy of Religion* by Delyth Ellerton-Harris, Illuminate Publishing (2013).

#### Theme 1: Challenges to religious belief (part 2)

Sections 1A and 1B involve candidates investigating the challenge to religious belief from the perspective of two classical psychological viewpoints – those of Freud and Jung. In both cases candidates will be required to explain the religious understanding of both psychologists. Candidates are not expected to be conversant with the full works of either Freud or Jung in relation to religion, only those stated in the specification and only in the context of explaining how each viewed religion. Candidates also need to be able to clearly explain the challenges to both Freud and Jung's view on religion. 1C examines how more recent movements have arisen as a result of the rejection of religion.

##### 1A. Religious belief as a product of the human mind – Sigmund Freud

This section provides candidates with an opportunity to consider and reflect on Freud's key ideas in relation to religious belief. It also includes reference to supportive evidence found elsewhere in modern psychology regarding the redirection of guilt complexes, however it is not expected that candidates have a detailed knowledge of the psychology of this, just an appreciation that the modern theories support Freud's original assertions. References to Darwin are to be treated similarly, i.e. an appreciation of Darwin's ideas of evolution through natural selection as a process of growing towards maturity as human beings – having the ability to sublimate the instincts of the individual in the interests of maintaining social cohesion. Candidates should also consider the challenges to Freud's view contained within the specification e.g. lack of anthropological evidence, etc.

##### 1B. Religious belief as a product of the human mind – Carl Jung

Candidates have with an opportunity to consider and reflect on Jung's key ideas in relation to religious belief. They should also make reference to supportive evidence from modern psychology, particularly relating to mind-sets as a way of viewing the world that provides a reality for both the individual and the collective. Candidates should also consider the challenges to Jung's view contained within the specification e.g. lack of empirical evidence to support Jungian concepts, etc.

### **1C. Issues relating to rejection of religion: Atheism**

Candidates need to explain how more recent movements have arisen as a rejection of religion. They will need to clearly understand the philosophical differences between agnosticism and atheism and be able to explain the reasons behind the rise of New Atheism. Candidates should also demonstrate awareness of the stated responses to New Atheism and be able to articulate why these responses have occurred. Consideration of New Atheist apologists such as Harris' *The End of Faith* (Simon & Schuster), Dawkins' *The God Delusion* (Black Swan) Dennett's *Breaking the Spell* (Penguin) and Hitchens' *God is not Great* (Atlantic Books) will be useful for centres in preparing candidates for this area of the specification, although a question will never be set on any particular apologist for the movement.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

### **Theme 2: Religious Experience (part 2)**

This theme develops the candidates understanding of religious experiences by looking at the consequence of accepting religious experiences in terms of practice and faith. This is then further developed by requiring candidates to reflect on the status of one particular religious experience, 'a miracle', and how it is considered in terms of definition and acceptance by both religious believers and those outside religious traditions.

#### **2A. The influence of religious experience on religious practice and faith**

Candidates should demonstrate both knowledge and understanding of the value of religious experiences for religious communities in this section. Key to this section is the use of pertinent exemplification from one or more religious traditions. Demonstrating understanding of how various experiences can validate the tradition for the community is required. Centres may wish to refer to such events as the appearance of key religious figures in visions as one such example of the affirmation of a belief system. Equally the experience of a miraculous event may also be used to show the effect on the believing community in terms of strengthening community cohesion. In terms of considering the influence of religious experience on the individual, candidates should be able to explain how such experiences can strengthen the individual's faith (as in the case of mystical experiences) or reaffirm commitment to religious ideals or doctrines (as may occur in a conversion or religious renewal experience). Candidates are not expected to provide lengthy theoretical explanations of the religious experiences – the focus is on the influence of such experiences on religious practice and faith.

#### **2B. Miracles (the definitions of)**

Candidates are required to explain clearly how miracles are variously defined by a number of different philosophers. Candidates have an opportunity to appreciate how ideas about what defines a miracle have developed over time and they should be able to identify and explain these developments. Candidates should have an understanding of Aquinas' views on miracles, how they are events that go beyond the usually observed order of nature, but that they are not completely contrary to nature as they are considered to be in accord with the universal order of nature as ordained by God. They should also appreciate that Hume's definition was a development of this, in that he held all claims of miracle as being transgressions of the laws of nature. Furthermore, the definitions of Holland – in terms of miracles being equated to coincidences and Swinburne – that miracles must have religious significance to be properly termed such, each demonstrate properties that will support or deny the claim that miracles can occur.

#### **2C. A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles**

In this section, candidates need to be able to apply the knowledge gained in 2B and demonstrate an understanding of how Hume's and Swinburne's views can be compared, and what they reveal about the understanding of miracles from both within and outside the Christian tradition. It is expected that candidates will have a detailed knowledge and understanding of the views on miracles from both philosophers such that a comparison between them can clearly be made.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**

### **Theme 3: Religious Language (part 1)**

This theme is designed so that candidates have the opportunity to study, in stages, the issues relating to religious language. The first two sections look specifically at problems and challenges to meaningfulness for religious language, whilst the third section requires candidates to engage with a response which, whilst chronologically older than the challenges presented in 3B, demonstrates an appreciation of the limitations of human language in expressing religious beliefs and concepts.

#### **3A. Inherent problems of religious language**

Candidates should be able to explain why religious language is considered to contain inherent problems and what these particular problems are. Candidates should show knowledge and understanding of the traditional concepts of God and why these present difficulties for philosophers due to the limitations of human language which is based on the finite experience of human beings. Candidates should also demonstrate clear understanding of the differences between cognitive and non-cognitive forms of language and be able to explain what the implications of these differences are for an understanding of religious language.

#### **3B. Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view).**

Candidates should be able to explain clearly how Logical Positivists understand religious language to be a cognitive but meaningless form of language. They should be able to explain the general aims of Logical Positivism, in terms of the consideration of religious language, with particular reference to the principles of verification and falsification in this and show clear understanding of how these two principles can be used to demonstrate that religious language is considered to be meaningless. Candidates are also expected to be able to show how each of the aspects of these principles have been challenged by religious philosophers and explain these challenges through the concept of 'Bliks' (Hare) as well as through the examples of the partisan and the stranger (Mitchell) and the 'Toys in the Cupboard' (Swinburne).

#### **3C. Religious language as non-cognitive and analogical**

In this section, candidates should be able to explain that whilst the Logical Positivists argued that religious language was non-cognitive, the work of Aquinas and Ramsay has demonstrated that the function of religious language is better understood through analogy. Candidates should be able to show how Aquinas rejected univocal and equivocal language in favour of analogical language as a more appropriate form of language to talk about, and thereby gain a deeper understanding, of God. A clear understanding of what Aquinas meant by analogy of proportion and attribution is expected. Candidates should also show how Ramsay in the twentieth century, developed Aquinas ideas concerning the use of analogy, and by referring to languages in terms of models and qualifiers. Candidates should also be prepared to explain the various challenges raised against analogical language as a meaningful form of language to express religious beliefs and ideas.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**



#### **Theme 4: Religious Language (part 2)**

This theme is designed so that candidates have the opportunity to study, in stages, the issues relating to claims that religious language is meaningful. Candidates are expected to give consideration to language in the forms of symbol and myth, along with an appreciation of Wittgenstein's language games. This section is also designed to encourage the issues for analysis and evaluation to be considered as these areas are being studied.

#### **4A. Religious language as non-cognitive and symbolic**

This section requires candidates to develop further their understanding of religious language that whilst the Logical Positivists argued that religious language was non-cognitive, Randall (function) and Tillich (ultimate concern) refer to the use of symbolic language as an appropriate form for providing a deeper and more meaningful understanding of religious beliefs and concepts. Centres are advised to use appropriate exemplification from one or more religious traditions to assist candidates in explaining the ideas of Randall and Tillich. Candidates should also be prepared to explain the various challenges raised against symbolic language as a meaningful form of language to express religious beliefs and ideas.

#### **4B. Religious language as non-cognitive and mythical**

Similarly, to 4A, in section 4B candidates should be able to explain that whilst the Logical Positivists argued that religious language was non-cognitive, religious language can be understood as mythical. Again, centres are advised to use appropriate exemplification from one or more religious tradition to assist candidates in explaining the way in which mythical language communicates values and insights into the purpose of existence and therefore serves a similar function to religious language. Candidates should also be prepared to explain the various challenges raised against mythical language as a meaningful form of language to express religious beliefs and ideas.

#### **4C. Religious language as a language game**

Candidates should be able to explain how religious language is a language game that is representative of a particular form of life. Wittgenstein's theory of language should be explained in terms of his development from 'picture language' to a form of language which was specific to a particular activity in life, and therefore meaningful to those involved in the game. Candidates should refer to appropriate exemplification to illustrate Wittgenstein's theory as well as appropriate supporting evidence, including the coherence theory of truth. Vardy's *Puzzle of God*, Chapter 2 (William Collins) has a useful introduction to this. Candidates should also be prepared to explain the various challenges to Wittgenstein's language games.

**Candidates should also carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the specification.**



**PHILOSOPHY OF RELIGION : USEFUL RESOURCES**

<p><b>All themes</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, P. (2008) - Access to religion and philosophy: Philosophy of Religion, Hodder, ISBN:9780340957783</li> <li>• Cottingham, J. (2014) - Philosophy of Religion: Towards a More Humane Approach, Cambridge University Press, ISBN:110769518X</li> <li>• Davies, B. (2004) - An Introduction to the Philosophy of Religion, Oxford University Press, ISBN0199263477</li> <li>• Davies, B. (2000) - Philosophy of Religion: A Guide and Anthology, Oxford University Press, ISBN:019875194X</li> <li>• Ellerton-Harris, D. (2013) - WJEC A2 Religious Studies: Studies in Philosophy of Religion - Study and Revision Guide, Illuminate, ISBN:1908682108</li> <li>• Gray, R. &amp; Lawson, K. (2016) - WJEC/EDUQAS RS for Yr1/AS - Philosophy &amp; Ethics Of Religion, Illuminate, ISBN:9781908682994</li> <li>• Hick, J. (1989) - The Philosophy of Religion, Pearson, ISBN:0136626289</li> <li>• Jordan, A. Lockyer, N. &amp; Tate, E. (1999) - Philosophy of Religion for A Level, , Cheltenham: Stanley Thornes, ISBN:0748743391</li> <li>• Lawson, K. &amp; Pearce, A. (2012) - WJEC AS Religious Studies: An Introduction to Philosophy of Religion and an Introduction to Religion and Ethics Study and Revision Guide, Illuminate, ISBN:1908682078</li> <li>• Wilkinson, M. B. (2010) - An Introduction to Philosophy of Religion: Continuum, ISBN:1441167730</li> </ul> <p><b>Websites</b></p> <p><a href="https://hwb.gov.wales/repository/discovery?fields=resources&amp;query=challenging%20religious%20issues&amp;sort=recommendation">https://hwb.gov.wales/repository/discovery?fields=resources&amp;query=challenging%20religious%20issues&amp;sort=recommendation</a> Challenging Religious Issues archive on HWB.</p> <p><a href="http://www.dialogue.org.uk/">http://www.dialogue.org.uk/</a> The Philosophers' Magazine.</p> <p><a href="http://www.philosophypages.com">www.philosophypages.com</a> Provides basic philosophical information.</p> <p><a href="https://www.informationphilosopher.com/">https://www.informationphilosopher.com/</a> Website by Bob Doyle covering a wide range of philosophers.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Baggini, J. (2003) - Atheism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0192804243</li> <li>• Bullivant, S. &amp; Ruse, M. - The Oxford Handbook of Atheism (2015) Oxford Handbooks in Religion and Theology, Oxford University Press, ISBN:0198745079</li> <li>• Dawkins, R. (2007) - The God Delusion, Black Swan, ISBN:055277331</li> <li>• McGrath, A. (2005) - The Twilight Of Atheism: The Rise and Fall of Disbelief in the Modern World, Rider, ISBN:1844131556</li> <li>• Palmer, M. (1997) - Freud and Jung on Religion, Routledge, ISBN:0415147476</li> <li>• Stevens, A. (2001) - Jung: A Very Short Introduction, Oxford University Press, ISBN:0192854585</li> <li>• Storr, A. (2001) - Freud: A Very Short Introduction, Oxford University Press, ISBN:0192854550</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.reasonablefaith.org/the-problem-of-evil">http://www.reasonablefaith.org/the-problem-of-evil</a>  The Stanford Encyclopaedia of Philosophy - The Problem of Evil (Plato.stanford.edu).  <a href="https://www.iep.utm.edu/n-atheis/">https://www.iep.utm.edu/n-atheis/</a>  An article on The New Atheists from Internet Encyclopaedia of Philosophy</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cantwell, N. (2001) - Miracles, Abacus, ISBN:1898653186</li> <li>• Cole, P. (2005) Access to Religious Studies: Religious Experience, Hodder, ISBN:0340846844</li> <li>• Dossett, W. (2007) - Religious Experience, UWIC, ISBN:1905617127</li> <li>• Franks-Davis, C. (1999) - The Evidential Force of Religious Experience, Clarendon Press, ISBN:0198250010</li> <li>• James, W. (1985) - The Varieties of Religious Experience: A Study in Human Nature, Penguin Classics, ISBN:1230334653</li> <li>• Jarmy, C. (2013) - Miracles Coursebook &amp; Study Guide, PushMe Press, ISBN:1909618489</li> <li>• Lewis, C. S. (2016) - Miracles, William Collins, ISBN:0007461259</li> <li>• Livermore, M. (2014) - Religious Experience, PushMe Press, ISBN:1909618446</li> <li>• Webber, J. (1995) - Revelation and Religious Experience (Philosophy of Religion), Abacus, ISBN:1898653119</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.uwtsd.ac.uk/library/alister-hardy-religious-experience-research-centre/">http://www.uwtsd.ac.uk/library/alister-hardy-religious-experience-research-centre/</a>  Alister Hardy Religious Experience Research Centre.  <a href="https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1747-9991.2007.00088.x">https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1747-9991.2007.00088.x</a>  An article - Hume on Miracles: Interpretation and Criticism from the Philosophy Compass.  <a href="http://www.qcc.cuny.edu/SocialSciences/ppecorino/INTRO_TEXT/Chapter%203%20Religion/CH-3-Documents/ch3-Swinburne-possibility-Miracles.pdf">http://www.qcc.cuny.edu/SocialSciences/ppecorino/INTRO_TEXT/Chapter%203%20Religion/CH-3-Documents/ch3-Swinburne-possibility-Miracles.pdf</a>  Article that presents Swinburne's defence of miracles.</p>
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<p><b>Themes 3 &amp; 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cole, P. and Lee, J. (1994) - Religious Language, (Philosophy of Religion), Abacus, ISBN:1898653054</li> <li>• Loxton, S. (2013) - Religious Language Coursebook (Ethics Study Guides), Loxton, PushMe Press, ISBN:909618462</li> <li>• Ramsey, I. T. (1973) - Religious Language, SCM, ISBN:1610972120</li> <li>• Scott, M. (2013) - Religious Language, Palgrave Macmillan, ISBN:137033193</li> <li>• Soskice, J. M. (1987) - Metaphor and Religious Language, Oxford University Press, ISBN:0198249829</li> </ul> <p><b>Website</b></p> <p><a href="https://mrlivermore.wordpress.com/category/a2-level/religious-language-a2-level/">https://mrlivermore.wordpress.com/category/a2-level/religious-language-a2-level/</a>  Religious Language / Philosophy of Religion.</p> <p><a href="http://www.iep.utm.edu/rel-lang/">http://www.iep.utm.edu/rel-lang/</a>  Detailed examination of religious language debate.</p> <p><a href="http://www.philosophypages.com/hy/6s.htm">http://www.philosophypages.com/hy/6s.htm</a>  Overview of Wittgenstein's language games theory.</p>
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## Delivering the Specification

### A Level - Unit 6: Textual Studies

#### Welsh dimension

As noted in Section 1.5 of the specification (see page 6), learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world. Examples are given below, which are neither prescriptive nor exhaustive.

#### Theme 1: New Testament literature – Parables

Welsh Theologian C. H. Dodd's work on parables, *The Parables Of The Kingdom*, Prentice Hall College Div (1961). He proposed interpreting Kingdom of God in terms of realised eschatology and so reinterpreted the parables.

#### Theme 2: New Testament literature – Miracles

Welsh Theologian, Cannon Jeffrey John's book, including a section on the miracle of the Centurion's Servant - *The Meaning in the Miracles: The Archbishop of Wales' Lent Book*, Canterbury Press Norwich (2001).

#### Theme 1: New Testament literature – Parables

This theme provides candidates with an introduction to the literary genre of parables that are found in the New Testament gospels. Three parables (the prodigal son, the great banquet, the sower) are to be studied in depth.

##### 1A. Parables – types and characteristics

This section focuses on the types and characteristics of New Testament parables. It is recognised that different scholars have classified parables in a variety of ways. Candidates are expected to be familiar with John Dominic Crossan's classification of parables four main types (riddle parables, example parables, attack parables, challenge parables). These four types are explained in his book *The Power of Parable: How fiction by Jesus became fiction about Jesus*. It is expected that candidates will apply this classification to the three set text parables. Candidates can if they wish, refer to other New Testament parables, but this is not a requirement of the specification. Candidates will also be expected to identify the main literary characteristics of New Testament parables and exemplify from the set texts.

##### 1B. Parables – purposes and interpretations

Section B introduces candidates to the main purposes and interpretations of New Testament parables, applying these studies to the three set text parables. It is expected that candidates will be aware of Robert H. Stein's contribution to this area (*An Introduction to the Parables of Jesus*). An important understanding of the purpose of parables is in Mark 4:10-12 and it is expected that candidates should be able to make reference to this. Candidates should have an understanding of methods of interpretation including the extent to which the parables should be seen as allegories. Candidates should be familiar with the view that parables have undergone change in meaning from that which Jesus meant originally when he uttered the parable to his listeners in the first century, through changes in the oral period, to the interpretation that the gospel writers gave the parables. In addition, candidates should be aware of the developments in religious language in the philosophy of religion that have influenced and been influenced by the study of parables.

### **1C. Close study of New Testament texts (parables)**

This section requires candidates to consider aspects of the set text parables, including their historical origins (e.g. the extent to which the parables are original to Jesus and reflect the life and customs of first century Palestine); their structure (e.g. form of the parable and its key characters); and possible theological messages of the parables (e.g. what they teach about the Kingdom of God).

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of the specification.**

## **Theme 2: Miracles**

### **2A. Miracles – types and characteristics**

Section A focuses on the types and characteristics of New Testament miracle accounts. It is expected that candidates will be aware of the five types of miracles and be able to give examples from the New Testament. The key characteristics of New Testament miracle accounts should be illustrated from the three set text miracles (the healing of the centurion's servant, the Gerasene demoniac, the feeding of the five thousand). Candidates can if they wish, refer to other miracle accounts in the New Testament, but this is not a requirement of the specification. Candidates should be familiar with the philosophical definitions of miracles (see Philosophy of Religion Unit 5 Theme 2b for examples) and be able to discuss how those definitions relate to the New Testament miracle accounts.

### **2B. Miracles – purposes and interpretations**

This section introduces candidates to the main purposes and interpretations of New Testament miracle accounts. It is expected that candidates will be able to draw on Keith Warrington's book *Miracles in the Gospels: What do they teach us about Jesus?* for relevant insights. Candidates should be aware of how textual interpretations of the miracle accounts have, over time, influenced and been influenced by developments in philosophy of religion. This includes the issue of whether they should be understood as literal accounts or metaphorical accounts.

### **2C. Close study of New Testament texts (miracles)**

Section C requires candidates to consider aspects of the set text miracle accounts, including their literary setting (e.g. their Old Testament background); their possible theological messages (e.g. the interpretation gained from redaction criticism); the historical challenges to the miracle reports (e.g. demythologising the miracle accounts). It is expected that candidates will be familiar with Bart Ehrman's book *Jesus: Apocalyptic Prophet of the New Millennium*, in which he argues that Jesus was an apocalyptic preacher whose main message was that the end of history was near.

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of the specification.**

## **Theme 3: The Letters (1 Peter)**

Throughout this theme it is expected that candidates will make reference, where relevant, to the set texts, to support their answers.

### **3A. The Letters (1 Peter) – authorship and readership**

This section expects candidates to have knowledge of the various views on the authorship of 1 Peter and the role of Silvanus. Candidates should be aware of the arguments given in the commentaries on 1 Peter by Wayne A. Grudem (Tyndale commentary) and by David G. Horrell (New Testament Guides). Candidates need to be familiar with the debate about the readership and whether it is Jewish Christian or Gentile Christian or mixed.

### **3B. The Letters (1 Peter) – purpose and place in the New Testament**

Section B of theme 3 focuses on the purpose and place of 1 Peter in the New Testament. A number of suggested purposes are listed in the specification and candidates should be familiar with these suggestions. 1 Peter is just one of 21 letters in the New Testament and it is expected that candidates will be aware of the similarities (e.g. opening salutation containing writer's name, who it is addressed to and a greeting) and differences (e.g. 1 Peter focuses on suffering and persecution) between 1 Peter and other New Testament letters.

### **3C. Close study of New Testament texts (1 Peter)**

The last section of theme 3 requires candidates to make a close study of the set texts. This involves analysing the historical origins of 1 Peter (e.g. the nature of the persecutions referred to in the letter); structure (e.g. use of transition words "Dear friends 2:11; 4:12"); the possible theological messages (e.g. ecclesiastical emphasis).

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of the specification.**

## **Theme 4: Apocalyptic**

### **4A. Apocalyptic literature – definitions and characteristics**

Section A focuses on the definitions and characteristics of apocalyptic literature, exemplified by reference to the set texts in Revelation. Candidates can if they wish, refer to other apocalyptic texts in the New Testament, but this is not a requirement of the specification. It is expected that candidates will be familiar with Richard Bauckham's book *The Theology of the Book of Revelation* (especially chapter 1) when studying the categorisation of Revelation as apocalyptic. Candidates should also show knowledge of the differences between apocalyptic and eschatological (e.g. apocalyptic is about a style of literature whilst eschatological is concerned with the theological content).

### **4.B Apocalyptic literature – purposes and interpretations**

This section considers the purposes and interpretations of apocalyptic literature. A number of suggested purposes are listed in the specification and candidates should be familiar with these suggestions. Candidates should be aware of how textual interpretations of apocalyptic literature have, over time, influenced and been influenced by developments in the understanding of religious language in philosophy of religion (e.g. whether apocalyptic literature should be understood literally, metaphorically or allegorically).

### **4.C. Close study of New Testament texts (Revelation)**

The last section of theme 4 requires candidates to make a close study of the set texts. This involves analysing their historical origins (e.g. the Old Testament); literary setting (e.g. revealing of hidden knowledge); key words (e.g. "I saw..."); the possible theological messages (e.g. God's victory over evil).

**Candidates should carefully consider the issues for analysis and evaluation that arise out of the AO1 content, including those listed in the final row of each page of the specification.**

## TEXTUAL STUDIES (NEW TESTAMENT) : USEFUL RESOURCES

<b>All themes</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Brown, R. E. (2007) - An Introduction to the New Testament, Yale University Press, ISBN:0300140169</li> <li>• Carson, D. A &amp; Moo D. J. (2005) - An Introduction to the New Testament (Zondervan, ISBN:0310238595</li> <li>• Guthrie, D. (1990 or earlier editions) - New Testament Introduction, Apollos, ISBN:0851117619</li> <li>• Johnson, L. T. (2010) - The New Testament: A Very Short Introduction, Oxford University Press, ISBN:0199735700 (for general background to New Testament studies)</li> <li>• Powell, M. A. (2009) - Introducing the New Testament: A Historical, Literary, and Theological Survey, Baker Academic, ISBN:080102868X</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bibleodyssey.org">http://www.bibleodyssey.org</a> A website where leading scholars share the latest historical and literary research on key people, places, and passages of the Bible.</p> <p><a href="http://www.introducingNT.com">http://www.introducingNT.com</a> Companion website for Powell's <i>Introducing the New Testament</i> – contains teaching resources, images, discussion ideas which are free to use with or without the textbook).</p> <p><a href="http://ntgateway.com">http://ntgateway.com</a> A directory of academic internet resources on the New Testament.</p>
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<b>Theme 1</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Blomberg, C. L. (2012, or earlier edition) - Interpreting the Parables, IVP Academic, ISBN:0830839674</li> <li>• Crossan, J. D. (2012) - The Power of Parable: How Fiction by Jesus Became Fiction about Jesus, HarperOne, ISBN:0061875694</li> <li>• Dodd, C.H. (1978, or earlier editions) - The Parables of the Kingdom, Fount, ISBN:0006251943</li> <li>• Jones, P. R. (2015) - Studying the Parables of Jesus, Smyth &amp; Helwys, ISBN:1573121673</li> <li>• Levine, A. (2015) - Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi, HarperOne, ISBN:0061561037</li> <li>• Stein, R. (1981) - An Introduction to the Parables of Jesus, Westminster Press, ISBN:0664243908</li> <li>• Stein, R. (1978) - The Method and Message of Jesus' Teaching, Westminster Press, ISBN:0664242162</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bibleodyssey.org/en/people/related-articles/parables-of-jesus.aspx">http://www.bibleodyssey.org/en/people/related-articles/parables-of-jesus.aspx</a> Article on the Parables of Jesus by Klyne Snodgrass.</p> <p><a href="http://www.catholic-resources.org/Bible/Parables.htm">http://www.catholic-resources.org/Bible/Parables.htm</a> Parables and Parabolic Images in the Gospels.</p> <p><a href="https://carm.org/parable-prodigal-son">https://carm.org/parable-prodigal-son</a> The Prodigal Son (one possible interpretation of the parable – note the explicitly Christian apologetic nature of the source).</p> <p><a href="https://carm.org/parable-great-banquet">https://carm.org/parable-great-banquet</a> The Great Banquet (one possible interpretation of the parable – note the explicitly Christian apologetic nature of the source).</p>
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<b>Theme 2</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Achtemeier, P. (2007) - Jesus and the Miracle Tradition, Cascade Books, ISBN:159752364X</li> <li>• Ehrman, B. D. (2001) - Jesus: Apocalyptic Prophet of the New Millennium, Oxford University Press, ISBN:019512474X</li> <li>• Lowis, M. J. (2014) - The Gospel Miracles: What Really Happened?, Resource Publications, ISBN:1498204279</li> <li>• Twelftree, G. (1999), Jesus the Miracle Worker: A Historical and Theological Study (IVP Academic), ISBN:0830815961</li> <li>• Warrington, K. (2015) - The Miracles in the Gospels: What Do They Teach Us About Jesus?, SPCK, ISBN:0281064571</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bibleodyssey.org/places/related-articles/roman-centurion.aspx">http://www.bibleodyssey.org/places/related-articles/roman-centurion.aspx</a> Background to the Healing of the Centurion's Servant.</p> <p><a href="http://www.bbc.co.uk/religion/religions/christianity/history/miraclesofjesus_1.shtml#h2">http://www.bbc.co.uk/religion/religions/christianity/history/miraclesofjesus_1.shtml#h2</a> BBC Christianity – The Feeding of the 5,000.</p> <p><a href="https://www.biblicaltraining.org/library/jesus-miracles">https://www.biblicaltraining.org/library/jesus-miracles</a> Article on Jesus' Miracles.</p>
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<b>Theme 3</b>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Green, J. B. (2007) - 1 Peter, Eerdmans, ISBN:0802825532</li> <li>• Grudem, Wayne A. (2009) - 1 Peter, IVP, ISBN:1844743632</li> <li>• Horell, D. G. (2008) - 1 Peter, T &amp; T Clark, ISBN:0567031691</li> <li>• Jobes, K. H. (2005) - 1 Peter, Baker Academic, ISBN:0801026741</li> <li>• Perkins, P, (2012, or earlier edition) - First and Second Peter, James, and Jude, Westminster John Knox Press, ISBN:066423867X</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.bibleodyssey.org/people/related-articles/1-peter.aspx">http://www.bibleodyssey.org/people/related-articles/1-peter.aspx</a> 1 Peter (scholarly overview).</p> <p><a href="http://www.earlychristianwritings.com/1peter.html">http://www.earlychristianwritings.com/1peter.html</a> 1 Peter (some highlights from scholarship on 1 Peter with links to further resources).</p> <p><a href="https://bible.org/seriespage/21-first-peter-introduction-argument-and-outline">https://bible.org/seriespage/21-first-peter-introduction-argument-and-outline</a> First Peter: Introduction, Argument, and Outline.</p>
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<p><b>Theme 4</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Barr, D. L., ed. (2003) - Reading the Book of Revelation: A Resource for Students, Society of Biblical Literature ISBN:1589830563</li> <li>• Beale, G. K. (2014) - The Book of Revelation: A Shorter Commentary, Eerdmans, ISBN:0802866212</li> <li>• Bauckham, R. (1993) - The Theology of the Book of Revelation, Cambridge University Press, ISBN:0521356911 (see Chapter 1 especially)</li> <li>• Morris, L. (1973) - Apocalyptic, IVP, ISBN:0851113125</li> <li>• Murphy, F. J. (2012) - Apocalypticism in the Bible and Its World: A Comprehensive Introduction, Baker Academic, ISBN:0801039789</li> </ul> <p><b>Websites</b></p> <p><a href="https://www.biblicaltraining.org/library/apocalyptic-literature">https://www.biblicaltraining.org/library/apocalyptic-literature</a> Apocalyptic Literature (online articles).</p> <p><a href="http://www.bibleodyssey.org/en/tools/video-gallery/a/apocalyptic-literature.aspx">http://www.bibleodyssey.org/en/tools/video-gallery/a/apocalyptic-literature.aspx</a> Apocalyptic Literature (video and article by Bart Ehrman).</p> <p><a href="http://catholic-resources.org/Bible/Apocalyptic_Links.htm">http://catholic-resources.org/Bible/Apocalyptic_Links.htm</a> The Book of Revelation (extensive resources list, including links to free online scholarly books).</p> <p><a href="http://www.bibleodyssey.org/tools/video-gallery/r/revelation-and-the-bible-witherington.aspx">http://www.bibleodyssey.org/tools/video-gallery/r/revelation-and-the-bible-witherington.aspx</a> Revelation and the Bible (video and article by Ben Witherington III on Revelation as 'apocalyptic prophecy').</p>
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