

Our ref: TS/RMPS

13 August 2008

To: SQA Co-ordinator (secondary schools, FE colleges)  
Directors of Education  
SCIS  
Customer Account Managers

**For the attention of all staff responsible for the  
delivery of Religious Studies and Religious, Moral and Philosophical Studies**

Action by Recipient
Response required
✓ Note and pass on
Note — update/information only

Contact: Tom Stannage at Glasgow  
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Dear Colleague

**National Qualifications in Religious, Moral and Philosophical Studies**

The contents of this letter should be passed to the member of staff responsible for National Qualifications in Religious, Moral and Philosophical Studies.

**Advanced Higher**

The Design Team, which was set up to look at bringing the content of Advanced Higher up-to-date and to making some changes in the exam structure, has now completed the first stages of the review. Some content in the *Philosophy of Religion* and *Bioethics* Units have been changed but the Personal Research Unit and the dissertation will remain untouched. The Religious Experience Unit will be updated and reworded in places but the content will remain virtually unchanged.

These amendments will be implemented in August 2009 with the first diet in 2010. Launch seminars will be held in November 2008.

**Intermediate 1 and 2 and Higher**

As a result of feedback from centres and in accordance with SQA's policy of reviewing qualifications on a regular basis, a Review Group was set up in October 2007 with a view to making some minor amendments to the content of the above Courses. It is our intention to implement these further changes in August 2009 for first examinations in June 2010.

However we do acknowledge that some centres deliver these Courses over a two year period and that such classes will now be running. To enable teachers and lecturers in this situation to teach to these revisions, enclosed with this letter is the final draft of the changes. It is crucial that all teachers delivering RMPS at Intermediate 1, 2 and Higher look carefully at the proposed amendments and consider whether these will have any impact on how the Course is taught.

We are certain that the proposed revisions are in the best interests of both candidates and their teachers as well as the subject and are keen to implement them as soon as we can. It is our intention to hold launch seminars in November where full versions of the Arrangements documents, specimen question papers and National Assessment Bank packs will be available. It is also hoped that these documents will be available on the RMPS page of SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) in advance of the seminars.

I hope that you find the above information useful. If you would like to discuss any matter in more detail, please do not hesitate to telephone me on 0845 213 5502 or e-mail me at [tom.stannage@sqa.org.uk](mailto:tom.stannage@sqa.org.uk).

Yours faithfully

A handwritten signature in black ink that reads "Tom Stannage". The signature is written in a cursive style with a long horizontal stroke at the beginning.

Tom Stannage  
Qualifications Manager  
NQ Social Sciences and Care

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## National Unit Specification: statement of standards: Appendix(cont)

### UNIT World Religion (Higher)

Buddhism	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Unenlightened human beings are caught in a cycle of suffering but there is a way out.	1. <b>Content:</b> No belief in God; emphasis on action rather than metaphysical beliefs. The 3 Marks of Existence - Dukkha, Anicca and Anatta; the 5 skhandas; rebirth as a flow of ever-changing consciousness. Samsara – the endless round of conditioned existence; only humans are capable of making conscious ethical choices. <b>Source:</b> <u>Dhammapada 147-156</u>
	2. What is the cause of the human condition?	2. Suffering is caused by craving.	2. <b>Content:</b> The Second Noble Truth – tanha is the result of ignorance of the impermanence of all things or failure to live in accordance with this knowledge; the 3 Root Poisons. <b>Source:</b> <u>Dhammapada 334-342</u>
<i>The Goals</i>	3. What are the goals during life?	3. The goal during life is to make progress towards Enlightenment.	3. <b>Content:</b> Karma – the natural law of cause and effect; ‘unskillful’ actions bind the unenlightened to samsara, ‘skillful’ actions lead towards enlightenment. <b>Source:</b> <u>Dhammapada 1-14</u>
	4. What is the final aim of existence?	4. The final aim of existence is to attain Enlightenment.	4. <b>Content:</b> The Third Noble Truth – Nibbana as awakening to the true nature of Reality and becoming one with Reality; as ‘blowing out of the fires’ which lead to rebirth. <i>(Theravada and Mahayana beliefs about Enlightenment should be addressed).</i> <b>Source:</b> <u>Dhammapada 90-99</u>
<i>The Means</i>	5. How are the goals achieved?	5. Taking refuge in the 3 Jewels helps human beings to achieve the goals.	5. <b>Content:</b> The Buddha – his life and example (the 4 Sights, Going Forth and Enlightenment). The Dhamma – the Truth; not the source of enlightenment but indicating the way. The Sangha – the Aryasangha; lay Buddhists; monks and nuns; Western Buddhist communities. <i>(Theravada and Mahayana understandings should be addressed).</i> <b>Source:</b> <u>Dhammapada 78-82, 89</u>
	6. Which practices help to achieve the goals?	6. Human beings progress towards Enlightenment by following the Eightfold Path.	6. <b>Content:</b> The Noble Eightfold Path – focus on Right Intention, Right Speech, Right Action and Right Livelihood; the Threefold Way. Ethics – the Five Precepts in principle and practice; the Bodhisattva and Arhat ideals. Meditation and worship – purpose and practice. <i>(The differences in Theravada and Mahayana practice should be addressed).</i> <b>Source:</b> <u>Dhammapada 273-289</u>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Higher)

Christianity	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are created good by God but they suffer and die.	<p><b>1. Content:</b> God – One; the Creator; God’s relationship with human beings. Human beings – created good; in the ‘image’ of God; ‘stewards’ of creation; moral conscience; God’s gift of freewill. <b>Source:</b> <u>Gen 1: 1 -2:25</u></p>
	2. What is the cause of the human condition?	2. Human beings suffer and die because they are alienated from God through sin.	<p><b>2. Content:</b> The Fall – suffering and death are a result of human disobedience; disobedience is a result of the misuse of freewill. Sin – the nature and effects of sin; alienation through sin can be overcome because of the fulfilment of God’s promise of salvation. <i>(Two different understandings of the Fall and Sin should be addressed)</i> <b>Source:</b> <u>Gen 3: 1-24</u></p>
<i>The Goals</i>	3. What are the goals during life?	3. The goals during life are to grow in love of God and love of neighbour through following Jesus Christ.	<p><b>3. Content:</b> The example and teachings of Jesus – the importance of following Jesus’ example; the Parables as pointers to the nature of Christian life. Spirituality – developing a relationship with God; the roles of prayer, meditation and community worship. <b>Source:</b> <u>Lk 10: 25-37, Mt 6: 5-15</u></p>
	4. What is the final aim of existence?	4. The final aim of existence is to enjoy eternal life in the presence of God.	<p><b>4. Content:</b> Eternal life – the fulfilment of living in loving relationship with God; life as a follower of Christ as the beginning of eternal life. Judgement – human beings are called to account for their actions after death; heaven and hell. <i>(Two different understandings of Eternal Life and Judgement (including heaven and hell) should be addressed).</i> <b>Source:</b> <u>Mt 25: 31-46</u></p>
<i>The Means</i>	5. How are the goals achieved?	5. The Passion, death and Resurrection of Jesus are the means of achieving the goals.	<p><b>5. Content:</b> Salvation – the suffering and death of Jesus; Jesus’ suffering and death as the means of salvation. Resurrection – the resurrection of Jesus as a sign of God’s promise of resurrection for believers. The Christian Community – a means of building the Kingdom of God; the Christian community as a foretaste of Kingdom of God on earth. <i>(Two different understandings of the meaning of salvation and resurrection should be addressed).</i> <b>Source:</b> <u>John 11: 25-26 and 1 Cor 15: 3-7, 12-19</u></p>
	6. Which practices help to achieve the goals?	6. Human beings can achieve the goals through participation in the sacraments and through Christian action in the world.	<p><b>6. Content:</b> Sacrament – an outward sign of God’s grace; Baptism and Communion (Eucharist/Mass). Christian action in the world – all Christians are called to put faith into action in their lives; an example of individual action against social injustice. <i>(Two different understandings of Baptism and Communion (Eucharist/Mass) should be addressed).</i> <b>Source:</b> <u>1 Cor 11: 23-34, Rom 6: 3-4 and Jas 2:14-17</u></p>

Gen – Genesis; Lk – Luke; Mt – Matthew; Cor – Corinthians; Rom – Romans; Jas - James

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Higher)

Hinduism	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. All life is a journey towards union with God and until humans achieve this they suffer and are continually reborn.	1. <b>Content:</b> Brahman – the reality which pervades all existence; Nirguna Brahman and Saguna Brahman; worshipped in many forms. Atman – ‘the divine spark’ within human beings; only the atman is permanent. Samsara – reincarnation; circumstances of rebirth and human personality are determined by the impersonal law of karma; freewill to choose within the constraints of karma. <b>Source:</b> <u>S.U. 1: 7-8, C.U: VI 13:1-3, B.G 2: 22</u>
	2. What is the cause of the human condition?	2. Suffering and rebirth are a result of ignorance of the true nature of reality, Brahman and the self.	2. <b>Content:</b> Avidya – leads to selfishness and desire for physical satisfactions which are always impermanent; leads to suffering; maya. The 3 Gunas - lack of balance leads humans away from Truth. <b>Source:</b> <u>Mundaka.U.:.1.2 v 8-10, Maitri U. 1: 3-9</u>
<i>The Goals</i>	3. What are the goals during life?	3. The goals are to live a virtuous life which will lead to improved rebirth and the attainment of bliss.	3. <b>Content:</b> Dharma – the need to act in harmony with the laws of the universe; the four varnas, associated customs and duties; jatis. The additional goals of kama and artha ( <i>Different attitudes to jatis should be addressed</i> ) <b>Source:</b> <u>B.G: 18, 41-48</u>
	4. What is the final aim of existence?	4. The final aim of existence is to achieve Moksha.	4. <b>Content:</b> Samadhi – the attainment of bliss; realisation of the true nature of reality and self. Moksha – release from samsara after death of the body; union with Brahman; Jivanmukti. ( <i>Dualistic and non-dualistic understandings of moksha should be addressed</i> ) <b>Source:</b> <u>Maitri U. 4 v 6, Katha.U: 5: 12-15, B.G: 18: 52-55</u>
<i>The Means</i>	5. How are the goals achieved?	5. The truths revealed in shruti and the guidance of rishis, swamis and gurus can help human beings achieve the goals	5. <b>Content:</b> Shruti- The general background and principal themes of the Vedas, Upanishads and the Bhagavad Gita. The importance of rishis, gurus and swamis in the Hindu tradition Detachment and renunciation <b>Source:</b> <u>C.U: VI 14: 11-13, B.G.18. 52-55</u>
	6. Which practices help to achieve the goals?	6. There are many paths which lead to Moksha. The role of Brahman in the attainment of moksha	6. <b>Content:</b> The three margas karma marga, bhakti marga (vaishnava and shaiva marga), jnana marga. The four ashramas as part of dharma. The role of Brahman and the individual in the attainment of moksha  <b>Source:</b> <u>B.G.: Chapter 12</u>

S.U - Svetasvatara Upanishad; C.U - Chandogya Upanishad; B.G - Bhagavad Gita

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Higher)

Islam	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are the pinnacle of Allah's creation but when they disobey Allah's will they cause suffering.	1. <b>Content:</b> Allah – the Creator; Tawhid; Risalah. Human beings – the pinnacle of creation; equal in the eyes of God; Khaliphah; only one life on earth which is a test of faithfulness and obedience to Allah's will. <b>Source:</b> <u>Surah 27: 59-65</u>
	2. What is the cause of the human condition?	2. Suffering and disobedience are a result of human beings' misuse of Allah's gift of freewill.	2. <b>Content:</b> Predestination – the course of each person's life and the time of death are preordained by Allah; Sabr. Freewill – each person has the freedom to choose to act in accordance with Allah's will; responsibility for actions. Repentance – the possibility of forgiveness if repentance is sincere. <b>Source:</b> <u>Surah 20: 115 -126</u>
<i>The Goals</i>	3. What are the goals during life?	3. The goal during life is complete submission to the will of Allah.	3. <b>Content:</b> Islam as 'submission to the will of Allah' Ishan and taqwa – as the beginning of true submission. Submission - involving all aspects of personal and social life; as an end in itself. <b>Source:</b> <u>Surah 3: 14-17,19 – 20, 31-32</u>
	4. What is the final aim of existence?	4. The final aim of existence is Paradise as a reward for faithfulness to Allah	4. <b>Content:</b> The immortality of the soul. The Day of Judgement and Resurrection. Akhirah - Paradise as reward; Hell as punishment; the remedial nature of Hell. <i>(Literal and symbolic understandings of judgement, resurrection, paradise and hell should be addressed).</i> <b>Source:</b> <u>Surah 38: 49 – 59, Surah 17: 49-52</u>
<i>The Means</i>	5. How are the goals achieved?	5. The will of Allah as revealed in the Qur'an and the example and teachings of Muhammad help human beings to achieve the goals.	5. <b>Content:</b> The Qur'an – as the complete and final revelation of Allah's will; Muhammad as the 'Seal' of prophetic revelation. The Sunnah – the nature and importance of the Sunnah as a guide to life. Shariah – the nature and sources of Shariah. <i>(Differences between Sunni and Shi'ite understandings of spiritual authority should be addressed).</i> <b>Source:</b> <u>Surah 3: 1- 8, Surah 7: 158</u>
	6. Which practices help to achieve the goals?	6. Human beings can achieve the goals through faithful observance of the Five Pillars of Islam.	6. <b>Content:</b> The Five Pillars – in principle and practice; their importance in developing and practicing total submission to Allah. Actions towards others – Sadaquah; prohibition on receiving or charging of interest; ahl al-kitab. <b>Source:</b> <u>Surah 47: 19, Surah 5: 6-7, Surah 2: 277, 183-185, 196, Surah 7: 156</u>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Higher)

Judaism	Questions	Answer	Content
<i>The Human Condition</i>	<p>1. What is the human condition?</p> <p>2. What is the cause of the human condition?</p>	<p>1. Human beings are created in the image of God but when they do evil they suffer as a result.</p> <p>2. Evil and suffering result when human beings ignore God's guidance and misuse the gift of freewill.</p>	<p>1. <b>Content:</b> God – as One; Creator; interacting with humanity throughout history. Human beings - created 'in the image of God'; God's gift of freewill; capable of living in harmony with God and creation. <i>Source:</i> <u>Gen 1: 26 -31 &amp; Gen 2: 15-17, Ps 8: 3-8</u></p> <p>2. <b>Content:</b> Humanity's dual nature – Yetzer Tov and Yetzer Harah; evil and suffering as a result of disobedience to God's will; suffering is at times inexplicable (Job as example). <i>Source:</i> <u>Gen 3: 1-19</u></p>
<i>The Goals</i>	<p>3. What are the goals during life?</p> <p>4. What is the final aim of existence?</p>	<p>3. The goals during life are to obey God in all things and to build and maintain a close relationship with God.</p> <p>4. The final aim of existence is to achieve a world of tolerance and peace – the Messianic Age.</p>	<p>3. <b>Content:</b> Obedience - the importance of ethical living and social justice; the role of the prophets as the social and moral conscience of the Jewish people. Relationship with God – the role of prayer and symbol; Shema; Mezuzah; Tefillin. Repentance and forgiveness - Rosh Hashanah and Yom Kippur. <i>Source:</i> <u>Lev 19: 9 -18, Deut. 6: 4-9</u></p> <p>4. <b>Content:</b> The world to come - the Messianic Age and Messiah; all humanity will participate in this age. The special responsibility of the Jewish people – Covenant (Abraham and Moses); Pesach; the duty to be an example to the world. <i>(2 different understandings of the Messianic Age and Messiah should be addressed)</i> <i>Source:</i> <u>Micah 4: 1-5, Isaiah 11: 10-12</u></p>
<i>The Means</i>	<p>5. How are the goals achieved?</p> <p>6. Which practices help to achieve the goals?</p>	<p>5. The Torah and the oral traditions help human beings to achieve the goals.</p> <p>6. Human beings can achieve the goals by fulfilling the moral and social responsibilities laid down in Torah. The Jewish people must undertake additional religious responsibilities</p>	<p>5. <b>Content:</b> Torah – its nature and use; the Ten Commandments as religious and ethical guidelines. The Oral Traditions –their importance for interpreting Torah; Rabbinic Judaism; The Talmud; the Halachah. <i>(Orthodox and Reform understandings of Torah and the Oral Traditions should be addressed).</i> <i>Source:</i> <u>Ex 20: 1-17</u></p> <p>6. <b>Content:</b> Moral and social responsibilities - acting justly in social and business dealings; Tzedakah; Lashon Harah. Additional religious responsibilities – Brit Milah; Bar/Bat Mitzvah; Shabbat; Kashrut; the importance of family and community in maintaining religious identity. <i>Source:</i> <u>Deut 16: 18 – 22, Gen 17: 7-11</u></p>

Gen – Genesis; Ps – Psalms; Lev – Leviticus; Deut – Deuteronomy; Ex – Exodus.

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Higher)

Sikhism	Questions	Answers	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings have a unique opportunity to reunite with God but they suffer and are continually reborn if they ignore this opportunity.	1. <b>Content:</b> God – One; the Creator; experienced through grace. Human life – a unique opportunity for reunion with God; atma; transmigration; freewill; karma; all are equal but at different stages of spiritual development. <b>Source:</b> <u>GGs 1: Mool Mantra and Japji Sahib 1-3</u>
	2. What is the cause of the human condition?	2. Human beings find themselves separated from God by a veil of self-centredness and material concern.	2. <b>Content:</b> Separation from God – Haumai; Maya; those who choose to live self-centred lives waste the opportunity to reunite with God. Hukam – all aspects of life and human nature are part of God’s Plan; human beings cannot fully understand God’s Will. <b>Source:</b> <u>GGs 920-921: Ramkalee, 3 Mehl, Anand 28-29</u>
<i>The Goals</i>	3. What are the goals during life?	3. The goals during life are to make progress towards reunion with God by living a God-centred life: this leads to lasting happiness.	3. <b>Content:</b> Developing compassion and selflessness - natural impulses which lead to reunion. Controlling the Five Evils - natural impulses which create barriers to reunion. Gurmukh - the roles of prayer, human effort and God’s grace in achieving this; love of God and creation through detached engagement with the world. <b>Source:</b> <u>GGs 600: Sorath, 1 Mehl, First House 1.3 – 2.4</u>
	4. What is the final aim of existence?	4. The final aim of existence is to merge with God and become one with the Infinite.	4. <b>Content:</b> The Five Khands on the path to liberation. Jivan Mukti – can be achieved by the grace of God during this life; Sahej. Reunion with God – freedom from rebirth after death of the body; freedom from fear; those who do not achieve reunion return to the cycle of rebirth. <b>Source:</b> <u>GGs 1000: Maru, 5 Mehl, Second House 3.4 – 5.4</u>
<i>The Means</i>	5. How are the goals achieved?	5. The teachings of the Ten Gurus, contained in the Guru Granth Sahib, help human beings achieve the goals.	5. <b>Content:</b> The Ten Gurus – prophets chosen by God; focus on Guru Nanak, Guru Arjan and Guru Gobind Singh. Waheguru - God as the True Guru. The Guru Granth Sahib – the living Guru; central importance throughout life; central place in worship; reverence shown in the Gurdwara and at home. <b>Source:</b> <u>GGs 966-7: Vaar of Raamkalee 1-2</u>
	6. Which practices help to achieve the goals?	6. Human beings can achieve the goals by observing the values and guidance of the religion into which they are born: for members of the Sikh faith this involves prayer, honest work and service to others.	6. <b>Content:</b> All religious faiths are part of God’s plan for humanity – the example of Guru Tegh Bahadur. The Sikh spiritual path - Sewa and Simran including Nam Japna and Vand Chhakna; the social duties of a householder including Kirt Karna; Sangat and the need to keep the company of enlightened souls. Khalsa - an outward sign of inner commitment. <i>(The differences between the religious and social obligations of non-Khalsa and Khalsa Sikhs should be addressed).</i> <b>Source:</b> <u>GGs 1245: 4 Mehl 19.2-20.1</u>

## National Unit Specification: statement of standards

### UNIT           Morality in the Modern World (Higher)

#### APPENDIX ONE: content and context

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit*

In this Unit candidates develop the knowledge and skills necessary to understand theories about the relationship between religion and moral values, some of the guiding principles an individual might use when making moral decisions, contemporary moral issues and the reasons for differences of viewpoint on these issues. Knowledge and skills are developed by investigating two specific theories about the relationship between religion and moral values and two specific contemporary moral issues. For each issue two different viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief are also studied.

There is no choice of options in **Area 1. All candidates must study all content in this Area.** Candidates are introduced to the philosophical issue of the relationship between religious belief and moral values. They gain knowledge and understanding of the issues involved by studying the 'Euthyphro Dilemma'. Candidates then study two specific theories concerning the relationship between religion and moral values. One theory suggests that moral values are independent of religious belief (Autonomy); one theory suggests that moral values are grounded in religious belief (Heteronomy). Candidates develop knowledge and understanding of these theories but will not be required to analyse or evaluate them in Unit and Course Assessment.

Candidates also develop knowledge and understanding of some of the guiding principles individuals might use when making moral decisions. Some of these guiding principles are directly related to religious belief while others are independent of religious belief. It is essential for candidates to understand that religious believers may draw on guiding principles which are independent of religious belief when making moral decisions; these principles are not exclusive to those who have no religious belief. Equally, individuals who have no religious belief may use similar principles to those found within a religion but may have different reasons for doing so. For this reason, candidates should identify the guiding principles which are being used when explaining similarities and differences in moral viewpoints as part of analysis in **Area 2.** However, an independent analysis and evaluation of these guiding principles is not required in Unit or Course Assessment.

The guiding principles for moral decision making which are linked to religious belief should be illustrated with reference to one or more specific world religions. It is recommended that the religion or religions chosen should be the same as those used to illustrate the different religious viewpoints in Area 2. The sacred writings of specific world religions, the example and teachings of religious leaders, the writings of religious moral philosophers or the beliefs/traditions found in specific religions should be used to illustrate the guiding principles.

The guiding principles for moral decision making which are independent of religious belief should be illustrated with reference to specific moral philosophers or non-religious organisations. The specific philosophers or organisations are not prescribed. Centres are therefore free to select appropriate philosophers or organisations in light of the resources available and the range of candidates studying the Unit. A list of appropriate philosophers and organisations appears in the support notes in this Unit specification.

In **Area Two** there is a choice of option to be studied. Candidates investigate two prescribed issues in one optional area from a choice of five. Questions in Unit and Course assessment will sample across the mandatory content in relation to the option chosen. It is therefore of vital importance that candidates cover all mandatory aspects of the two issues in the chosen option.

## National Unit Specification: statement of standards: Appendix

### UNIT Morality in the Modern World (Higher)

For each issue, there is a question which provides a focus for study. The relevant aspects of each issue which should be covered are also prescribed. An outline of both areas of study, prescribed issues and details of all mandatory content can be found at the end of this Appendix. All candidates must study **Area 1** and **both prescribed issues in the chosen option in Area 2**.

As already stated, candidates must study two different viewpoints which are guided by religious belief when investigating each issue. These viewpoints must be from the following world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. The two viewpoints chosen can be from **the same or two different** world religions. The moral principles found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate the chosen viewpoints which are guided by religious belief.

Specific viewpoints which are independent of religious belief should be selected from those held by moral philosophers or found in the reports and findings of internationally/nationally recognised organisations. A list of appropriate philosophers and organisations which can be used to illustrate chosen viewpoints which are independent of religious belief can be found in the Support Notes of this Unit Specification.

Named texts, organisations or philosophers are not prescribed. However, the viewpoints of private individuals are **not** acceptable.

The viewpoints selected are a matter for the professional judgement of teachers or lecturers in light of the resources available and the range of candidates studying the Unit. Candidates must demonstrate an understanding of the fact that there is a variety of reasons for similarities and differences in viewpoints on specific moral issues. Differences of viewpoint may be because one individual belongs to a religious tradition while another has no religious beliefs. Equally, religious and non-religious people may have similar viewpoints on moral issues because they are using some of the same guiding principles when making moral decisions. Others may hold similar religious beliefs but come to very different conclusions about a specific issue because they interpret the facts of the issue in different ways. Followers of two different religious traditions may share common values but have different reasons for sharing these values. When selecting appropriate viewpoints care must be taken to ensure that the relevant reasons for differences of opinion can be fully illustrated.

An outline of the areas of study, prescribed issues and mandatory content in relation to each issue appears below:

#### AREA ONE: The Relationship between Religion and Moral Values

##### *a) Introduction*

*The Euthyphro Dilemma*

Euthyphro 9a-10b

“Are actions ‘good’ simply because the gods command them or do the gods command certain actions because they are ‘good’?”

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Higher)

#### AREA 1 (cont')

##### *b) Religious Morality*

Moral values are grounded in religious belief.

The interpretation of sacred writings guided by faith, tradition and/or reason

- c) Consequences (Utilitarian Ethics)  
Motives (Kantian Ethics)

#### AREA TWO: Moral Issues

Options	Prescribed Issues	Mandatory Aspects
<i>I. Gender</i>	<b>1</b> <u>Gender Roles in the U.K.</u>	<b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief <b>the facts</b> – historic and contemporary male and female roles in the family, work and religious community (including media stereotypes and impact of feminist ideas), UK law in relation to equal opportunities, work of Equality and Human Rights Commission (EHRC), issue of empowerment in 21 <sup>st</sup> century for males and females <b>pros and cons</b> – perceived advantages and disadvantages of separate gender roles; religious and moral implications for the individual and society
	<b>2</b> <u>Gender Issues Worldwide</u>	<b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief <b>the facts</b> – U.D.H.R., historic and contemporary economic relationships between men and women, UN declarations (CEDAW), Beijing Platform For Action, world/global issues of empowerment, gendercide (killing based on either gender) <b>pros and cons</b> – perceived benefits and dangers of empowerment and other gender issues; religious and moral implications for the individual and society

## National Unit Specification: Statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Higher)

Options	Prescribed Issues	Mandatory Aspects
2. <i>Crime and Punishment</i>	1. <u>The Causes of Crime and the Purpose of Punishment</u>	<p><b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p><b>the facts</b> – the causes of crime (poverty/economic factors, environment, family), the purpose of punishment (reformation, retribution, deterrence and protection), the range of sentences applied in the UK (fines, community service and imprisonment).</p> <p><b>pros and cons</b> – the perceived successes and failures of addressing the causes of crime and the perceived benefits and drawbacks of different forms of punishment; religious and moral implications for the individual and society.</p>
	2. <u>Capital Punishment</u>	<p><b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p><b>the facts</b> – historic and contemporary use of Capital Punishment in UK and world-wide (including overview of historic and current case studies), methods of execution, UN declarations.</p> <p><b>pros and cons</b> – perceived benefits and drawbacks of Capital Punishment; religious and moral implications for the individual and society.</p>
3. <i>Global Issues</i>	1. <u>Global Distribution of Wealth and Resources</u>	<p><b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p><b>the facts</b> – globalisation, causes of poverty (war, trade, political change, natural disasters), distribution of wealth and resources, international responses: WTO agreements, fair trade, debt cancellation, aid.</p> <p><b>pros and cons</b> – perceived successes and failures of international responses to poverty, religious and moral implications for the individual and society.</p>
	2. <u>Global Warming</u>	<p><b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p><b>the facts</b> – stewardship, causes of global warming, international response to problem, including agreements/declarations, NGO involvement.</p> <p><b>pros and cons</b> – perceived successes and failures of international responses to global warming, religious and moral implications for the individual and society.</p>
4. <i>Medical Ethics</i>	1. <u>Use of human embryos</u>	<p><b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p><b>the facts</b> – definition of the beginning of life, uses of embryos (stem cell research, genetic selection, IVF), UK Law, HFEA guidelines.</p> <p><b>pros and cons</b> – perceived benefits and drawbacks with different uses of embryos; religious and moral implications for the individual and society.</p>

## National Unit Specification: Appendix (cont)

### UNIT            **Morality in the Modern World (Higher)**

Options	Prescribed Issues	Mandatory Aspects
	2. <u>Euthanasia</u>	<b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. <b>the facts</b> – voluntary and involuntary euthanasia (circumstances and reasons), UK law and law in The Netherlands, BMA guidelines. <b>pros and cons</b> - perceived benefits and drawbacks of voluntary and involuntary euthanasia; religious and moral implications for the individual and society.
5. <i>War and Peace</i>	1. <u>Responses to War</u>	<b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. <b>the facts</b> – the reasons for, and effects of, war, responses to aggression (attack, defence, negotiation), historic and contemporary examples of pacifism (including conscientious objection) UN Charter and Conventions. <b>pros and cons</b> - perceived advantages and drawbacks associated with different responses to war; religious and moral implications for the individual and society.
	2. <u>Modern Armaments</u>	<b>the viewpoints</b> – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. <b>the facts</b> – types and effects of modern armaments ('smart' missiles, chemical, biological and nuclear weapons (WMD)), International Conventions. <b>pros and cons</b> - perceived benefits and dangers associated with using and possessing different types of modern armaments both conventional and non conventional weapons; moral implications.

## National Unit Specification: statement of standards

### UNIT Christianity: Belief and Science (Higher)

#### APPENDIX ONE: content and context

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit*

In this Unit candidates develop the knowledge and skills necessary to investigate contemporary relationships between Christian belief and scientific theory. These relationships are explored by investigating the nature of revelation in the Christian tradition and scientific enquiry. Candidates then study the answers to two important questions about human origins. One answer to each question arises from revelation in Christian scriptures; one answer to each question arises from scientific enquiry. The relevant questions about human origins are: What is the origin of the universe? What is the origin of human life?

The areas of study for this Unit are outlined below and **all candidates must study all three areas:**

#### *Area 1 – Sources of human understanding*

- ◆ Revelation in the Christian tradition is an important source for understanding both the origins of the universe and human origins.
- ◆ Scientific enquiry is an important source for understanding both the origins of the universe and human origins.

#### *Area 2 – Question: What is the origin of the universe?*

- ◆ The universe was created by God.
- ◆ The universe originated from the Big Bang.

#### *Area 3 - Question: What is the origin of human life?*

- ◆ Human life is created by God.
- ◆ Human life has emerged as a result of the process of evolution.

Care must be taken to ensure candidates understand that revelation and scientific enquiry - and the answers to the questions about human origins which they study - are not necessarily competing alternatives. Some Christians may reject answers to questions about human origins which arise from scientific enquiry. Some scientists may reject answers which arise from Christian revelation. Equally, some Christians today see no conflict between their beliefs and scientific theories and some scientists have strongly held Christian beliefs. An individual's rejection, or acceptance, of the relevant answers to each question will depend on the relative importance he/she places on revelation and scientific enquiry as sources of understanding. For this reason, candidates must analyse and evaluate a range of interpretations of the relevant answers when investigating each question. Some interpretations suggest that there is a conflict between Christian belief and scientific theory: some interpretations suggest that dialogue is possible and that Christian belief and scientific theory are compatible.

The following range of interpretations must be covered when investigating each question: one interpretation which results in a conflict between Christian belief and widely accepted scientific theory; one interpretation which results in the rejection of Christian belief in the light of scientific theory; one interpretation which arises from dialogue and an acceptance of the compatibility between Christian belief and scientific theory. A detailed guide to the relevant interpretations and mandatory content can be found in the tables at the end of this Appendix. Candidates will be expected to have studied relevant interpretations. **Centres must therefore ensure that all aspects of the mandatory content are covered during learning and teaching.**

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Christianity: Belief and Science (Higher)

Specific Christian theologians, philosophers and scientists should be used to illustrate each interpretation but individual writers and texts are not prescribed. Centres are therefore free to select appropriate writers in light of the resources available and the range of candidates studying the unit. Care must be taken to ensure that the writers chosen illustrate all aspects of the mandatory content. Detailed guidance on appropriate writers appears in the Support Notes for this Unit.

It is essential for candidates to understand that different interpretations of the answers to the questions they study can lead to different conclusions about the purpose and goals of human life. Interpretations which include belief in God suggest that life has a spiritual purpose and goal beyond physical existence: interpretations which exclude this possibility suggest that the purpose and goals of life lie only in the physical world. For this reason, candidates must assess the implications of each interpretation for our understanding of the purpose and goals of human life as part of evaluation.

#### *Mandatory Areas and Content*

A summary of all Mandatory Areas of Study and Content appears below:

Area 1	Sources of Human Understanding	Mandatory Content
	Revelation in the Christian tradition is an important source of human understanding.	<ul style="list-style-type: none"> <li>the nature and importance of revelation in the Christian tradition, including strengths and limitations</li> </ul>
	Scientific enquiry is an important source of human understanding.	<ul style="list-style-type: none"> <li>scientific method, including strengths and limitations</li> </ul>
<b>Possible Relationships</b>	<b>Relationship 1:</b> the rejection of scientific enquiry as a reliable source of understanding.	<ul style="list-style-type: none"> <li>illustrated by literalist interpretations in Areas 2 and 3</li> </ul>
	<b>Relationship 2:</b> the rejection of revelation as a reliable source of understanding.	<ul style="list-style-type: none"> <li>illustrated by scientific materialist interpretations in Areas 2 and 3</li> </ul>
	<b>Relationship 3:</b> the acceptance of both revelation and scientific enquiry as reliable sources of understanding.	<ul style="list-style-type: none"> <li>illustrated by interpretations which suggest compatibility between Christian belief and scientific theory in Areas 2 and 3</li> </ul>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Christianity: Belief and Science (Higher)

Area 2	Question 1: What is the origin of the universe?	Mandatory Content
<b>Relevant answers</b>	<p>The Universe was created by God.</p> <p>The universe originated from the Big Bang.</p>	<ul style="list-style-type: none"> <li>the creation of the universe in Genesis 1: literal or symbolic?</li> <li>God as First Cause: Aquinas' Cosmological Agreement</li> <li>Big Bang theory</li> <li>evidence supporting Big Bang theory</li> </ul>
<b>Interpretation 1:</b> Interpretation which results in the rejection of scientific theory.	Big Bang theory contradicts revelation	<ul style="list-style-type: none"> <li>Literalist: scriptural accounts of the creation of the universe are factual</li> <li>Big Bang theory is rejected because it contradicts literal readings of scripture</li> </ul>
<b>Interpretation 2.</b> Interpretation which results in the rejection of Christian belief.	Revelation contradicts Big Bang theory.	<ul style="list-style-type: none"> <li>Scientific materialism: Big Bang theory removes the need for God</li> <li>the existence of the universe is simply a fact which needs only a scientific explanation.</li> </ul>
<b>Interpretation 3.</b> Interpretation which suggests compatibility between Christian belief and scientific theory.	Revelation and Big Bang theory both contribute to a full understanding of the origins of the universe.	<ul style="list-style-type: none"> <li>there is no contradiction in believing that the Big Bang was the mechanism God used to create the universe</li> <li>Big Bang theory can help to explain the physical origins of the universe</li> <li>Christian revelation answers important questions about spiritual origins and goals</li> </ul>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Christianity: Belief and Science (Higher)

Area 3	What is the origin of human life?	Mandatory Content
<b>Relevant answers</b>	<p>Life is created by God</p> <p>Life has emerged as a result of the process of evolution</p>	<ul style="list-style-type: none"> <li>• the creation of human beings in Genesis 1 and 2: literal or symbolic?</li> <li>• God as Designer: Paley’s Teleological Agreement</li> <li>• the theory of evolution</li> <li>• evidence supporting evolutionary theory</li> </ul>
<b>Interpretation 1:</b> Interpretation which results in the rejection of scientific theory.	Evolutionary theory contradicts revelation.	<ul style="list-style-type: none"> <li>• Literalist: scriptural accounts of the creation of human life are factual</li> <li>• the theory of evolution is rejected because it contradicts literal readings of scripture</li> </ul>
<b>Interpretation 2.</b> Interpretation which results in the rejection of Christian belief.	Revelation contradicts evolutionary theory.	<ul style="list-style-type: none"> <li>• scientific materialism: the theory of evolution removes the need for God</li> <li>• evolutionary theory fully explains the origins of human life</li> </ul>
<b>Interpretation 3.</b> Interpretation which suggests compatibility between Christian belief and scientific theory.	Revelation and the theory of evolution both contribute to a full understanding of the origins of human life.	<ul style="list-style-type: none"> <li>• there is no contradiction in believing that God created human life using the mechanism of evolution</li> <li>• evolutionary theory can help to explain the physical origins of human life</li> <li>• revelation answers important questions about the purpose and goals of life</li> </ul>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

Knowledge and understanding of the main beliefs of the chosen religion are important aspects of this Unit. The ability to explain these beliefs by examining sources is also required. However, care must be taken to avoid a wholly abstract study of religious beliefs which makes no reference to the lives of members of religious communities. For this reason, candidates must reach conclusions about the benefits and difficulties believers may experience as a result of following their particular faith.

*A summary of all mandatory content and prescribed sources for each religion appears below:*

Buddhism	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Unenlightened human beings are caught in a cycle of suffering when they fail to realise the impermanence of all things, but there is a way out.	1. <b>Content:</b> No belief in God; emphasis on action rather than metaphysical beliefs. The 3 Marks of Existence - Dukkha, Anicca and Anatta Samsara – the endless cycle of life, death and rebirth. The Second Noble Truth – tanha is the result of ignorance of the true nature of reality. <b>Source:</b> <u>Dhammapada 147-156</u>
<i>The Goal</i>	2. What are the goals of existence?	2. The goals of existence are to make progress towards Enlightenment and finally to attain Enlightenment.	2. <b>Content:</b> Kamma – the natural law of cause and effect. The Third Noble Truth – Nibbana as awakening to the true nature of Reality and becoming one with Reality. <i>(Theravada and Mahayana beliefs about Enlightenment should be addressed)</i> <b>Source:</b> <u>Dhammapada 90-99</u>
<i>The Means</i>	3. How are the goals achieved?	3. Human beings progress towards Enlightenment by following the Eightfold Path.	5. <b>Content:</b> The Buddha – the 4 Sights, Going Forth and Enlightenment. The Noble Eightfold Path – focus on Right Intention, Right Speech, Right Action and Right Livelihood. Ethics – the Five Precepts in principle and practice. Meditation and worship –purpose and practice. <i>(Differences in Theravada and Mahayana practice should be addressed).</i> <b>Source:</b> <u>Dhammapada 273-289</u>
Christianity	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are created good by God but they suffer and die as a result of turning away from God.	1. <b>Content:</b> God – the Creator; God’s relationship with human beings. Human beings – created good; God’s gift of freewill. The Fall - suffering and death are a result of the misuse of freewill. Sin – the nature and effects of sin. <b>Source:</b> <u>Gen. 3: 1-24</u>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 2)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Christianity	Questions	Answer	Content
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are to grow in love of God and love of neighbour and to enjoy eternal life in the presence of God.	2. <b>Content:</b> The importance of following the example of Jesus. Spirituality – developing a relationship with God through prayer, meditation and community worship. Judgement – human beings are called to account for their actions after death; heaven and hell. (Different understandings of Judgement should be addressed) <b>Source:</b> <u>Mtt 25: 31-46</u>
<i>The Means</i>	3. How are the goals achieved?	3. The suffering, death and resurrection of Jesus are the means of achieving the goals. This should affect how a Christian lives.	3. <b>Content:</b> Salvation – faith in the suffering and death of Jesus as the means of salvation. Resurrection – the resurrection of Jesus as a sign of God’s promise of resurrection for believers. Implications for Christian living – individual and community service. (Different understandings of Resurrection should be addressed.) <b>Source:</b> <u>1 Corinthians 15: 3-7, 12-19</u>
Hinduism	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. All life is a journey towards union with God but, when they remain ignorant of this, human beings suffer and are continually reborn.	1. <b>Content:</b> Brahman – the Reality which pervades all existence; worshipped in many forms. Atman – ‘the divine spark’ within human beings; only the atman is permanent. Samsara – reincarnation; circumstances of rebirth and human personality are determined by the impersonal law of karma. Avidya – leads to suffering/dissatisfaction. <b>Source:</b> <u>Mundaka.U.: 1.2 v 8-11, Svetasvatara U.1:1-2</u>
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are to live a virtuous life and finally to achieve Moksha.	2. <b>Content:</b> Dharma – the need to act in harmony with the laws of the universe. Samadhi – the attainment of bliss; realisation of the true nature of reality and self. Moksha – release from samsara after death of the body; union with Brahman; Jivanmukti. (Different understandings of Moksha should be addressed.) <b>Source:</b> <u>Maitri U. 4 v 3, Katha.U: 5: 12-15</u>
<i>The Means</i>	3. How are the goals achieved?	3. There are many paths which lead to Moksha. The role of Brahman in the attainment of Moksha.	3. <b>Content:</b> The 3 margas - kama marga (including seva); bhakti marga ; jnana marga. Worship of vishnu and shiva. The 4 varnas – associated customs and duties. The 4 ashramas and how they affect dharma. Ahimsa in principle and practice. The need for God’s grace. (Different understandings of the importance of the Margas should be addressed) <b>Source:</b> <u>Chandogya U.7.20-21, Kausitaki 4v1, 3-6, Maitri U. 4.4</u>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

Islam	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are the pinnacle of Allah's creation but when they disobey Allah's will they cause suffering.	<p><b>1. Content:</b> Allah – the Creator; Tawhid; Risalah. Human beings – the pinnacle of creation; Khaliphah; only one life on earth which is a test of faithfulness and obedience to Allah's will. Freewill – suffering is the result of the misuse of freewill.</p> <p><b>Source:</b> ???</p>
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are complete submission to the will of Allah and Paradise as a reward for faithfulness to Allah	<p><b>2. Content:</b> Islam as 'submission to the will of Allah'. Ishan and taqwa – as the beginning of true submission. The Day of Judgement and Resurrection Akhirah - Paradise as reward; Hell as punishment. <i>(Literal and symbolic understandings of Paradise and Hell should be addressed.)</i></p> <p><b>Source:</b> ???</p>
<i>The Means</i>	3. How are the goals achieved?	3. Human beings can achieve the goals through faithful observance of the Five Pillars of Islam.	<p><b>3. Content:</b> The Qur'an – as the complete and final revelation of Allah's will; Muhammad as the 'Seal' of prophetic revelation. The Five Pillars – in principle and practice. Sadaquah; ahl al-kitab. <i>(Sunni and Shi'ite understandings of spiritual authority should be addressed)</i></p> <p><b>Source:</b> ???</p>
Judaism	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are created in the image of God but when they do evil they suffer as a result.	<p><b>1. Content:</b> God – the Creator; interacting with humanity throughout history. Human beings - created 'in the image of God'; God's gift of freewill. Humanity's dual nature – Yetzer Tov and Yetzer Harah; suffering as a result of disobedience to God's will.</p> <p><b>Source:</b> <u>Gen 3: 1-19</u></p>
<i>The Goals</i>	2. What is the final goal of existence?	2. The goals of existence are to obey God, maintain a close relationship with him and to achieve a world of tolerance and peace – the Messianic Age.	<p><b>2. Content:</b> Relationship with God – the role of prayer and symbol (Shema, Mezuzah, Tefillin). The world to come - the Messianic Age and Messiah. The special responsibility of the Jewish people – Covenant (Abraham and Moses); Pesach. <i>(2 different understandings of the Messianic Age and Messiah should be addressed)</i></p> <p><b>Source:</b> <u>Micah 4: 1-5, Isaiah 11: 10-12</u></p>
<i>The Means</i>	3. How is the goal achieved?	3. Human beings can achieve the goals by fulfilling the moral and social responsibilities laid down in Torah. The Jewish people must undertake additional religious responsibilities	<p><b>3. Content:</b> Torah – its nature and use; the Ten Commandments as religious and ethical guidelines. Moral and social responsibilities - acting justly in social and business dealings; Tzedakah; Lashon Harah. Additional religious responsibilities of the Jewish people – Brit Milah; Bar/Bat Mitzvah; Shabbat; Kashrut. <i>(Orthodox and Reform understandings of Torah should be addressed)</i></p> <p><b>Source:</b> <u>Ex 20: 1-17</u></p>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

Sikhism	Questions	Answer	Content
<b>The Human Condition</b>	1. What is the human condition?	1. Human beings have a unique opportunity to reunite with God but they suffer and are continually reborn if they ignore this opportunity.	<p><b>1. Content:</b> God – One, Creator, experienced through grace. Human life – a unique opportunity for reunion with God; atma; transmigration; freewill; karma. Separation from God – Haumaii; Maya; those who choose to live self-centred lives waste the opportunity to reunite with God. <b>Source:</b> <u>GGS page 920-921; Ramkalee, 3 Mehl, Anand 28-29</u></p>
<b>The Goals</b>	2. What is the final goal of existence?	2. The goals of existence make progress towards reunion with God and Finally to merge with God and become one with the Infinite.	<p><b>2. Content:</b> Developing compassion and selflessness - natural impulses which lead to reunion. Controlling the Five Evils - natural impulses which create barriers to reunion. Gurmukh – the roles of prayer, human effort and God’s grace Jivan Mukti - achieved by the grace of God. Reunion with God – freedom from rebirth after death of the body. (Different understandings of reunion with God should be addressed) <b>Source:</b> <u>GGS page 1000; Maru, 5 Mehl, Second House 3.4 -5.4</u></p>
<b>The Means</b>	3. How is the goal achieved?	3. Human beings can achieve the goals by observing the values and guidance of the religion into which they are born: for members of the Sikh faith this involves prayer, honest work and service to others.	<p><b>3. Content:</b> The Ten Gurus – prophets chosen by God; focus on Guru Nanak and Guru Gobind Singh. The Guru Granth Sahib as the living Guru. The Sikh spiritual path - Sewa and Simran including Nam Japna and Vand Chhakna; Kirt Karna; Sangat. Khalsa - an outward sign of inner commitment. <i>(The differences between the commitments of non-baptised and Khalsa Sikhs should be addressed)</i> <b>Source:</b> <u>GGS page 1245; 2 Mehl 19.2-20.1</u></p>

## National Unit Specification: statement of standards: Appendix

### UNIT           Morality in the Modern World (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for similarities and differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. Two different viewpoints which are guided by religious belief and one secular viewpoint are also studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area of study from a choice of five. Questions in Unit and Course assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the two issues in the area of study which is chosen.

For each issue, there is a question which provides a focus for study. The relevant aspects of each issue which should be covered are also prescribed. An outline of the areas of study, prescribed issues and details of all mandatory aspects of each issue can be found at the end of this Appendix. All candidates must study **both prescribed issues and all mandatory aspects in the chosen area.**

As already stated, candidates must study one viewpoint which is guided by religious belief when investigating each issue. The viewpoint must be from one of the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. Summaries of the moral principles found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate religious viewpoints on specific moral issues.

Summaries of secular viewpoints should be selected from those held by moral philosophers or found in the reports and findings of internationally/nationally recognised organisations. A list of appropriate philosophers and organisations which can be used to illustrate these viewpoints can be found in the Support Notes of this Unit Specification.

Named texts, organisations or philosophers are not prescribed. However, the viewpoints of private individuals are not acceptable.

The viewpoints selected are a matter for the professional judgement of teachers or lecturers in light of the resources available and the range of candidates studying the Unit. Candidates must demonstrate an understanding of the fact that there is a variety of reasons for similarities and differences in viewpoints on specific moral issues. Differences of viewpoint may be because one person belongs to a religious tradition while another has no religious beliefs. Others may hold similar religious beliefs but come to very different conclusions about a specific issue because they interpret the facts of the issue in different ways. Followers of two different religious traditions may share common values but have different reasons for sharing these values. Care must be taken to ensure that these points are fully illustrated when selecting appropriate viewpoints.

*An outline of the areas of study, prescribed issues and mandatory content in relation to each issue appears below:*

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Intermediate 2)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Area	Prescribed Issues	Mandatory Aspects
1. Crime and Punishment	1. <u>The Causes of Crime and the Purpose of Punishment:</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – the causes of crime (personal gain, poverty and addiction), the purpose of punishment (reformation, retribution and deterrence), the range of sentences applied in the UK (fines, community service and imprisonment).</p> <p><b>pros and cons</b> – the perceived advantages and disadvantages of different forms of punishment and sentencing; religious and moral implications for the individual and society.</p>
	2. <u>Capital Punishment:</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – historic and contemporary use of Capital Punishment in UK and world-wide, methods of execution, UN declarations related to the death penalty.</p> <p><b>pros and cons</b> – perceived advantages and disadvantages of Capital Punishment; religious and moral implications for the individual and society.</p>
2. Gender	1. <u>Gender Roles in the UK</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – historic and contemporary male and female roles in the family and in the workplace (including media stereotypes); roles and practice in places of worship; UK law in relation to equal opportunities, EHRC</p> <p><b>pros and cons</b> - perceived successes and failures of separate gender roles; religious and moral implications for the individual and society.</p>
	2. <u>Gender Issues Worldwide</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – historic and contemporary views of gender rights., UN declarations related to gender issues, genocide (killing based on either gender).</p> <p><b>pros and cons</b> - perceived successes and failures of pursuing gender rights; religious and moral implications for the individual and society.</p>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

Area	Prescribed Issues	Mandatory Content
3. <i>International Issues</i>	1. <u>Global Distribution of Wealth and Resources</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – globalisation, causes of poverty (including war, trade, political change and natural disasters), aid (emergency, development and inappropriate), WTO agreements, fair trade.</p> <p><b>pros and cons</b> - perceived successes and failures of responses to poverty; religious and moral implications for the individual and society.</p>
	2. <u>Global Warming:</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – stewardship, causes of global warming, responses to the problem from organisations (Friends of the Earth, Greenpeace, WWF), UN agreements/declarations regarding global warming.</p> <p><b>the pros and cons</b> - perceived successes and failures of responses to global warming; religious and moral implications for the individual and society.</p>
4. <i>Medical Ethics</i>	1. <u>Use of Embryos</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – different views of when life begins, uses of embryos (stem cell research, genetic selection), UK Law, HFEA guidelines.</p> <p><b>pros and cons</b> - perceived advantages and disadvantages of different uses of embryos; religious and moral implications for the individual and society.</p>
	2. <u>Euthanasia:</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – voluntary and involuntary euthanasia (including reasons for requesting euthanasia), UK law and law in The Netherlands, alternatives to euthanasia (palliative care, hospices).</p> <p><b>pros and cons</b> - perceived advantages and disadvantages of voluntary and involuntary euthanasia; religious and moral implications for the individual and society.</p>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

#### 5. War and Peace

##### 1. Responses to War:

**the viewpoints** – one viewpoint guided by religious belief and one secular viewpoint.  
**the facts** – the reasons for, and effects of, war, historic and contemporary examples of pacifism (including conscientious objection). UN Charter and The Geneva Convention.

**pros and cons** - perceived advantages and dangers associated with different responses to war; religious and moral implications for the individual and society.

##### 2. Modern Armaments:

**the viewpoints** – one viewpoint guided by religious belief and one secular viewpoint.  
**the facts** – types and effects of modern armaments (nuclear and conventional weapons), The Geneva Convention.

**pros and cons** - perceived benefits and dangers associated with using and possessing different types of armaments; religious and moral implications for the individual and society.

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## National Unit Specification: statement of standards: Appendix

### UNIT Christianity: Belief and Science (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

This Unit is one option from a choice of two. Candidates who choose to study this Unit develop the knowledge and skills necessary to understand some contemporary relationships between Christian belief and scientific theory. These relationships are explored by investigating the nature of Christian revelation and scientific enquiry. Candidates then study the answers to two important questions about human origins. One answer to each question arises from revelation in Christian scriptures; one answer to each question arises from scientific enquiry. The relevant questions about human origins are: What is the origin of the universe? What is the origin of human life?

The areas of study for this Unit are outlined below and **all candidates choosing this Unit must study all three areas:**

#### *Area 1 – Sources of human understanding*

- ◆ Revelation in the Christian tradition is an important source for understanding human origins.
- ◆ Scientific enquiry is an important source for understanding human origins.

#### *Area 2 – The origin of the universe*

- ◆ The universe was created by God.
- ◆ The universe originated from the Big Bang.

#### *Area 3 - The origin of life*

- ◆ Human life is created by God.
- ◆ Human life has emerged as a result of the process of evolution.

Care must be taken to ensure candidates understand that revelation and scientific enquiry - and the answers to the questions about human origins which they study - are not necessarily competing alternatives. Many Christians may reject answers to questions about human origins which arise from scientific enquiry. However many Christians today see no conflict between their beliefs and scientific theories and many scientists have strongly held Christian beliefs. An individual's rejection, or acceptance, of the relevant answers to each question will depend on the relative importance he/she places on revelation and scientific enquiry as sources of understanding. For this reason, candidates must compare and contrast two interpretations of the relevant answers when investigating each question. One interpretation will suggest that there is a conflict between specific Christian beliefs and scientific theories: one interpretation will suggest that dialogue is possible and that specific Christian beliefs and scientific theories are compatible.

The following range of interpretations must be covered when investigating each question: one interpretation which results in a conflict between Christian belief and widely accepted scientific theory; one interpretation which arises from dialogue and an acceptance of the compatibility between Christian belief and scientific theory. A detailed guide to the relevant interpretations and mandatory content can be found in the tables at the end of this Appendix. Candidates will be expected to have studied all interpretations. **Centres must therefore ensure that all aspects of the mandatory content are covered during learning and teaching.**

Summaries of the ideas of specific Christian theologians, philosophers and scientists should be used to illustrate each interpretation but individual writers and texts are not prescribed. Centres are therefore free to select the ideas of appropriate writers in light of the resources available and the range of candidates studying the Unit.

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Christianity: Belief and Science (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

Care must be taken to ensure that the writers chosen illustrate all aspects of the mandatory content. Detailed guidance on appropriate writers appears in the Support Notes for this Unit.

It is essential for candidates to understand that the different interpretations they study address the issues raised by scientific theory in different ways. Some interpretations place a high value on the literal interpretation of scriptural revelation which leads to a rejection of scientific theory. Such interpretations generally have the advantage of maintaining traditional views of Christian beliefs but can suffer from a lack of credibility among non-believers. Other interpretations accept the insights gained from scientific theory and use these to inform, develop or adapt Christian beliefs about human origins. This approach has the advantage of incorporating widely held scientific theories into a full understanding of human origins. However, this can, at times, lead to a radical rethinking of traditional Christian beliefs. For these reasons, candidates must explain perceived strengths and weaknesses of interpretations as part of evaluation

#### *Mandatory Areas and Content*

A summary of all Mandatory Areas of Study and Content appears below:

Area 1	Approaches to human understanding	Content
Key Beliefs	Revelation in the Christian tradition is an important approach to understanding.	• the nature of revelation in the Christian tradition, including strengths and limitations.
	Scientific enquiry is an important approach to human understanding.	• scientific method including strengths and limitations
Area 2	The origin of the universe?	Content
Viewpoints	The Universe was created by God	• The creation of the Universe in Genesis chapter 1: literal and symbolic interpretations.
	The universe originated from the Big Bang	• The Big Bang theory and supporting evidence.

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Christianity: Belief and Science (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

Area 2 (cont)	The origin of the universe	Content (cont)
<p><b>Relationship 1:</b> suggests a conflict between Christian belief and scientific theory.</p>	<p>The Big Bang theory contradicts a literal understanding of the creation story in Genesis 1 so must be rejected.</p>	<ul style="list-style-type: none"> <li>• biblical accounts of the creation of the universe in Genesis 1 are factual and should be interpreted literally, including Creationism.</li> <li>• The Big Bang theory is rejected because it contradicts a literal interpretation of Genesis 1.</li> </ul>
	<p>The literal interpretation of the creation story in Genesis 1 contradicts the Big Bang theory so must be rejected</p>	<ul style="list-style-type: none"> <li>• The existence of the universe is a fact which only requires a scientific explanation</li> <li>• The Big Bang theory removes the need for God as an explanation for the universe</li> </ul>
<p><b>Relationship 2:</b> suggests compatibility between Christian belief and scientific theory.</p>	<p>The Big Bang theory is compatible with a symbolic interpretation of the creation story in Genesis 1 so need not be rejected.</p>	<ul style="list-style-type: none"> <li>• biblical accounts of the creation of the universe in Genesis 1 are symbolic and need not be interpreted literally.</li> <li>• The Big Bang theory need not be rejected as it does not contradict a symbolic interpretation of Genesis 1</li> <li>• Biblical accounts of the creation of the universe are symbolic and therefore compatible with the scientific account of the origin of the universe</li> </ul>
Area 3	The origin of life	Content
<p><b>Viewpoints</b></p>	<p>Human life was created by God.</p>	<ul style="list-style-type: none"> <li>• the creation of human beings in Genesis chapter 2: literal and symbolic interpretations</li> </ul>
	<p>Human life has emerged as a result of the process of evolution.</p>	<ul style="list-style-type: none"> <li>• the theory of evolution and supporting evidence</li> </ul>
<p><b>Relationship 1:</b> suggests a conflict between Christian belief and scientific theory.</p>	<p>The theory of Evolution contradicts the account of the origin of human life in Genesis 2 so must be rejected.</p>	<ul style="list-style-type: none"> <li>• Biblical accounts of the creation of human life in Genesis 2 are factual and should be interpreted literally, including Creationism.</li> <li>• The scientific account of the origin of human life is not compatible with the biblical account in Genesis 2</li> <li>• The theory of evolution is rejected as it contradicts a literal interpretation of Genesis 2</li> </ul>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Christianity: Belief and Science (Intermediate 2)

**Relationship 2:** suggests compatibility between Christian belief and scientific theory.

The theory of evolution is compatible with a symbolic interpretation of the creation of human life in Genesis 2 so need not be rejected.

- biblical accounts of the creation of human life in Genesis 2 are symbolic and need not be interpreted literally
- biblical accounts of the origins of human life are symbolic and therefore compatible with the scientific account of the origin of human life

the theory of evolution need not be rejected as it does not contradict a symbolic interpretation of Genesis 2

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## National Unit Specification: statement of standards: Appendix

### UNIT Existence of God (Intermediate 2)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

In this optional Unit candidates develop the knowledge and skills necessary to understand classical philosophical arguments which are relevant to the question of the existence and nature of God. Knowledge and skills are developed through an investigation of the Cosmological and Teleological arguments for God's existence and the Freewill Defence in relation to the Problem of Evil. Objections to these arguments and replies to these objections are also studied.

The areas of study for this Unit are outlined below and **all candidates choosing this Unit must study all three areas:**

Area 1	First Cause	Content
1. <i>Religious Belief</i>	1. The universe was created by God.	<ul style="list-style-type: none"> <li>• The creation story in Genesis 1</li> <li>• The meaning of God as the Creator</li> </ul>
2. <i>Philosophical Argument</i>	2. First Cause Argument for the existence of God	<ul style="list-style-type: none"> <li>• Thomas Aquinas' argument – first cause</li> </ul>
3. <i>Objections</i>	3. There are arguments against the First Cause Argument for the existence of God	<ul style="list-style-type: none"> <li>• Big Bang theory</li> <li>• One other argument against</li> <li>• Supporting evidence</li> </ul>
Area 2	Design and purpose	Content
1. <i>Religious Belief</i>	1. All life is created by God with a definite purpose and goal	<ul style="list-style-type: none"> <li>• The creation story in Gen 1</li> <li>• The purpose of the creation of all life</li> </ul>
2. <i>Philosophical Argument</i>	2. The Design Argument for the existence of God	<ul style="list-style-type: none"> <li>• Thomas Aquinas' argument from design</li> <li>• Paley's Watch analogy</li> </ul>
3. <i>Objections</i>	3. Objections to the religious belief that God exists as a result of design in nature	<ul style="list-style-type: none"> <li>• Evolutionary Theory</li> <li>• One other argument against</li> <li>• Supporting evidence</li> </ul>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Existence of God (Intermediate 2)

Area 3	Evil and suffering	Content
<i>1. Religious Beliefs</i>	<b>1. The nature of God -</b> All knowing, all powerful all loving	<ul style="list-style-type: none"><li>• Beliefs about God – just compassionate and merciful</li></ul>
<i>2. Philosophical Argument</i>	<b>2. Evil and suffering does not challenge the existence of God</b>	<ul style="list-style-type: none"><li>• The story of the Fall in Genesis 3</li><li>• Free will defence</li></ul>
<i>3. Objections</i>	<b>3. Evil and suffering does challenge the existence of God.</b>	<ul style="list-style-type: none"><li>• Moral evil</li><li>• Suffering through nature</li><li>• Supporting evidence</li></ul>

In areas 1 and 2 candidates must study how Big Bang and Evolutionary theory impact on the arguments for the existence of God. In each area candidates must also study **one** objection to each argument and the relevant religious replies. A major reason for the decline in the force of these arguments was the development of scientific methods and theories. Scientific theories offered persuasive alternative explanations for the existence of the universe and the apparent design in nature.

Summaries of the ideas of specific theologians and philosophers should be used to illustrate the areas studied. Named individuals or texts are not prescribed. Centres are therefore free to select appropriate writers in light of the resources available and the range of candidates studying the Unit. Care must be taken to ensure that the writers chosen are relevant to the mandatory content. Detailed guidance on appropriate writers appears in the Support Notes for this Unit.

Candidates must state opinions about the force of objections and replies in damaging or supporting the arguments studied. It is important that the opinions stated are based on a reasoned assessment of both objections and replies. For this reason candidates must explain strengths and weaknesses of each objection and reply as part of evaluation.

## National Unit Specification: statement of standards: Appendix

### UNIT World Religion (Intermediate 1)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

In this Unit candidates study the main beliefs of one world religion in relation to questions about the human condition, the goals of existence and the means of achieving these goals. Candidates study one religion from a choice of six. The relevant religions are:

- ◆ Buddhism
- ◆ Christianity
- ◆ Hinduism
- ◆ Islam
- ◆ Judaism
- ◆ Sikhism

Candidates study the main beliefs, sacred writings, symbols and practices which are relevant to each question in the framework of three Organising Principles. There is one question which relates to each Organising Principle. All questions must be addressed from the perspective of the chosen religion. The Organising Principles and relevant questions are outlined below:

#### Organising Principle

#### Questions

1. The Human Condition

What is the human condition?

2. The Goal

What are the goals of existence?

3. The Means

How are the goals achieved?

The Organising Principles and Questions provide a useful framework for the study of each religion. This framework can also be used as an effective learning and teaching tool to help candidates organise and reflect on the main aspects of the religion they study. However, care must be taken to avoid distorting candidates' understanding of the religion by over-concentration on this framework. A balanced understanding of the chosen religion will only be achieved through a comprehensive study of beliefs, sacred writings, symbols and related practices. An outline of the relevant answers to each question and all mandatory content can be found at the end of this Appendix.

All content in relation to each world religion is mandatory. Questions in Unit and Course assessment will sample across the mandatory content for the Unit. Centres must therefore ensure that their candidates are familiar with all mandatory content in relation to all three Organising Principles.

Some of the beliefs, sacred writings, symbols and practices studied may be understood in different ways by different members of the chosen world religion. Centres may therefore wish to investigate different interpretations as part of learning and teaching but candidates will only be required to refer to one interpretation when completing Unit and Course assessment.

Knowledge and understanding of the main beliefs of the chosen religion are important aspects of this Unit. The ability to explain these beliefs in relation to traditional stories, symbols and practices is also required. However, care must be taken to avoid a wholly abstract study of religious beliefs which makes no reference to the lives of members of religious communities. For this reason, candidates must express opinions about the influence which the beliefs studied have on the lives of members of the chosen world religion as part of evaluation.

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

A summary of all mandatory content is outlined below:

Buddhism	Question	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings suffer when they crave for things that do not last.	<p><b>1. Content:</b> No belief in God Samsara – illustrated through the symbolism of the Wheel of Life. The First Noble Truth – illustrated by the early life of the Buddha and the 4 Sights. The Second Noble Truth – illustrated by the story of Kisagotami.</p>
<i>The Goal</i>	2. What are the goals of existence?	2. The goals of existence are to make progress towards Enlightenment and to finally become Enlightened.	<p><b>2. Content:</b> Karma - the natural law of cause and effect; the need to act with loving kindness and compassion during this life; skilful and unskilful actions (examples). The Third Noble Truth – Nibbana; Enlightenment; illustrated by a study of images of the Buddha.</p>
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by following the Eightfold Path.	<p><b>3. Content:</b> The Fourth Noble Truth – the Noble Eightfold Path; focus on Right Intention, Right Speech, Right Action and Right Livelihood. The Five Precepts - in principle and practice in the lives of lay Buddhists; additional precepts illustrated through the monastic practices and duties of Buddhist monks and nuns. Meditation and worship – purpose and practice; the Buddhist shrine.</p>
Christianity	Question	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings were created good by God but they suffer and die as a result of turning away from God.	<p><b>1. Content:</b> God – the Creator; illustrated by the account of creation in Genesis 1. The Fall – illustrated by the account of the fall of Adam and Eve in Genesis 3 The possibility of forgiveness by God’s grace – illustrated by the parable of the Prodigal Son.</p>
<i>The Goals</i>	2. What are the goals of existence?	2. The goals are to grow in love of God and to enjoy eternal life in the presence of God.	<p><b>2. Content:</b> Building a relationship with God – illustrated through individual and community prayer and worship, including communion and baptism Judgment – heaven and hell; imagery associated with heaven and hell. Eternal Life.</p>
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved through the suffering, death and resurrection of Jesus – this should affect how a Christian lives..	<p><b>3. Content:</b> The significance of faith in Jesus – illustrated through the death and resurrection of Jesus, including the festival of Easter Following the example and teachings of Jesus – the Good Samaritan; implications for Christian living – individual and community service.</p>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Hinduism	Question	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings suffer when they are ignorant of the true nature of reality.	1. <b>Content:</b> Brahman – one God in many forms; illustrated by a study of the roles and significance of Brahma, Vishnu and Shiva. Samsara – reincarnation and the natural law of karma; the impermanence of all things except the soul; ignorance of the true nature of reality causes suffering.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are to live a good life and eventually to achieve Moksha	2. <b>Content:</b> Dharma – the importance of doing one’s duty during this life; illustrated by a study of the customs and duties associated with the 4 varnas. Moksha – release from samsara after death of the body; realisation of the true nature of reality leads eventually to Moksha.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by following the path of action, loving devotion or knowledge.	3. <b>Content:</b> The three margas – in principle and practice. The four ashramas – appropriate duties and practices associated with different stages in life. The principle of non-violence – illustrated in the life and work of Mahatma Gandhi.
Islam	Question	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are the highest of Allah’s creation but when they disobey Allah’s will they cause suffering.	1. <b>Content:</b> Allah – Just and Merciful Creator; the Oneness of Allah - Tawhid Human disobedience – the misuse of freewill; illustrated by the account of the disobedience of Adam. The possibility of repentance and forgiveness – illustrated by the account of the forgiveness and reunion of Adam and Hawwah at Arafat.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are total obedience to Allah’s will and Paradise as a reward for this obedience.	2. <b>Content:</b> The importance of total submission to the will of Allah throughout life Taqwa; the principles and practices associated with birth and halal. The Day of Judgment - Paradise as reward and Hell as punishment and an opportunity for change; imagery associated with Paradise and Hell.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by faithfully observing the five Pillars of Islam.	3. <b>Content:</b> Revelation of Allah’s will – respect shown to the Qur’an and its importance; Muhammad as the Seal of the Prophets; Muhammad’s early life, the revelation at Mount Hira and the Hijra. The Five Pillars – in principle and practice.

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Judaism	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings were created in the image of God but they suffer when they disobey God's will.	1. <b>Content:</b> God – the Creator; illustrated by the account of creation in Genesis 1. Human disobedience – illustrated by the account of the disobedience of Adam and Eve. The possibility of repentance and forgiveness – illustrated through the practices associated with repentance and forgiveness during Rosh Hashanah and Yom Kippur.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are to remain close to God and to work towards a world of tolerance and peace.	2. <b>Content:</b> The importance of maintaining a relationship with God during life – the role of prayer and symbol (Shema, Mezuzah, Tefillin). The world to come - the Messianic Age. The special responsibility of the Jewish people – illustrated by the account of the covenant with Moses.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by following the guidelines found in Torah.	3. <b>Content:</b> Torah – the account of the giving of the Torah on Mount Sinai; its nature and importance; the Ten Commandments as moral guidelines for all people. Additional religious responsibilities of the Jewish people – illustrated through Brit Milah; Bar/Bat Mitzvah; Shabbat; Kashrut.

SIKHISM	Questions	Answer	Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings have an opportunity to reunite with God but they suffer when they ignore God and live self-centred lives	1. <b>Content:</b> God – One, Creator and source of all things; illustrated with reference to the Mool Mantra. Human life - a unique opportunity for reunion with God; transmigration and karma. Separation from God – self-centredness in life wastes the opportunity to reunite with God; illustrated through the story of Bhai Laalo and Malik Bhaago.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals are to make progress towards reunion with God and finally to reunite with God.	2. <b>Content:</b> The importance of remembering God at all times during life – the purpose and practice of Naam Simran; private devotion and worship in the Gurdwara. Reunion with God – Gurmukh; illustrate through Guru Nanak's birth, early life and disappearance at the Bein river; freedom from rebirth after death of the body.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved through prayer, honest work and service to others.	3. <b>Content:</b> The Ten Gurus – focus on Guru Nanak and Guru Gobind Singh. The Guru Granth Sahib – reverence shown in the Gurdwara and home; the importance of the Guru Granth Sahib at all stages of life (birth, marriage and death). Sewa and Simran – examples of service in the Sikh community and wider society; prayer, honest work and sharing with others in principle and practice. The Khalsa as the ideal of Sikhism – the 5 K's and associated religious and social obligations.

## National Unit Specification: statement of standards: Appendix

### UNIT           Morality in the Modern World (Intermediate 1)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. One viewpoint which is guided by religious belief and one secular viewpoint must be studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area of study from a choice of four. Questions in Unit and Course assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the two issues in the area of study which is chosen.

For each issue, there is a question which provides a focus for study. The relevant aspects of each issue which should be covered are also prescribed. An outline of the areas of study, prescribed issues and details of all mandatory aspects of each issue can be found at the end of this Appendix. All candidates must study **both prescribed issues and all mandatory aspects in the chosen area of study**.

As already stated, candidates must study one viewpoint which is guided by religious belief when investigating each issue. The religious viewpoint must be from one of the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. Summaries of the principles found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate religious viewpoints on specific moral issues.

Summaries of secular viewpoints should be selected from summaries of the opinions held by non-religious moral philosophers or found in the reports and findings of internationally/nationally recognised organisations. A list of appropriate philosophers and organisations which can be used to illustrate non-religious viewpoints can be found in the Support Notes of this Unit Specification.

Named texts, organisations or philosophers are not prescribed. However, the viewpoints of private individuals are not acceptable.

The viewpoints selected are a matter for the professional judgement of teachers or lecturers in light of the resources available and the range of candidates studying the Unit. Candidates must demonstrate an understanding of the fact that there is a variety of reasons for differences of viewpoint on specific moral issues. Differences of viewpoint may be because one individual belongs to a religious tradition while another has no religious beliefs. Others may hold similar religious beliefs but come to very different conclusions about a specific issue because they interpret the facts of the issue in different ways. Followers of two different religious traditions may share common values but have different reasons for sharing these values. Care must be taken to ensure that these points are fully illustrated when selecting appropriate viewpoints.

An outline of the areas of study, prescribed issues and mandatory content in relation to each issue appears below:

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Area	Prescribed Issues	Mandatory Aspects
1. Gender	1. <u>Gender Roles in the UK</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – historic and contemporary male and female roles in the family and in the workplace (including media stereotypes); roles and practice in places of worship;</p> <p><b>pros and cons</b> - perceived successes and failures of separate gender roles; religious and moral implications for the individual and society.</p>
	2. <u>Gender Issues Worldwide</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – historic and contemporary views of gender rights., gendercide (killing based on either gender).</p> <p><b>pros and cons</b> - perceived successes and failures of pursuing gender rights; religious and moral implications for the individual and society.</p>
2. Global Issues	1. <u>Global Distribution of Wealth and Resources</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – globalisation, causes of poverty (including war, trade and natural disasters), aid (development and inappropriate), fair trade.</p> <p><b>pros and cons</b> - perceived successes and failures of responses to poverty; religious and moral implications for the individual and society.</p>
	2. <u>Global Warming:</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – stewardship, causes of global warming, responses to the problem from one organisation</p> <p><b>the pros and cons</b> - perceived successes and failures of responses to global warming; religious and moral implications for the individual and society.</p>
3. Medical Ethics	1. <u>Use of Embryos</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – different views of when life begins, uses of embryos (stem cell research, genetic selection), HFEA guidelines.</p> <p><b>pros and cons</b> - perceived advantages and disadvantages of different uses of embryos; religious and moral implications for the individual and society.</p>
	2. <u>Euthanasia:</u>	<p><b>the viewpoints</b> – one viewpoint guided by religious belief and one secular viewpoint.</p> <p><b>the facts</b> – voluntary and involuntary euthanasia (including reasons for requesting euthanasia), UK law and law in The Netherlands, alternatives to euthanasia (palliative care, hospices).</p> <p><b>pros and cons</b> - perceived advantages and disadvantages of voluntary and involuntary euthanasia; religious and moral implications for the individual and society.</p>

## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Morality in the Modern World (Intermediate 1)

4. War and Peace and 1. Responses to War:

**the viewpoints** – one viewpoint guided by religious belief and one secular viewpoint.

**the facts** – the reasons for, and effects of, war, historic and contemporary examples of pacifism (including conscientious objection). UN Charter.

**pros and cons** - perceived advantages and dangers associated with different responses to war; religious and moral implications for the individual and society.

2. Modern Armaments:

**the viewpoints** – one viewpoint guided by religious belief and one secular viewpoint.

**the facts** – types and effects of modern armaments (nuclear and conventional weapons), The Geneva Convention.

**pros and cons** - perceived benefits and dangers associated with using and possessing different types of armaments; religious and moral implications for the individual and society.

## National Unit Specification: statement of standards: Appendix

### UNIT Existence of God (Intermediate 1)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

In this Unit candidates develop the knowledge and skills necessary to understand religious beliefs and classical philosophical arguments which are relevant to the existence and nature of God. Knowledge and skills are developed through an investigation of the First Cause and Design arguments for God's existence and the Freewill Defence argument in relation to the Problem of Evil. Objections to these arguments and replies to these objections are also studied.

The areas of study for this Unit are outlined below and **all candidates must study all three areas:**

Area 1	First Cause	Content
1. <i>Religious Belief</i>	1. The universe was created by God.	<ul style="list-style-type: none"> <li>• God's role in the creation story in Genesis 1</li> </ul>
2. <i>Philosophical Argument</i>	2. First Cause Argument for the existence of God	<ul style="list-style-type: none"> <li>• Thomas Aquinas' argument – first cause</li> </ul>
3. <i>Objections</i>	3. There are arguments against the First Cause Argument for the existence of God	<ul style="list-style-type: none"> <li>• Big Bang theory</li> <li>• Supporting evidence</li> </ul>
Area 2	Design and purpose	Content
1. <i>Religious Belief</i>	4. All life is created by God with a definite purpose and goal	<ul style="list-style-type: none"> <li>• The purpose of the creation of life in Gen 1</li> </ul>
2. <i>Philosophical Argument</i>	5. The Design Argument for the existence of God	<ul style="list-style-type: none"> <li>• Thomas Aquinas' argument from design</li> <li>• Paley's Watch analogy</li> </ul>
3. <i>Objections</i>	6. Objections to the religious belief that God exists as a result of design in nature	<ul style="list-style-type: none"> <li>• Evolutionary Theory</li> <li>• Supporting evidence</li> </ul>

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## National Unit Specification: statement of standards: Appendix (cont)

### UNIT Existence of God (Intermediate 1)

Area 3	Evil and suffering	Content
<i>1. Religious Beliefs</i>	1. The nature of God - All knowing, all powerful all loving	<ul style="list-style-type: none"><li>• Beliefs about God – just, compassionate and merciful</li></ul>
<i>2. Philosophical Argument</i>	2. Evil and suffering does not challenge the existence of God	<ul style="list-style-type: none"><li>• The story of the Fall in Genesis 3</li><li>• Free will defence argument</li></ul>
<i>3. Objections</i>	3. Evil and suffering does challenge the existence of God.	<ul style="list-style-type: none"><li>• Suffering through nature</li><li>• Supporting evidence</li></ul>

Summaries of the ideas of specific theologians and philosophers should be used to illustrate objections and replies. Named individuals or texts are not prescribed. Centres are therefore free to select specific objections and replies in light of the resources available and the range of candidates studying the Unit. A list of appropriate theologians and philosophers appears in the Support Notes for this Unit.

Candidates must state opinions about the success of replies in supporting the philosophical arguments. It is important that the opinions are presented in a reasoned manner. Candidates must therefore give reasons which support the opinions they express.