

Scottish Certificate of Education

**Standard Grade Revised Arrangements in
Religious Studies**

Foundation, General and Credit Levels in and
after 1991

STANDARD GRADE ARRANGEMENTS IN RELIGIOUS STUDIES

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Introduction

In May 1988, a report containing proposals for a syllabus and examination in Religious Studies on the Standard Grade of the Scottish Certificate of Education was issued to interested bodies for comment. The report was produced by a Joint Working Party (JWP) of nominees of the Board and the Consultative Committee on the Curriculum.

The submissions from interested bodies are gratefully acknowledged. In preparing the Arrangements, the Board's Panel, with the assistance of the JWP, has taken account of the observations received and has amended the proposals as appropriate.

Standard Grade examinations in Religious Studies at Foundation, General and Credit Levels will be offered in and after 1991 on the basis of the arrangements detailed in this document.

Guidance on teaching and learning approaches may be found in materials produced by the Central Support Group on Religious Studies, which was established by the Scottish Education Department to give support for teachers with regard to the introduction of Standard Grade.

Section 1

Rationale and Aims

1 Rationale and Aims

1.1 Background

The Munn Report¹ states that religious education should be in the core curriculum for all pupils in S3 and S4. The report, “Curriculum Design for the Secondary Stages”, produced by the Consultative Committee on the Curriculum (1987) confirms the place of religious education as a core area in S1 to S4.

The rationale and aims for religious education in the core area were set out clearly as follows, in Bulletin 2, “Curriculum Guidelines for Religious Education”,² produced by the Scottish Central Committee on Religious Education.

Rationale

“Religious education in schools is concerned with understanding the experience of man in his search for meaning, value and purpose in life. The religions of the world are the classic expressions of this search and, for many people, provide the context of meaning, value and purpose within which experience is to be understood. Through his understanding of the search, the pupil is helped towards a deeper awareness of his identity enabling him to grow and develop freely in a world of divergent beliefs and values.”

Bulletin 2, 1.5

Aims

- a) “to help pupils to identify the area of religion in terms of the phenomena of religion and the human experiences from which they arise
- b) to enable pupils to explore the nature and meaning of existence in relation to the questions religions pose and the answers they propose
- c) to encourage pupils to develop a consistent set of beliefs, attitudes and practices which are the result of a personal process of growth, search and discovery.”

Bulletin 2, 3.2

The Religious Studies Standard Grade course reflects the above rationale and aims of religious education but its particular character is determined by the fact that it is a certificate option taken by pupils in their third and fourth years.

¹“*The Structure of the Curriculum in the Third and Fourth Years of the Secondary School*” (SED, 1977)

²Scottish Curriculum Development Service, 1981

1 2 Rationale for the Course

1 2 1 The course is designed to help pupils:

- to explore questions about religion, particularly as it is represented in their own society with its various groups and religious traditions
- to reflect on their own experience of life so far with its questions about relationships, suffering, creation, death, the existence of God.

1 2 2 A religion's insights into these questions are expressed in its key concepts. These concepts attempt to bring order and structure to the insights and allow the development of a coherent and comprehensive view of the meaning, value and purpose of life.

Religious concepts are, however, expressed in a technical language not readily understood by those outwith the religious communities. The concepts may therefore be more readily explored by means of the more concrete aspects of the religion which provides a rich and varied way into the study of the subject, for example:

- passages from its scriptures
- the hymns and prayers which form part of its pattern of worship
- the celebrations central to its great annual festivals
- the rituals and promises concerning its birth, initiation, marriage and death ceremonies
- the personal and social relationships which characterise the way of life of its members.

Developing conceptual understanding through a study of these more concrete aspects of religion involves the pupil in developing skills of analysis and interpretation.

1 2 3 An investigation of the questions at the heart of the search for meaning in life may also take place through exploring issues of belief and morality which are common to all people. Such an investigation helps the pupil to develop the skills of weighing up evidence, developing arguments, and drawing conclusions.

1 2 4 Religious Studies involves pupils in studying the beliefs and way of life of members of different religious traditions and in so doing pupils are helped to develop not just the cognitive skills referred to above but also attitudes of empathy and tolerance.

1 2 5 The skills and attitudes which pupils develop within Religious Studies are of relevance outwith the subject and make a significant contribution to the concerns identified by the Munn Report, as follows:

- developing pupils' knowledge of themselves and of their social environment
- enabling pupils to acquire the skills necessary for life today
- contributing to their social competence
- serving to cultivate appropriate emotional and moral attitudes.

13 Aims of the Course

The aims of the course are:

- to promote an enquiring, critical and sympathetic approach to the study of religion
- to encourage pupils to reflect on their own experience of life to date
- to develop insights into situations which pose moral and social questions and capacity to respond to these situations in a balanced and understanding way
- to explore the contribution of religion to human identity and fulfilment, both individual and corporate
- to contribute to understanding of the multi-cultural dimension of contemporary Scottish society.

Section 2

Course Design and Structure

2 Course Design and Structure

2 1 Introduction

One of the central features of Standard Grade is that courses should offer to all pupils learning experiences suited to their abilities. For Religious Studies as for many other subjects, the course is a single, unified one applicable to pupils of all abilities. In addition, Standard Grade generally encompasses a shift of emphasis from covering content to understanding concepts and developing skills. This shift is seen particularly in the specification of assessable elements for each subject.

2 2 Course Design

The course is designed to introduce pupils to an understanding of religion and religious ideas. This will be done by exploring areas which are the concern of religion, in the context of specific study of Christianity, one other world religion, and issues of belief and morality.

The course consists of the following four units.

- | | |
|--------|--|
| Unit 1 | A Study of Christianity |
| Unit 2 | A study of a Second Religion (chosen from Hinduism, Islam and Judaism) |
| Unit 3 | Issues of Belief |
| Unit 4 | Issues of Morality |

The units need not be studied in the above order.

In addition, pupils will investigate a topic relating to belief or morality.

2 3 Assessable Elements

The elements involving concepts and skills which it is essential to develop for a sound study of religion and by which performance can be assessed, are:

- Knowledge and Understanding
- Evaluating
- Investigating.

2 3 1 Knowledge and Understanding

Pupils should demonstrate knowledge and understanding of:

- specified sources and current practice in Christianity and one other world religion related to the key concepts of these religions (sub-element 1)
- specified issues of belief and morality in relation to religion and contemporary society (sub-element 2).

2 3 2 Evaluating

Pupils at the age of 15 or 16 cannot be expected to present an overall evaluation of religious traditions. It is common, however, for pupils at any age, and of any ability, to form and express opinions on various aspects of religions as they acquire knowledge of them. The purpose of evaluating as an assessable element is to encourage pupils to make informed and sensitive judgements, based on knowledge and understanding.

2 3 2 (continued)

There are several aspects of the process of evaluating, subsumed in the abilities identified as sub-elements, namely: considering the implications of received religious teachings and ideas; recognising differences of opinion; viewing the opinions of others critically, but at the same time constructively and tolerantly; and coming to a personal conclusion which can be supported by argument.

Pupils should be able to:

- consider the implications of religious concepts, practices and viewpoints for the individual and society today (sub-element 1)
- express and justify an opinion on religious and moral issues (sub-element 2).

2 3 3 Investigating

This element, as distinct from Knowledge and Understanding and Evaluating, is designed to encourage pupils to learn how to learn. The issues raised by religion and morality are so various and profound that it would not be possible to encompass them all in a two-year course. Accordingly, pupils will, in consultation with their teachers, choose an issue or issues to be investigated.

Religious questions arise throughout life: the questions may change in relation to new knowledge from other disciplines such as science, philosophy or sociology; or some questions, such as the age-old problem of suffering, may persist, with answers constantly being revised in the light of experience.

The course should therefore equip pupils with the confidence and competence to pursue answers to such questions in life beyond the classroom. For this, they will need assistance with the process of identifying types of issues, clarifying questions, knowing where to find information, planning an investigation, carrying it out by selecting and reflecting on the information drawing conclusions and communicating their ideas to others.

Internal on-going assessment is necessary because the process of carrying out an investigation is considered to be at least as important as the end product, and because flexibility of access to a variety of resources outwith the examination room is required in carrying out the investigation.

Pupils should be able to:

- plan the investigation (sub-element 1)
- conduct the investigation (sub-element 2)
- present a report with conclusions (sub-element 3).

2 4 Understanding of Concepts

In the units relating to the study of specific religions, the syllabus content has been developed around key concepts. Each religion has its own concepts which are fundamental to the understanding of that religion.

In devising the course, therefore, decisions have had to be made about which concepts are most necessary to a study of each faith by pupils in S3 and S4. The choice of these key concepts has largely governed the more detailed content in each unit.

2 4 (continued)

Concepts involved in the study of religion, however, are many and varied and in the units dealing with issues of belief and morality, key concepts have not been identified. Some broad issues have been selected, however, exploration of which will necessarily involve understanding of a variety of important concepts such as belief, God, responsibility, authority, sanctity of life. It is in consideration of such wide-reaching concepts that pupils will come to a greater comprehension of the scope and the relevance of Religious Studies.

2 5 Course Structure

The course will be developed to include the three assessable elements. All four units will be studied by all pupils; the investigation will also be undertaken by all pupils.

However, choice is offered in Unit 2 regarding which religion other than Christianity is studied, and in the investigation there is wide choice regarding the topic to be investigated so long as it arises from either an issue of belief or an issue of morality.

The course may be developed by teachers in a variety of ways: each religion could be studied individually or both could be explored in parallel. In addition, the “issues” units could be studied separately from the religions, or, at least in part, dealt with in relation to the individual religions.

The unit descriptors which follow provide the basis for determining the content of what is to be taught within the course. Adherents of a religion often justify their beliefs and practices by relating them to the religion’s origins and primary sources; this is reflected in the pattern followed in the first two units. **In planning the course as a whole, teachers should ensure that the content is integrated with appropriate learning experiences and with the Grade Related Criteria set out in Section 4.**

2 6 Unit Descriptors

The following versions or translations of the specified sources are prescribed.

Bible	Good News Bible
The Bhagavad Gita	Penguin edition
Qur’an: Basic Teachings	Islamic Foundation
The Ethics of the Fathers	in the Authorised Daily Prayer Book, second revised edition, 1962

2 6 1 *Unit 1 – A Study of Christianity*

The study of Christianity will be in relation to the three key concepts of:

- Incarnation
- Kingdom of God
- Resurrection.

Knowledge and Understanding

Knowledge and understanding will encompass the following as they relate to the key concepts:

i Stories from Luke's Gospel		
Incarnation	The birth story	1 and 2
Baptism and temptations		3: 3, 21-22; 4: 1-13
Kingdom of God	Jesus' teaching	6: 27-36; 10: 25-37; 11: 1-4; 13: 18-21; 14: 25-33; 15: 11-32
	Jesus' actions	4: 31-44; 7: 1-10; 18: 35-43; 19: 1-10
Resurrection	The Passion narrative	22: 1-23; 39-53; 66-71; 23: 1-25; 32-56; 24
ii Practices		
Public worship	The liturgy and its main elements	
Festivals	Christmas and Easter	
Rites of passage	Initiation (baptism, first communion, confirmation), marriage, death	
Social concern	Christian involvement in caring for those in need and building a better society	

In their study of church practices pupils should seek to acquire a broad familiarity with the main Christian traditions rather than a detailed understanding of any particular denomination.

As regards social concern, teachers may draw examples from local, national or international contexts.

Evaluating

Evaluating will relate to topics drawn from the following areas:

- different interpretations of the Gospel stories
- the extent to which Christian practice reflects the concerns of the Gospel material contained in the above passages
- the relevance of the concepts of Incarnation, Kingdom of God and Resurrection to the human search for meaning, value and purpose in life today
- the relevance of Christian worship and ceremonies to the individual and community in today's society
- the importance of differences in practices and related beliefs within and between the traditions studied.

2 6 2 *Unit 2 – A Study of a Second Religion*

This unit involves the study of a second religion chosen from Hinduism, Islam and Judaism.

A *Hinduism*

The study of Hinduism will be through the following key concepts:

- Samsara
- Karma
- Dharma
- Moksha
- God/Gods.

Knowledge and Understanding

Knowledge and Understanding will encompass the following as they relate to the key concepts.

- i The traditional stories of Rama and Krishna (specific textual knowledge will not be required).
- ii The Bhagavad Gita, chapters 1-11, with special reference to
 - 2: 11-24, 33-38
 - 4: 5-11
 - 6: 10-27
 - 11: 9-21, 23-25
- iii Hindu religious practices as exhibited in
 - Puja
 - Festivals – Navaratri/Dussehra
 - Diwali
 - Holi
 - Rites of passage

Evaluating

Evaluating will relate to topics drawn from the following areas:

- different interpretations of God – the one/the many, personal/suprapersonal, creator/destroyer
- the relevance of the concepts of samsara, karma and moksha to the human search for meaning, value and purpose in life today
- the importance of dharma in different circumstances of life – class/caste, stages of life
- different paths to moksha – knowledge, duty, devotion, meditation
- the relevance of Hindu worship and ceremonies to the individual and community in Britain and India.

B *Islam*

The study of Islam will be through the following key concepts:

- God
- Revelation
- Submission.

Knowledge and Understanding

Knowledge and Understanding will encompass the following as they relate to the key concepts.

- | | | |
|-----|--|--------------------------|
| i | The Qur'an's teaching about God: | <i>Surah</i> |
| | Lord of the Worlds, Compassionate, Merciful | 1 |
| | Alone | 4: 116-117; 112: 1-4 |
| | Creator | 6: 95-104; 27: 60-65 |
| | All-knowing | 31: 34; 58: 7 |
| | Immanent | 50: 16 |
| | Judge | 39: 71-75; 99: 1-8 |
| | Compassionate | 3: 31 |
| ii | The Qur'an's teaching about revelation within the context of the life of Muhammad: | |
| | At Mount Hira | 53: 1-18; 96: 1-8 |
| | Prophecy | 3: 84, 164 |
| | Muhammad as Messenger | 3: 144; 4: 79-80; 33: 40 |
| | Muhammad as Exemplar | 33: 21; 33: 45-46 |
| iii | The practice of Islam as submission: | |
| | The Five Pillars | |
| | Rites of passage | |

Evaluating

Evaluating will relate to topics drawn from the following areas:

- the significance of the revelation concerning the nature of God
- the importance of prophecy as a means of disclosing the meaning, value and purpose of life
- the value of submission to religious authority
- the implications of religious discipline for Muslims in Britain and in a Muslim society
- the relevance for today of Qur’anic teaching
- the relevance for the individual and the community of Muslim worship and ceremonies.

C *Judaism*

The study of Judaism will be through the following key concepts:

- Deliverance
- Covenant
- Torah.

Knowledge and Understanding

Knowledge and understanding will encompass the following as they relate to the key concepts.

- | | | |
|-----|---|--|
| i | Deliverance | |
| | The nature and cause of Israel’s oppression | Exodus 1: 1-14 |
| | The leadership of Moses | Exodus 3: 1-12 |
| | Rescue and freedom | Exodus 14: 5-31 |
| ii | Covenant | |
| | A chosen people | Exodus 19: 3-8 |
| | The covenant is accepted | Exodus 24: 3-8 |
| iii | Torah | |
| | The importance of mitzvoth, written and oral tradition and the role of the rabbis | Exodus 20: 1-17
Deuteronomy 6: 4-9
Ethics of the Fathers
1: 1-15; 5: 24 |

2 6 2 (continued)

iv The key concepts as reflected in current practice:

- Pesach
- Succoth/Simchat Torah
- Shabbat
- Rosh Hashanah and Yom Kippur
- Rites of passage.

Evaluating

Evaluating will relate to topics drawn from the following areas:

- the relevance of the concepts Deliverance, Covenant and Torah to the human search for meaning, value and purpose in life today
- the nature of God as revealed in the Exodus/Sinai events
- the interrelationship of history and interpretation in the Exodus narrative
- the implications of living according to Torah in Britain
- the relevance of Jewish worship and ceremonies to the individual and the community.

2 6 3 ***Unit 3 – Issues of Belief***

Belief is clearly an important aspect of religion: this part of the course will include a study of issues of belief in a general way but will also involve exploration of how specific beliefs are worked out in at least two different religious traditions.

The issues chosen for study are key issues for any study of religion and are also areas which provoke considerable discussion among pupils.

Knowledge and Understanding

Knowledge and understanding will encompass the following.

- i The nature of belief: an introductory study of different types of belief that people have and influences on belief.
- ii Reasons for and against belief in God; reasons drawn from nature, morality, religious experience.
- iii Religious and scientific beliefs/theories about the origin of the world and the implications for meaning, value and purpose in human life.
- iv Religious beliefs in relation to suffering and evil.
- v Beliefs about death and after.

In relation to iv and v, pupils will be required to show knowledge of the issues of belief in respect of at least two religions.

2 6 3 (continued)

Evaluating

Evaluating these issues will involve:

- considering the implications of various viewpoints on an issue
- expressing an opinion on the adequacy and validity of a belief
- supporting opinion with evidence and argument, while recognising alternative viewpoints and their respective merits
- weighing up evidence and drawing conclusions.

2 6 4 **Unit 4 – Issues of Morality**

Religions do not have a monopoly of concern for moral issues, nevertheless morality is an important aspect of religion; it is important therefore, that questions of values are considered in a valid study of religion.

The issues to be studied are regarded as key issues when morality is considered in relation to religious belief and practice. The specific moral issues to be explored relate to two areas which are both relevant and of interest to pupils and also serve as vehicles for the development of skills necessary for making moral decisions.

Knowledge and Understanding

Knowledge and understanding will encompass the following.

- i The nature of morality: an introductory study of what constitutes a moral issue, for example – What makes an action right or wrong? Does morality depend on a religious authority, or on tradition, custom, self-interest, or on its impact on relationships with others?
- ii General moral principles and values within at least two religions, eg:
 - Love your neighbour
 - Do the will of Allah
 - Respect all life.
- iii Specific moral issues and religious responses arising from the following areas:
 - sexual morality – freedom and responsibility in relationships between the sexes
 - the taking of life – as it ever justifiable, ie war, abortion, euthanasia?

Evaluating

Evaluating these issues will involve:

- considering the implications of various viewpoints on an issue
- expressing an opinion on general and specific moral issues as outlined above
- supporting opinion with evidence and argument while recognising alternative viewpoints and their respective merits
- weighing up evidence and drawing conclusions.

27 The Investigation

This part of the course consists of an investigation by the pupil of a topic arising from issues of belief or morality. The topic will be chosen by the pupil in consultation with the teacher. The topic may arise from issues studied in any of Units 1 to 4 or be taken from outwith the units.

If the topic arises from an issue studied in one of the units the teacher should ensure that the topic is sufficiently different from what has been taught to enable proper assessment of the pupil's personal planning and conducting of the investigation.

For example, the consideration of different interpretations of the Gospel stories in Christianity may stimulate some pupils to investigate interpretations of other stories not in the prescribed texts, either from Luke's Gospel or other Gospels. In the study of Islam, the area "the relevance for today of Qur'anic teaching" opens up many possibilities for investigation. From Unit 3, issues arising from beliefs about suffering and evil could be extended beyond the two religions previously studied while the issue of sexual morality in Unit 4 might lead into the issue of gender equality.

Whether chosen from within or outwith the units, **the teacher must ensure that the topic is truly an issue** ie something on which there are different viewpoints, and not a topic which merely lends itself to description or biography. Thus, for example, an account of the life of Mahatma Gandhi would be unacceptable, but an investigation of the issue of non-violence as a religious/moral tenet, with illustrations from the life of Gandhi, would be acceptable.

Some teachers may consider that the above requirement could disadvantage pupils who do not excel in reflective, critical thinking. They may wish more descriptive topics involving less argument to be permitted. For pupils of any level of ability, religion is inevitably issue laden; they are bound to recognise that in a pluralistic society there are different viewpoints about religion and morality and that religion is inescapably controversial. The purpose of the investigation is to help pupils handle such controversy in a rational and tolerant manner. Nevertheless, issues do vary in their degree of difficulty and teachers may wish to steer different pupils in different directions; for example, arguments about belief in God could be investigated in terms of traditional philosophy but could also be investigated through a comparative study of creation myths. Similarly with moral issues: not all issues require abstruse, philosophical argument about ultimate moral principles; all, however, require a lot of groundwork in assembling relevant factual information and recognising the consequences of a chosen action.

Overall it is considered that the realm of issues of belief and morality is wide enough and varied enough to allow adequate scope for pupils of different levels of ability and with different interests to pursue a satisfactory investigation.

The requirements relating to the investigation are set out in 3.8.

The investigation will be internally assessed with external moderation by the Board.

Section 3

Assessment for Certification

3 Assessment of Certification

3 1 Assessable Elements

The three assessable elements of Knowledge and Understanding, Evaluating, and Investigating, which reflect the activities central to the course, are defined in detail in 2 3 1 to 2 3 3. It is on these elements that the national awarding procedure will be based, each of the three being given equal weighting in the overall award.

3 2 Pattern of Assessment

Knowledge and Understanding and Evaluating will be externally assessed.

Investigating will be assessed by means of an investigation, to be assessed by the teacher and externally moderated by the Board.

3 3 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, Grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades.

3 4 External Assessment of Knowledge and Understanding, and Evaluating

Three external papers designated as Foundation, General and Credit will be offered as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Time Allocation</i>
Foundation	6, 5	1¼ hours
General	4, 3	1¼ hours
Credit	2, 1	1¾ hours

The paper at each Level will cover the elements of Knowledge and Understanding, and Evaluating. Within each paper there will be five sections: A Christianity, B Hinduism, C Islam, D Judaism and E Issues of Belief and Morality. Candidates will answer three sections, A, E and one other. In each section questions will be set to test both Knowledge and Understanding, and Evaluating.

Marks will be allocated to each question and a total mark obtained for each element. The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper a high overall standard of performance.

3 5 Presentation for External Papers

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

- Foundation Level only,
- or* Foundation and General Levels only,
- or* General and Credit Levels only.

(This presentation does not imply any restriction on grades available for Investigating.)

Candidates presented at two Levels are not obliged to attempt both papers but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Level(s)</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at Grades 1 and 7 respectively). A candidate expected to achieve Grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve Grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that Grade 2 or Grade 1 will not be possible.

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will **not** be taken into account in grading at the other Level.

3 6 Estimates

Presenting centres must submit to the Board, by 31 March of the year of the examination, an estimate grade for each candidate for each of Knowledge and Understanding, and Evaluating. The teacher should determine the estimate grades on the basis of each candidate's actual work. These estimates should reflect sustained performance at given levels within each element; candidates should be given a number of opportunities during the course for assessment on each of the sub-elements (see 2 3 1 to 2 3 3). Estimates may be used by the Board for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the Board if required. This evidence will normally be expected to include at least two performances for each candidate for Knowledge and Understanding and for Evaluating. It should be noted that one piece of evidence can demonstrate performance in more than one element.

3 7 **Grade 7 and No Overall Award**

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Board will regard the submission of an estimate grade for any externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination or failure to submit an investigation) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

3 8 **Internal Assessment of Investigating**

Each candidate must produce:

- an individual report
- a record of the process of investigation.

The investigation may be carried out either individually or as a group exercise, but the report and record must be the candidate's own work.

The report should be approximately 500-1000 words in length but it should be noted that this is a guide only and that it is quality rather than quantity that is important. It should also be noted that physical presentation (eg in typescript, or with illustrations) is of less importance than the content of the report.

The record of the process will involve a diary-type record showing how the investigation was planned and carried through, the part played by the pupil, by others in the group, the help received from the teacher or other adults, etc.

At all Levels, centres will be required to submit by 31 March of the year of examination an internal assessment for each candidate for Investigating. This assessment should be determined by performance as defined in the Extended Grade Related Criteria. In the assessment of candidates' work, due recognition should be given where the processes of investigation have been successfully managed even if the product is weak.

By 31 March, for purposes of moderation each centre will submit to the Board the reports and process records of a sample of candidates. Moderators appointed by the Board will scrutinise the submissions to ensure that the centre's assessments are in line with national standards.

Section 4

Grade Related Criteria

4 Grade Related Criteria

4 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

4 2 Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

4 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

4 4 Knowledge and Understanding – Summary GRC

Foundation Level (Grades 6 and 5)

With reference to Christianity and one other religion, the candidate has demonstrated ability to identify significant aspects and to give a simple explanation of key concepts; the candidate has also been able to give a simple explanation of religious and moral issues in contemporary society.

General Level (Grades 4 and 3)

With reference to Christianity and one other religion, the candidate has demonstrated ability to identify significant aspects and to give an explanation of the relationship of these aspects to key concepts; the candidate has also been able to appreciate different viewpoints on religious and moral issues in contemporary society.

Credit Level (Grades 2 and 1)

With reference to Christianity and one other religion, the candidate has demonstrated ability to give a developed explanation of key concepts and aspects and of the interrelationship of these; the candidate has also been able to appreciate different viewpoints on complex religious and moral issues in contemporary society.

4 5 Evaluating – Summary GRC

Foundation Level (Grades 6 and 5)

The candidate has demonstrated ability to state some straightforward implications of aspects of religion for today, and to offer an opinion on religious and moral issues, with some supporting reasons.

General Level (Grades 4 and 3)

The candidate has demonstrated ability to explain several implications of aspects of religion for today, and to express a coherent opinion on religious and moral issues, with several supporting reasons.

Credit Level (Grades 2 and 1)

The candidate has demonstrated ability to give a developed explanation of the implications of aspects of religion for today and to draw and justify appropriate conclusions, based on a range of evidence and viewpoints, relating to religious and moral issues.

4 6 Investigating – Summary GRC

Foundation Level (Grades 6 and 5)

Given considerable help by the teacher and using a limited range of resources, the candidate has demonstrated ability to investigate a religious or moral issue, and to present a written report which includes a personal opinion, with some supporting reasons.

General Level (Grades 4 and 3)

Given some help by the teacher and using a range of resources, the candidate has demonstrated ability to investigate a religious or moral issue, to distinguish various aspects of an issue, and to present a written report which includes a well argued personal conclusion.

Credit Level (Grades 2 and 1)

With a minimum of help from the teacher and using a wide range of resources the candidate has demonstrated ability to investigate a religious or moral issue, to analyse aspects of a complex issue and to present a comprehensive written report which includes a fully argued personal conclusion.

4 7 Descriptions of Grades

These describe performances within Levels. They apply to each element.

- Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.
- Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.
- Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.
- Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.
- Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.
- Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

4 8 Knowledge and Understanding – Extended GRC

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Sub-element 1: *Demonstrating knowledge and understanding of specified sources and current practice in Christianity and one other world religion related to the key concepts of these religions.*

The candidate can:

identify or state significant facts related to sources and practices, and can give a simple explanation of their significance, as well as of associated terms and key concepts.

The candidate can:

identify or state significant facts related to sources and practices, and can give an explanation of their context, significance and relationship to key concepts.

The candidate can:

give a developed explanation of key concepts and other related concepts, and sources and practices, with reference to their context, significance and inter-relationship, and to varieties of interpretation.

Sub-element 2: *Demonstrating knowledge and understanding of specified issues of belief and morality in relation to religion and contemporary society.*

The candidate can:

give a simple explanation of given viewpoints on an issue.

The candidate can:

give an explanation of what is involved in a given issue and can demonstrate appreciation of different viewpoints on it.

The candidate can:

give a developed explanation of what is involved in a given issue and can demonstrate appreciation of different viewpoints on complex issues.

Differentiating factors between grades:

- accuracy of the facts
- the quality of explanation in terms of intelligibility and relevance.

Differentiating factors between grades:

- accuracy of the facts
- the quality of explanation in terms of relevance, clarity and amount of detail.

Differentiating factors between grades:

- accuracy of the facts
- the quality of explanation in terms of range, structure and depth of insight.

Knowledge and Understanding – Examples

	Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
1a)	Given a visual symbol of Easter and a quotation from Luke, chapter 24, state which event this commemorates and give a reason why it is important to Christians.	Given a visual symbol of Easter and a quotation from Luke, chapter 24, explain what this event means to Christians.	Given a brief statement about the resurrection, explain this key concept and consider a variety of interpretations.
b)	Given a photograph of Muslims at prayer, state relevant facts about prayer in Islam using some appropriate terms and explain the key concept of submission.	Given a photograph of Muslims at prayer, state relevant facts about prayer in Islam using appropriate terms and explain the importance of prayer and how this relates to one of the key concepts.	Explain the concept of submission and how this is related to the nature of God, exemplified in the Muslim practice of prayer.
2	Given an extract from an article about a pro-euthanasia organisation, explain what the group believes and give a reason why some people think that this belief is wrong.	Given the same extract, explain the difference between active and passive euthanasia and give reasons why some people are totally against it in any form.	Given the same extract, explain how the organisation's belief can be justified and give examples of other views on this subject, with reasons advanced for them.

49 Evaluating – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
Sub-element 1: <i>Considering the implications of religious concepts, practices and viewpoints for the individual and society today.</i>		
The candidate can:	The candidate can:	The candidate can:
state one or two straightforward implications of a concept, practice or viewpoint.	explain several implications of a concept, practice or viewpoint.	give a developed explanation of a range of implications of a concept, practice or viewpoint.
Sub-element 2: <i>Expressing and justifying an opinion on religious and moral issues.</i>		
The candidate can:	The candidate can:	The candidate can:
in response to an issue or aspect of an issue, presented in straightforward terms, the candidate can offer an opinion, supported by one or two valid reasons.	express a coherent opinion on an issue and support it with several valid reasons.	draw an appropriate conclusion on a complex issue and justify it by means of a developed argument based on a range of evidence and/or alternative viewpoints.
Differentiating factors between grades:	Differentiating factors between grades:	Differentiating factors between grades:
<ul style="list-style-type: none"> • the number of implications or reasons • how clearly they are stated. 	<ul style="list-style-type: none"> • the range of implications or reasons • the quality of the explanation in terms of clarity and coherence. 	<ul style="list-style-type: none"> • the range of implications or reasons • the validity of the conclusion • the quality of explanation in terms of clarity, coherence and depth of insight.

Evaluating – Examples

	Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
1	Given an outline statement about Karma, state one or two implications for the way Hindus live their lives.	Given an outline statement about Karma, explain several implications for the Hindu view of suffering.	Given an outline statement about Karma, explain the implications for the Hindu view of life in relation to the moral order and explanations of suffering.
2	Given a brief case study on the issue of abortion, offer an opinion on the case with one or two supporting reasons.	Given a brief case study on the issue of abortion, express an opinion on the moral issues involved, supported by several valid reasons taking into account factors involved in the case.	Discuss the issue of abortion in relation to the central question about the taking of life, with reference to opposing arguments and with a well argued conclusion.

4 10 Investigating – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
Sub-element 1: <i>Planning the investigation.</i>		
Given considerable help by the teacher, as needed by the candidate:	Given some help by the teacher, as needed by the candidate:	With a minimum of help from the teacher:
The candidate can:	The candidate can:	The candidate can:
choose a religious or moral issue for investigation, identify a limited range of resources and plan a programme of investigation.	choose a religious or moral issue for investigation, identify a range of resources and lines of enquiry, and plan a programme of investigation.	propose a religious or moral issue for investigation, identify a wide range of resources and lines of enquiry and plan independently a programme of investigation.
Sub-element 2: <i>Conducting the investigation.</i>		
The candidate can:	The candidate can:	The candidate can:
from a limited range of sources, locate and record in his or her own words information and viewpoints on an issue.	from a range of sources, locate and record in his or her own words information and viewpoints on aspects of an issue which he or she has clearly distinguished.	from a wide range of sources, locate and record in his or her own words information, and analyse viewpoints, on several aspects of a complex issue.
Sub-element 3: <i>Presenting a report with conclusions.</i>		
The candidate can:	The candidate can:	The candidate can:
present a report of the investigation which includes the expression of a personal opinion on the issue involved with some supporting reasons.	present a structured report of the investigation which includes a well argued personal conclusion on the issue involved.	present a comprehensive and lucid report of the investigation which includes analysis of other people's viewpoints and the expression of a fully argued personal conclusion on the issue involved.
Differentiating factors between grades:		
<ul style="list-style-type: none">• the degree of teacher help• the appropriateness of the issue chosen and of the plan of enquiry• the range of resources• the relevance of information and viewpoints• the validity of opinions or conclusions• the quality of expression and presentation.		