AQA GCSE Religious Studies matches the new 2016 Religious Studies specifications and has been written by a team of experienced and well-qualified teachers of Religious Studies who recognise the importance of good quality resources, including immediate accessibility to appropriate texts, case studies and examples. We are aware of the requirements for topics which have not previously been included in specifications and have developed books which will enable teachers to feel confident in addressing these new areas.

This new course has been designed to be accessible across the ability range, with plenty of illustrations, to assist students in their studies. We have been careful to include different kinds of activities and study tips which will help students reflect on beliefs, teachings and moral and philosophical issues. There are also detailed pages on assessment which will help teachers and students understand how the specification will be assessed and which will give confidence in answering some new forms of assessment.

The team has worked in a wide range of schools and has been involved in teacher inset, curriculum and examination specification development on a local and national level. We understand the importance of the contribution which Religious Studies makes to the school curriculum and its significance in promoting knowledge, understanding, respect for diversity and good citizenship. We are also aware of the need to develop the skills of students in selecting information, explaining significance, justifying opinion and being able to appreciate more than one point of view.

The team and I are passionate about Religious Studies and we trust that these books will enable you to approach the new specifications with confidence, ready to inspire and excite students as they learn.

Best wishes,

Cynthia Bartlett and team

Series Consultant

How to evaluate
Order your inspection copies, free for 30 days, using the tear-off order form at the back of this leaflet.
This brand new course, edited by experienced examiner Cynthia Bartlett, offers authoritative coverage of the new AQA specifications and includes resources for both specifications A and B.

Student Books for this course have been entered into an approval process with AQA.

- A **best-selling approach** updated for the new 2016 specifications
- **Coverage of six faiths** for specification A, plus bespoke Student Book for specification B and Mark’s Gospel
- Kerboodle resources complementing the Christianity Student Book offer **differentiated revision and exam support**
- Specification A books offer detailed coverage of the **study of religions**, and also **themes** through the perspective of that religion

### Course structure

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Written in consultation with the Catholic Education Service

See page 6 for more information

See page 7 for more information

See page 7 for more information

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This topic book can be used with either specification
These Student Books offer a tried and trusted approach to the new 2016 AQA A specification with thorough and specialist support throughout.

- Chapters clearly set out objectives and topic summaries, helping students understand what they need to know
- Case studies provide a real-life story or perspective, showing religion as it is practised today and offering contemporary ethical issues for debate
- Includes a range of activity types and study tips to develop students’ understanding
- Assessment guidance runs throughout the book, offering revision checklists, practice questions and sample answer activities to support the new question types

Learning objectives are clearly stated so students know the key points to be covered

### The role of the Church in the local community: Food banks

#### What is the Church?

If asked to define the word ‘Church’, many answer that the church is where Christians worship. This is correct but it is not the intent as from the Greek word ‘ecclesia’, which is defined as an assembly, or a of a building, but of people. Originally the early Church did not have a special building and Christians met together in peoples’ homes. The New Testament explains that the Church consists of a group of believers under the leadership of Jesus. Print and forename the Church is made up of the followers of Jesus in the local community.

_Ephesians 1:22–23_

*And God placed all things under his (Jesus’) feet and appointed him to be head over everything for the church, which is his body._

#### What does the Church do?

The Church as a building provides a location where Christians from the local community can meet, worship, pray, obtain spiritual guidance and socialise. Often events take place on weekdays as well as worship services. The church as a building provides a location where Christians from the local community can meet, worship, pray, obtain spiritual guidance and socialise. Often events take place on weekdays as well as worship services.

The role of the Church is not confined to the building. Throughout its history the Church has been involved in projects that help its history. Originally the early Church did not have a special building and Christians met together in peoples’ homes. The New Testament explains that the Church consists of a group of believers under the leadership of Jesus. Print and forename the Church is made up of the followers of Jesus in the local community.

_Ephesians 1:22–23_

*And God placed all things under his (Jesus’) feet and appointed him to be head over everything for the church, which is his body._

#### Objective

- Understand what is meant by the Church.
- Understand what help the Church provides for local communities, e.g. foodbanks.

#### Key terms

- Church: 1) The holy people of God, also called the Body of Christ, among whom Christ is present and active. 2) A building in which Christians worship.

#### Activities

1. Explain who is meant by the Church.
2. Explain what the Church does.
4. Describe how foodbanks operate and the work of Trussell Trust and the Oasis Project.
5. There will always be a need to feed hungry people in Britain.

#### Research activities

1. Read Matthew 25:35-46 (the parable of the sheep and goats). Explain how this parable may inspire Christians to provide for those in need.
2. Find out if there is a food bank in your local area.

### The Oasis Project

The Oasis Project is a community hub in South Molton, Devon. It is a place to socialise, meet friends, work, learn and relax. The Oasis Project is a community hub in South Molton, Devon. It is a place to socialise, meet friends, work, learn and relax.

#### Case studies

Case studies show religions as they are practised today

Encourage students to develop discussion and research skills, and stretch your more able students with extension activities
3. Personally, though I enjoy the celebration of Christmas more I believe that Easter is more important. If you disagree with this point of view, you might want to consider the problem of some people living in certain parts of the world who are struggling to find food to eat. Christians have studied these challenges with local projects such as Street Pastors.

**Street Pastors**

Reverend Ian Mower started the interdenominational network of Street Pastors in Brighton, south coast of England in 1998. It is an initiative of Asurion Trust, a Christian charity, where Christians adults receive training in order to work with elderly and vulnerable adults in urban areas. They do not have the power to enforce the law but the law is seen as a reassurance presence in local communities.

Initially the main aim was to challenge the culture of drugs and the use of drugs and other crimes in some areas of London. As Christians Christians, they began their groups, they focus mainly to bring the Gospel to drug users and to bring them to Christ. Today they work closely with the police in their local communities. Bringing a mix of life, red变形 “Street Pastors” workgroups, they go in to the streets and

School Pastors

A sister organisation, called School Pastors, was set up in 2011 with the aim of reducing anti-social behaviour, illegal drug use and bullying. Within schools, they meet young people and try to understand their problems. grandmother as it were. They are trained to present different perspectives of how to be reconciled to God. “The main reason why Easter is the most important because the whole purpose of Jesus coming to the world was to die on the cross and then rise again from the dead. So Easter has to be a more important festival than Christmas.

The mission of the church includes trying to make a positive contribution to the local community and having a good neighbour. This is achieved by working in a local church include giving, for example through Street Pastors or Church plant projects, or through gifts of money or practical help such as Parish Nursing.

Parish Nursing

Parish nursing in Milton Keynes UK is a Christian charity which support whole person healthcare through the local church. In Milton Keynes, following, there are the church nurses and nurses in this project that makes people who receive care at home, family and health. Their work includes explaining signs of health problems, and helping patients to help them. Parish nurses are also a point of contact during the crisis and giving additional help to the NHS. They encourage Parish nurses through the church and health centre, and provide additional education and health advice. Their focus is on the person rather than just their medical condition, and they will listen to patients, give them the support they need and direct them to specific services if required.

You should be able to explain the significance of Christian involvement in the community, and describe Parish activities, including the role of Street Pastors.

**Key terms:**

- **apologist:** someone who tries to prove something is true
- **confession:** a public statement of something
- **Easter Sunday:** the Sunday following Good Friday
- **Good Friday:** the day before Easter Sunday, when Jesus died
- **incarnation:** the belief that Jesus became human
- ** resurrection:** the belief that Jesus died and came back to life
- **sin:** doing something wrong
- **transfiguration:** the belief that Jesus changed his appearance
- **Uphill battle:** a difficult journey

**Engaging content shows how faiths are practiced in the 21st century.**
Part 1: Catholic Christianity

1 Creation

1.1 Forms of expression – art

The meaning and significance of Michelangelo’s Creation of Adam

- Understand how this painting reflects Catholic beliefs about God as creator, and the creation of humanity in the image of God.
- Assess and evaluate the usefulness of this painting for Catholic teaching.
- Controversial aspects of this painting
  - Paintings are limited in what they can depict. Trying to present spiritual ideas in a physical way will always be less than perfect. Here are a few of the ways in which this painting does not reflect Catholic beliefs:
    - Genesis 2 states that God made Adam out of dust, and brought him to life by breathing into his nostrils (Genesis 2:7). The painting does not show this. Instead, it shows God giving life to Adam.
    - Adam and God are depicted as nearly the same size, suggesting that humans are made in the image of God. However, this picture might suggest that God is much too big in the image of man, which is unacceptable to many Christians.
- How this painting reflects Catholic teachings
  - In this painting, Adam is shown in a heroic pose, full of strength and potential. This reflects the Genesis teaching that God created human beings in his image and likeness. The act by which God made Adam come to life is shown here. On Adam's outstretched arm, with his fingers almost touching the finger of God, his legs are still bent, waiting for God's life force to straighten them.
  - This painting represents the moment when God makes Adam come to life. The hands of Adam and God reaching out to each other reflect the longing for a three-way relationship between God, man, and nature. The idea of the man being made in the image of God still holds true. This is the reason that this picture is so important to Catholics.
- Study tip
  - If you are asked to analyse and evaluate a view, consider the arguments both for and against it. Explain why you think the view is either correct or incorrect.

Activities
1. Examine the following sketch of Adam in Genesis 1:26
2. How does the Creation of Adam reflect Catholic teaching about humans? Analyse and evaluate this view. Refer to this work of art and Catholic teachings in your answer.

Key terms
- Creation: the act by which God brings the universe into being
- Michelangelo: Michelangelo di Lodovico di Buonarroti Simoni (1475–1564) was an Italian painter and sculptor.
- Creation of Adam: part of the painting on the ceiling of the Sistine Chapel in the Vatican in Rome, which shows God giving life to Adam.
- Genesis: the first book of the Bible, in which the Sistine Chapel scenes of creation are found.

Key terms define and explain important concepts and religious terminology

For Catholic schools

Written to match the 2016 AQA specification B and developed in consultation with the Catholic Education Service, this Student Book offers you rigorous expert support for teaching Catholic Christianity.

- Thorough support from experts covering the study of Catholic Christianity, Islam, Judaism and thematic studies
- Chapters clearly set out objectives and topic summaries, helping students understand what they need to know
- Includes a range of activity types and study tips to develop students' understanding
- Assessment guidance runs throughout the book, offering revision checklists, practice questions and samples answer activities to support the new question types

Learning objectives are clearly stated so students know the key points to be covered

Includes Judaism and Islam

Includes a range of activities to embed knowledge and develop discussion skills
For specifications A and B

Mark’s Gospel Student Book
This Student Book can be used with both specifications A and B to cover the study of Mark’s Gospel.

- Written by expert author, Francis Loftus, this book offers detailed coverage of the set texts and their significance for 21st century Christians
- Assessment guidance is included to help prepare students for the exam

The Oxford Teacher Handbook for GCSE Islam
This unique teacher handbook is written by respected author Libby Ahluwalia and is designed to help cover everything you need to know about teaching Islam for the new 2016 GCSE specifications.

- Subject booster, based on the prescribed content in the annexe of the new 2016 GCSE criteria, offers you expert knowledge to teach Islam in the classroom with confidence
- Practical ideas and strategies to help you bring the teaching and learning of Islam to life in the classroom, sensitively and effectively
- Tailored to mirror all exam board specifications, with specific support for each

Meet the author
Libby Ahluwalia has extensive teaching and examining experience and has authored numerous successful textbooks for GCSE and A Level.
In this handout, you will answer an exam question and then use a mark scheme to analyse and mark your own answer. Make sure you plan your essay first using the Essay plan below, or devise your own plan.

Exam question: Beliefs and Practices

‘The best way for Christians to reach an understanding of God is by practising prayer.’

Evaluate this statement. In your answer you should:

- refer to Christian teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

Essay plan:

1. Examples of Christian teaching that I will refer to:
   
2. Arguments that support the statement that the best way for Christians to understand God is through practising prayer (with evidence/reasons)

3. Arguments that support a different point of view (with evidence/reasons)

4. How I will conclude (with relevant evidence and information)

SPAG ALERT! You can get up to 5 marks if your spelling, punctuation and grammar is accurate and effective and you use key terms well.
Also available...

Kerboodle Books – An online version of each Student Book with an added bank of tools for students to truly personalize the book.

Student Books have been entered into an approval process with AQA.
What’s changing?

What’s changing in the specifications?

CONTENT

- Schools are now required to study two religions.
- The subject criteria now contain more content and details of Areas of Study for each religion.
- Specific philosophical, ethical and religious themes have been introduced.
- There will be two specifications for AQA teachers to follow – specification A and specification B (faith schools). Specification B allows 75% of content to be focused on one religion.

ASSESSMENT

- GCSE grades are changing (A*-G, grades 9-1)
- Students need to be aware of different attitudes to issues within and/or between religions and beliefs in Great Britain today.
- The exam includes some extended writing in the form of an essay, testing evaluative skills.

How does AQA GCSE Religious Studies deliver?

- For specification A, we are publishing Student Books for six religions – Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. For specification B we are publishing a Catholic Christianity Student Book which also provides support for Islam and Judaism.
- The first part of the Student Books cover the study of religion in carefully determined detail.
- The second part of the Student Books cover religious, philosophical and ethical themes. A separate Mark’s Gospel book covers the textual studies themes.
- We are publishing resources for both specifications A and B covering options with the exception of Catholic Christianity for specification A.

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Guides to the new levels of response and mark schemes are included in the Introduction to the Student Book and on Kerboodle.

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- Content is covered in good depth, and carefully written to reflect diversity of attitudes within and between the religions.
- Assessment guidance throughout the Student Book and exam practice resources on Kerboodle give students regular opportunities to practice and develop skills in the new question-types, particularly the extended writing required for the new 12-mark question.

Useful links

You can find out more about the new AQA GCSE Religious Studies specification on AQA’s website at: www.aqa.org.uk/subjects/religious-studies/gcse
Q: When am I required to start teaching the new specification?
A: First teaching will start from September 2016. The first assessment of new GCSE courses will take place in Summer (June) 2018.

Q: When will new resources be ready for me to use?
A: AQA GCSE Religious Studies will be available from Spring 2016. Please see page 2 for more details.

Q: Will AQA GCSE Religious Studies cover all topics for specifications A and B?
A: For specification A we are publishing Student Books for 6 religions – Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. For specification B we are publishing a Catholic Christianity Student Book which also provides support for Islam and Judaism. Providing support for both specifications A and B, we are publishing Mark’s Gospel Student Book and The Oxford Teacher Handbook for GCSE Islam. The only exception is that we will not be publishing separate resources for the Catholic Christianity option in specification A.

Q: How do these resources fully cover the specification?
A: There is a separate Student Book available for every faith. Each book contains a comprehensive study of that religion, alongside themes through the perspective of that religion.

Q: How do I order?
A: Please use the tear-off order form below to order your inspection copies, free for 30 days, or email your order to schools.orders.uk@oup.com.
### Other Religious Studies resources from Oxford

#### Living Faiths

The only KS3 RE course presenting faiths lived through real families

#### Oxford A Level Religious Studies for OCR

Christianity, Philosophy and Ethics resources from Libby Ahluwalia and Robert Bowie

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