AQA GCSE Religious Studies (9-1)

A tried and trusted approach to the new specifications from an expert author team

Series Editor
Cynthia Bartlett

Student Books for this course have been approved by AQA.

AQA GCSE Religious Studies B Catholic Christianity

The AQA GCSE Religious Studies series has been developed by a team of teachers and authors with examining experience, to match the new AQA specification. Taking a tried and tested approach, this book offers authoritative coverage of Catholic Christianity, Judaism and Islam for Specification B:

- In-depth explanations of Catholic beliefs, teachings, practices, forms of expression and sources of authority.
- A thorough exploration of religious, philosophical and ethical themes through the perspective of Christian and non-religious viewpoints.
- Detailed coverage of beliefs, teachings and practices for Islam and Judaism.

The book is designed to cover content in good depth, and to be accessible to all abilities.

- Clear objectives and summaries help you understand what you need to know.
- Case studies provide a real-life story or perspective, showing religions as they are practised today, and offering contemporary ethical issues for debate.
- There are a range of activities and study tips to develop understanding, including research and extension activities.
- Assessment guidance runs throughout, offering revision checklists, practice questions and student sample answer activities to support the new assessment, particularly the extended writing required for the new 12-mark question.

How to get in touch:
web www.oxfordsecondary.co.uk
email schools.enquiries.uk@oup.com
tel +44 (0)1536 452620
fax +44 (0)1865 313472

Other titles for AQA GCSE Religious Studies Specification B:

- AQA Religious Studies St Mark's Gospel GCSE
  Francis Loftus

Approved by AQA
Written and checked by subject experts
Revised and updated for the new 2016 specification

AQA GCSE Religious Studies B Catholic Christianity

978-0-19-837038-3

To see the full range of Religious Studies textbooks available in this series visit www.oxfordsecondary.co.uk/aqa-gcse-rs

Bartlett • Wallace • Fleming

An online version of this book is available for student access, with an added bank of tools for you to personalise Catholic Christianity Kerboodle Book 978 019 837796 2

RELIGIOUS STUDIES A (9 – 1)
Christianity & Judaism
GCSE

REVISION GUIDE
Marianne Fleming
Peter Smith

Harriet Power
AQA GCSE Religious Studies provides detailed coverage of the 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 help 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 resources 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 Editor

How to evaluate

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

Student Books for this course have been approved by AQA.

- **Detailed coverage of six faiths** for specification A, plus bespoke Student Books for specification B and St Mark’s Gospel
- **Specification A books** offer detailed coverage of the study of religions, and also **themes** through the perspective of that religion
- **Kerboodle resources** complementing the Christianity Student Book offer **differentiated revision and exam support**
- **New revision guides** offer students step-by-step strategies for exam success.

### Course structure

#### Specification A

<table>
<thead>
<tr>
<th>Faith</th>
<th>Student Book</th>
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Written in consultation with the Catholic Education Service

### Specification B

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<td>Catholic Christianity</td>
<td>The Oxford Teacher Handbook for GCSE Islam 978 019 837047 5 Spring 2017</td>
<td>The Oxford Teacher Handbook for GCSE Islam has not been entered into the AQA approval process</td>
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### Specifications A and B

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<td>AQA Religious Studies B St Mark’s Gospel Student Book 978 019 837039 0</td>
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Written in consultation with the Catholic Education Service

See page 7 for more information
These Student Books offer a tried and trusted approach to the 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, samples answer activities and practice questions.

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

Case studies show religions as they are practised today.

Chapter content is summarised to aid revision.

A full practice question in each chapter to test students.

A range of activities consolidate knowledge and develop research skills.

Sample answer activity to help students develop the skills to tackle the new 12 mark question.

Sample student answer – the 12 mark question

1. What is the role of the Church in the community: food banks?

   a. What is the Church?

   b. What does the Church do?

   c. How is the Church relevant to the community today?

   d. What is the local community's response to the Church?

   e. Evaluate this statement. In your answer you:

   - explain what is meant by the Church.
   - explain the work of food banks.
   - explain Christian beliefs about the use of natural resources.
   - evaluate the statement in terms of the Church.

   You should understand that the biblical interpretation of the Church is as it is practised today and offering contemporary ethical issues for debate.

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2. A building in which the local community can meet, worship, pray, obtain spiritual guidance and receive social services such as doctors, health visitors and social workers.

   2.1 A Trussell Trust food bank set up by a network of churches in Airdrie.

   2.2 A food bank is run by a group of believers under the leadership of Jesus. First and foremost, the Church is not a building, but of people. Originally, the early Christians did not have a place to build, and so the Church was spread in people's homes. Today, a Church has a lot of rooms, which is great. It makes it easier for the Church members to join together.

   2.3 In the parable of the Sheep and Goats, the aim is to contribute to an emergency situation.

   2.4 Paul wrote: "If you have food and clothing, you are rich enough." The Bible is very clear about making sure that we have food and clothing. It is a basic right for everyone to have food and clothing. The church should help those who need it, and if you don't have much, you should give what you can.

   2.5 The Church was the first group of people who helped people. In the parable of the Sheep and Goats, the aim is to contribute to an emergency situation. People 'ate well and spend less'. There are around 420 Trussell Trust food banks in the UK and in a year they provide food for nearly 1,000,000 people.

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4. The origins and value of the universe – summary

   The origins and value of the universe is a key topic of study. It is important to understand the different interpretations of these questions. For example, some people believe that the universe was created by a supreme being, while others believe that it is a result of natural processes. It is vital to be able to explain these different interpretations and to be able to argue for your own beliefs.

   ✔

   ✔

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Practice questions

1. Which one of the following is the number of people who signed the Tompkins petition in 2013?

   A) Four  B) Forty  C) Six  D) Sixty

   1 mark

   ✔

   ✔

   ✔

   ✔

2. Explain the relationship between scientific discoveries and religious beliefs. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

3. Evaluate this statement. In your answer you:

   a. explain Christian beliefs about the use of natural resources.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

4. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

5. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

6. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

7. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

8. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

9. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔

10. Evaluate this statement. In your answer you:

   a. explain contrasting beliefs in contemporary British attitudes towards the sanctity of human life, including different interpretations of these beliefs.

   b. explain Christian teachings about the origins of human life, including different interpretations of these teachings.

   c. explain Christian beliefs about death and an afterlife, including different interpretations of these beliefs.

   d. evaluate the statement in terms of the Church.

   5 marks

   ✔

   ✔

   ✔

   ✔
What do Christians believe about God?

• There is only one God:
  - God is the creator and sustainer of all that exists.

1054 CE and practised in Eastern Europe.

Protestant

the 16th century and branched out into

( distinct groups),

different

Reformed Churches. Protestants agree that the

Bible is the only authority for Christians.

Christianity has three main traditions: Catholic, Protestant and Orthodox.

Christians believe that there is only one God. Refer to scripture or another Christian

source of authority to support this idea.

'Christianity is a major influence on people’s lives. '
Perfect for front of class teaching and independent learning

Christianity Kerboodle: Exam Practice and Revision is the digital companion to the Christianity Student Book. It’s intuitive to use, customizable, and can be accessed online at any time and anywhere. Packed with plenty of exam practice and preparation, this is the perfect resource to help reassure your students they will have everything covered for the new specification.

Differentiated worksheets and a range of exam practice activities provide opportunities to practice and test every question type across all topics.

A variety of revision resources including revision videos and summaries to recap and reinforce learning.

Sample answers and marks schemes help build exam skills.

Please note that this resource was not entered in the AQA approval process.

Book your free in-school demonstration

To arrange a free in-school demonstration, contact your local Educational Consultant directly using www.oxfordsecondary.co.uk/repfinder.
Exam Practice and Revision revision video

GCSE RS for AQA: Christianity Kerboodle: Exam Practice and Revision contains:

- Exam paper walkthrough
- Revision videos
- Revision summary maps
- Fully differentiated worksheets
- Auto-marked multiple choice tests
- Skills-building activities for all the different question types
- Practice questions and mark schemes
- Markbook to track student progress
Written for the **2016 AQA specification B**, this Student Book offers rigorous expert support for teaching Catholic Christianity with Islam and Judaism.

- **This title has been granted an imprimatur by the Catholic Church**

**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, sample answer activities and practice questions

---

**Part 1: Catholic Christianity**

### 1 Creation

#### 1.1 Michelangelo’s Creation of Adam

- The meaning and significance of Michelangelo’s Creation of Adam

- How does Creation of Adam reflect Catholic beliefs and teachings?

- In this painting, Adam is shown as a perfect man, full of potential and potential. This reflects what is taught in Genesis: that God made everything ‘very good’ (Genesis 1:31). Adam is drawn at the ideal man, but not fully alive. Adam’s untouchable arm is without touching the figure of God, but his fingers are still here, waiting for God’s life force to straighten them.

- This painting represents the moment when God赋予s Adam life. Michelangelo is showing that Adam is depicted as God for Adam’s life.

- God is present but unknown. The white hair and blue red tunic are not shown. This evokes the idea that man is made in the image of God, though God possesses while humanity is new. Adam and God are alike in similar postures, which also reinforce the idea that humanity is made in the image of God.

- The image of Adam and God reaching out to each other reflects the longing for a harmony between God and man. It is not just a simple a painting of all of life; it is the building up of a harmonious love, knowledge and appreciation of each other.

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**Objectives**

- Understand the meaning and significance of Michelangelo’s Creation of Adam.

**Key terms**

- Creation of Adam

**Activities**

1. Examine how Michelangelo’s Creation of Adam reflects the themes of Genesis 1 and 2.

---

**Controversial aspects of this painting**

Paintings are limited in what they can depict, and it is difficult to present spiritual ideas in a physical way. Here are a few of the ways in which this painting does not reflect Catholic beliefs.

- **Catholic belief** is that God made Adam out of dust, and brought him to life by breathing into his nostrils (Genesis 2:7). However, in the White Horse it is said that God brought Adam to life by breathing into his nostrils.

- **Catholic teaching** about humanity. ‘Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer.**

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**Key terms**

- Creation of Adam

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**Research activity**

- The painting is an interior scene, from Michelangelo’s Sistine Chapel. The figures are shown in a dynamic way, and the use of perspective is used to create a sense of depth.

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**Conclusion**

- God is shown as being carried through the air by a group of angels, reducing the the transfiguration of Adam. This is shown firmly on the ground. This is an attempt to convey the greatness and majesty of God.

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**Discussion activity**

- Can people today, no doubt, who are not Catholic, and who did not reflect in this way?

---

**Study tip**

- Examine how Michelangelo’s Creation of Adam reflects the themes of Genesis 1 and 2.

---

**Assessment guidance**

- Use the assessment guidance throughout the book, offering revision checklists, sample answer activities and practice questions.
For specifications A and B

St Mark’s Gospel Student Book

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

- Written by expert author, Francis Loftus, this book offers detailed coverage of the set texts and their significance for early followers of Jesus and for 21st century Christians
- Contains clear objectives and summaries as well as a range of activities and study tips
- Assessment guidance is included to help prepare students for the exam
4.7 Iman – the foundational or core beliefs of Islam

The foundational or core beliefs are accepted by all Muslims, but they are not performed or applied by all Muslims in the same way. Therefore, Islam can be divided into two main traditions: the Sunni and the Shi’a traditions. These two traditions are the two main groups of Muslims, and they differ in their beliefs and practices. The differences between the two traditions are discussed in the next section.

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### 4.7.1.5 The ten obligatory acts of Shi’a Islam

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<td>This is the declaration of faith: “There is no God but Allah, and Muhammad is the Messenger of Allah.”</td>
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<tr>
<td>2. Praying</td>
<td>This is the performance of five daily prayers in the Sunni tradition.</td>
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<tr>
<td>3. Zakaah</td>
<td>This is the giving of alms to the poor and needy.</td>
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<tr>
<td>4. Sawm</td>
<td>This is the fasting during the month of Ramadan.</td>
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<tr>
<td>5. Hajj</td>
<td>This is the pilgrimage to Mecca.</td>
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</table>
These questions test knowledge and understanding. Each question in the exam will be split into five parts, worth 1, 2, 4, 5 and 12 marks.

The 1 mark question is always a multiple-choice question with four answers to choose from. It will usually include the command words: "Which one of the following..."

The 2 mark question always begins with the command words: "Give two..."

The 4 mark question always begins with the command words: "Two detailed explanations."

The 5 mark question is similar to the 4-mark question, but it also asks you to: "In addition it will also ask you to..." religious/Buddhist/Christian/Hindu/Jewish/Muslim/Sikh, belief and teaching in your answer."

The examiner is looking for two detailed explanations plus 1 mark for a relevant reference to sacred writings or another source of religious belief.

The 12 mark question always begins with a statement, and then asks you to evaluate the statement you've been given. You should refer to religious arguments, should refer to non-religious arguments, and reach a justified conclusion.

Remember to focus your answer on the statement you've been given. Include different viewpoints, one supporting the statement, one arguing against it. Develop both arguments showing a logical chain of reasoning. Draw widely on your knowledge and understanding of the subject of war, try to make connections between ideas. Write a detailed answer and use evidence to support your arguments. A top level answer will explain how religious teaching is relevant to the argument. Include evaluation – you can make judgements on the strength of arguments throughout, and you should finish with a justified conclusion. If you want to, you can give your own opinion. Write persuasively – use a minimum of three paragraphs (one giving arguments for the statement, one for a different point of view and final conclusion). The examiner will expect to see extended writing. A top level answer will explain how religious teaching is relevant to the argument. Include evaluation – you can make judgements on the strength of arguments throughout, and you should finish with a justified conclusion. If you want to, you can give your own opinion. Write persuasively – use a minimum of three paragraphs (one giving arguments for the statement, one for a different point of view and final conclusion). The examiner will expect to see extended writing.