A vibrant new course written by a specially-selected team of experts and developed with teachers

Designed to match the 2016 Edexcel GCSE specifications
GCSE Religious Studies for Edexcel is a course written by an expert author team, and developed in response to real teaching needs for the 2016 Edexcel specifications. The series includes resources for both specifications A and B.

All Student Books and Kerboodle Books for this course have been endorsed by Edexcel.

- Approach developed in close consultation with teachers and religious organisations
- An expert author team, including fresh new voices from the teaching community, offer a wide range of expertise and experience
- Offers the option to buy precisely what you need with the appropriate level of depth for the new GCSE
- Engaging, student-friendly design and content offering both stretch and support for all abilities
- Kerboodle – this digital resource provides extensive and fully differentiated support for revision and exam practice
- Revision Guides offer a structured revision approach to prepare students for exam success

Meet the expert author team

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Andy is an Assistant Head Teacher and Director of RE at St Bonaventure’s Catholic school in East London. He is the author of a number of books, regular blogger and expert speaker at a range of regional and national teaching events.

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Sarah is Head of Religious Studies at Putney High School in London and was formerly Head of Religious Studies at Mander Portman Woodward. She is the author of several textbooks and resources for GCSE and A Level Religious Studies and she is a Principal Examiner with many years of senior examining experience. She has been a regular speaker at conferences and INSET.

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Gordon is a former Head of Religious Studies. He is the author of several textbooks and resources for GCSE and A Level Religious Studies. He is a Principal Examiner and has many years of examining experience with the major awarding bodies and is a popular speaker at conferences and seminars.

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Waqar is Head of Religious Education at one of the leading comprehensive schools in Birmingham, and a regular speaker at subject conferences. He has extensive examining experience for major awarding bodies. Waqar also writes regularly about faith and education, and has been advising schools on the teaching of Islam.
## Course structure

### Specification B

<table>
<thead>
<tr>
<th>Religion and Ethics</th>
<th>Religion, Peace and Conflict</th>
<th>Religion, Philosophy and Social Justice</th>
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<tbody>
<tr>
<td>Student Book</td>
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<td>978 019 837044 4</td>
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### Islam

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<td>978 019 837057 4</td>
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### Specification A

<table>
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<tr>
<th>Student Book</th>
<th>Kerboodle Book</th>
<th>Revision Guide</th>
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<td>978 019 837046 8</td>
<td>978 019 837797 9</td>
<td>978 019 842279 2</td>
</tr>
<tr>
<td>Student Book</td>
<td>Kerboodle Book</td>
<td>Revision Guide</td>
</tr>
<tr>
<td>written in consultation with the Catholic Education Service specifically for Specification A</td>
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### Specifications A and B

<table>
<thead>
<tr>
<th>The Oxford Teacher Handbook for GCSE Islam</th>
<th>978 019 837047 5</th>
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</thead>
<tbody>
<tr>
<td>A wealth of information and teaching support to provide you with the knowledge to teach Islam with confidence</td>
<td></td>
</tr>
<tr>
<td>See page 10 for more information.</td>
<td></td>
</tr>
</tbody>
</table>

Student Books are PVC jacket size A.
Christians believe that Jesus Christ is the Son of God, who came down to earth to live as a man from around 5 BC to around 33 AD. This is called the incarnation. You will be learning about the life and significance of Jesus in 1.3–1.5.

How is the incarnation shown in the Bible?

- The purpose of the incarnation was to enable human beings to have a relationship with God. (1 John 3:18)
- The Word became flesh and made his dwelling among us. (John 1:14)
- The Holy Spirit bore witness to Jesus Christ, describing him as ‘Christ the Lord’. (John 1:49)
- The Word became flesh and was made manifest; and we saw his glory, the glory as of the only Son of the Father. (John 1:14)
- The Holy Spirit bore witness to Jesus Christ, describing him as ‘Christ the Lord’. (John 1:49)
- The Word became flesh and made his dwelling among us. (John 1:14)
- The purpose of the incarnation was to enable human beings to have a relationship with God. (1 John 3:18)

The Bible also describes the incarnation as a great mystery, because there are aspects of it that are amazing and beyond human understanding:

- Beyond all question, the mystery from which true godliness springs is great: He appeared in the flesh, was vindicated by the Spirit, was seen by angels, was preached among the nations, was believed on in the world, was taken up in glory. (1 Timothy 3:16)
- Christ was declared to be the Son of God in power according to the Spirit of holiness at his resurrection from the dead. (Romans 1:4)
- God took on a physical and human form in order to be able to take on the suffering of humanity. (1 Peter 3:18)

What is the importance of the incarnation for Christians today?

- Christians believe that God came into the world as Jesus, a man. This is called the incarnation. (2 Timothy 2:8)
- Christians believe that God became man in Jesus Christ. This is called the incarnation. (2 Timothy 2:8)
- The purpose of the incarnation was to enable human beings to have a relationship with God. (1 John 3:18)
- The Word became flesh and made his dwelling among us. (John 1:14)
- The purpose of the incarnation was to enable human beings to have a relationship with God. (1 John 3:18)
Explain why the incarnation is so important to Christians.

The incarnation is a core Christian doctrine which holds that the Son of God came to earth, and he was born a human called Jesus.

This student has correctly identified that the Son of God came to earth and was born a human, but the answer could be improved by giving more details about the significance of the incarnation in Christian beliefs.

Example answers with feedback help students to understand what makes a successful answer.

Build your skills

Exam practice

Question a:
Explain two different ways that Christians interpret the biblical story of creation. (6)

Student response:

(a) Outline three features of the biblical story of creation. (3)

Improved student response:

(i) Explain the idea of creation in the Bible, including the concept of a creative act by God, and the belief that the universe was created in six days.

(ii) Describe the role of the Holy Spirit in the creation process, including the idea that the Holy Spirit is the source of wisdom and authority.

(iii) Discuss the significance of the creation story in understanding the nature of God and his relationship with humanity.

Exam practice pages give examples of all four question types.

WHAT WENT WELL

What did you do well in answering this question?

WHAT CAN YOU DO TO IMPROVE?

What can you do to improve your answer?
Perfect for front of class teaching and independent learning

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

The Exam Practice and Revision Kerboodle offers differentiated support including exam practice activities and sample answers to develop skills for answering longer questions.

Practise the 15-mark question:
On your marks worksheet

In your exams, question 'd' will either be a 12 or 15-mark question. This is because, sometimes, three extra marks are awarded for spelling, punctuation and grammar and your use of specialist terminology. In this worksheet, you will read two sample student answers to a 15-mark question, and you will mark each one using a mark scheme.

The 12/15-mark question is designed to test your knowledge about a particular topic, but also your ability to evaluate.

Exam question

Sample student answer 1

Tahid is the idea of the oneness of Allah. Muslims believe there is no other god than Allah, and that he is unique and no one can compare to him. It could be argued that this is the most important belief because the worst sin in Islam is called shirk, and this is when someone associates a partner with Allah. This shows that in Islam it is extremely important to hold true to belief in tahid. Allah has lots of attributes, such as adalat and omnipotence, but these are secondary to belief in one God, Allah. This is more important than anything else.

Sample student answer 2

Tohrid is the idea of the oneness of Allah. Muslims believe there is no other god than Allah, and that he is unique and no one can compare to him. It could be argued that this is the most important belief because the worst sin in Islam is called shirk, and this is when someone associates a partner with Allah. This shows that in Islam it is extremely important to hold true to belief in tahid. Allah has lots of attributes, such as adalat and omnipotence, but these are secondary to belief in one God, Allah. This is more important than anything else.

* (d) “No other Muslim belief is as important as Tawhid.”

Evaluate this statement considering arguments for and against. In your response you should:
• refer to Muslim teachings
• reach a justified conclusion.

(15)

Revision videos to help make core knowledge more memorable

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

Sample answers and mark schemes help build exam skills

To arrange a free in-school demonstration, contact your local Educational Consultant directly using www.oxfordsecondary.co.uk/repfinder
Christianity and Islam Kerboodle: Exam Practice and Revision contains:

- Exam paper walkthrough
- Revision videos
- Chapter overviews
- Revision summary maps
- Fully differentiated worksheets
- Auto-marked knowledge tests
- Skills-building activities for all the different question types
- Practice questions and mark schemes
- Markbook to track student progress

Also included ...

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

Auto-marked interactive assessment quizzes check core knowledge is secure

Student results are recorded in the Kerboodle markbook making it easy to check progress.

1. Auto-marked test: Muslim Beliefs

What is the Arabic name for the system of communication between Allah and people, through prophets?

- Surah
- Risalah
- Miracle
- Adam
- Scripture

GCSE Religious Studies for Edexcel: Christianity and Islam Kerboodle: Exam Practice and Revision video
The cosmological argument is the name given to the idea that the universe was something which began, and that the universe The Ancient Greeks Plato (428–348 BCE) and Aristotle (384–322 BCE) called the Universe a prime mover. St Thomas Aquinas wrote five arguments to explain the existence of God called the cosmological arguments. These are the cosmological argument and the idea of a first cause as an explanation for everything that exists. The cosmological argument improves this cause and effect are key features of our world, therefore:

- The existence of the universe requires an explanation or 'first cause' (Aquinas’ Argument of the Unmoved Mover).
- God is the first mover of the universe (Cosmological Argument of the First Cause).
- If there was a first cause, the effect of cause and effect would result in infinite logical regress, there must have been a first cause (Aquinas’ Argument from Contingency).

It is difficult to deny that cause and effect exist in the world. Most scientists argue that the universe does have a beginning (and that the Big Bang is the biggest event), while in keeping with the cosmological argument that the universe needs a first cause. This makes it compatible with scientific thinking.

What the cosmological argument reveals about God’s nature
Catholics believe the cosmological argument shows the omnipotent nature of God. Omniscience is the belief that God is all-knowing. The cosmological argument shows that God has the power to do all things — to create a universe from nothing. Therefore in power is limitless.

Evidence against the cosmological argument
The impossibility of a total explanation
- Bertrand Russell (1872–1970) argued that there is no total explanation of everything that exists.
- Logically suggests there must have been a first cause (Aquinas’ Argument from Contingency).
- The universe as a whole does not need a cause
  - Many other causes can be found in the universe.
  - We cannot prove that the universe as a whole needs a cause.

The impossibility of a total explanation
- The cosmological argument follows the universal law of cause and effect.
- Atheists argue that the world does not necessarily need a first cause, and existence without a cause.

The first cause doesn’t have to be God
- Some scientists can happily use the Big Bang Theory as a suitable explanation for the start of the universe without the need for God.

The cosmological argument reveals
- The omnipotence of God
- The universality of God
- The omnipotence of God

Catholic Church
- Catholics believe the cosmological argument shows the omnipotence of God.
- God can do everything.
- God can create anything.

It is compatible with scientific evidence
Most scientists argue that the universe does have a beginning (and that the Big Bang is the biggest event), while in keeping with the cosmological argument that the universe needs a first cause. This makes it compatible with scientific thinking.

Catholic response to the cosmological argument
- Catholics would explain everything starts somewhere, and only an omnipotent God can do everything.

SUMMARY
- The cosmological argument reveals the universality of God everywhere.
- St Thomas Aquinas wrote five arguments to explain the existence of God.
- Catholics believe the cosmological argument shows the omnipotence of God.
- It is compatible with scientific evidence.

Useful terms define and explain important concepts and religious terminology
- Specification A
- Useful terms
- Exam-style questions
- Activities

Exam-style questions
- Explain the key weaknesses of the cosmological argument.
- Evaluate the cosmological argument.

Activities
- Consolidate knowledge and help develop writing skills.
- Develop writing skills and help students succeed in exams.
- Aid understanding of different religions and their teachings.
- Help students develop writing skills.
For God sent the Son into the world, according to Catholic belief, as a key part of the start of his life on earth,

1. One reason is that it is a key part of the beginning of the Paschal Mystery.
2. Another reason is that it is shown in the baptism of Jesus.
3. Firstly, it meant that God lived on earth, and was then able to sacrifice his life for the salvation of humanity. Secondly...

Develop your explanation with three short points.

Explain one reason to a religious teaching.

TIP: Know that the main religious tradition in Buddhism and Hinduism.

In your answer you must refer to a source of wisdom and authority.

Explain one way.

TIP: Explain one way that the creation account helps Catholics understand the nature of God.

In your answer you must refer to a source of wisdom and authority here.

Explain a second way.

Or:

Add a reference to a source of authority here.

Try this one on your own! Remember you need two developed points to get 4 marks, and a reference to a source of wisdom and authority here.
Chapter 4 Ready-made worksheets

4.6 Understanding the different traditions within Islam worksheet

The two main traditions within Islam are the Sunni and the Shi’a traditions. They differ in their beliefs and practices, and yet share a common foundation of faith. The differences between these two traditions can be explored through understanding the teachings of the Prophet Muhammad (peace be upon him) and his early followers.

### Summary of the differences between the Sunni and Shi’a traditions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sunni</th>
<th>Shi’a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachings of the Prophet Muhammad</strong></td>
<td>Muhammad is the Messenger of Allah, that you should believe in Allah and His Messenger (peace be upon him).</td>
<td>Muhammad is the Messenger of Allah, that you should believe in Allah and His Messenger (peace be upon him) and in the establishment of the Shi’ite Imams as God’s representatives.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Muhammad is the final Prophet</td>
<td>Ali ibn Abu Talib is the first Imam</td>
</tr>
<tr>
<td><strong>Obligatory Acts of Worship</strong></td>
<td>Five Pillars</td>
<td>Ten Obligatory Acts</td>
</tr>
<tr>
<td><strong>Forms of Jihad</strong></td>
<td>Regular and Lesser Jihad</td>
<td>Greater and Lesser Jihad</td>
</tr>
<tr>
<td><strong>Role of the Imams</strong></td>
<td>Leaders of the community</td>
<td>Divine leaders</td>
</tr>
<tr>
<td><strong>Division into Sects</strong></td>
<td>Sunnis and Shi’as</td>
<td>Correct and Deviant Sects</td>
</tr>
<tr>
<td><strong>Inheritance</strong></td>
<td>Waki’ah, Khilafa, Waqii’ah</td>
<td>Waqii’ah, Khilafa, Waki’ah</td>
</tr>
<tr>
<td><strong>Respects for the Prophet’s Family</strong></td>
<td>No special respect for the Prophet’s Family</td>
<td>Special respect for the Prophet’s Family</td>
</tr>
</tbody>
</table>

### Differences between the Sunni and Shi’a traditions

- **Shahadah**: Both accept the same declaration of faith but Shi’a believe in the establishment of the Shi’ite Imams as God’s representatives.
- **Salah**: Both have obligatory prayers but two will be performed differently.
- **Zakat**: Both give alms, but Shi’a give it to a specific group of people.
- **Sawm**: Both fast but will end their fast at slightly different times.
- **Hajj**: Both perform the pilgrimage but Shi’a perform it more strictly.
- **Ibadah**: Both have different acts of worship (Ibadah), with Shi’a having more specific requirements.

### Differences between the Sunni and Shi’a traditions

- **Teachings of the Prophet Muhammad**: Muhammad is the Messenger of Allah, that you should believe in Allah and His Messenger (peace be upon him). Muslims are commanded to believe in Allah and His Messenger (peace be upon him) and to establish the Imams as God’s representatives.
- **Acts of Worship (Ibadah)**: Both have obligatory acts of worship (Ibadah), with Shi’a having more specific requirements.
- **Leadership**: Both have leaders, but Shi’a believe in the establishment of the Shi’ite Imams as God’s representatives.
- **Obligatory Acts of Worship**: Both have Five Pillars of Worship, but Shi’a have additional obligatory acts.
- **Forms of Jihad**: Both have forms of Jihad, with Shi’a having three forms of Jihad.
- **Role of the Imams**: Both have leaders, but Shi’a believe in the establishment of the Shi’ite Imams as God’s representatives.
- **Division into Sects**: Both have divisions, but Shi’a believe in the establishment of the Shi’ite Imams as God’s representatives.
- **Inheritance**: Both have different rules for inheritance, with Shi’a giving more to the Prophet’s Family.
- **Respects for the Prophet’s Family**: Both have different views, with Shi’a giving more respect to the Prophet’s Family.
- **Division into Sects**: Both have divisions, but Shi’a believe in the establishment of the Shi’ite Imams as God’s representatives.
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**For use with all specifications**

Includes specification support and guidance.

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**Looks at the differences between Sunni and Shi’a beliefs and practices**

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**Ready-made photocopiable worksheets for lesson ideas**

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**The Oxford Teacher Handbook for GCSE Islam**

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**Includes specification support and guidance**

**Looks at the differences between Sunni and Shi’a beliefs and practices**

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**Ready-made photocopiable worksheets for lesson ideas**
GCSE RELIGIOUS STUDIES FOR EDEXCEL: Know your Exam Question Types

Each exam part will be split into four questions – (a), (b), (c) and (d).

**Tip:** The (a) question is worth 3 marks
- **Tip:** The (b) question is worth 4 marks
- **Tip:** The (c) question is worth 5 marks
- **Tip:** The (d) question is worth 10 marks

**TIP:** This question tests analytical and evaluative skills

- **Tip:** The (a) question is worth 3 marks, or 10 marks if you are being tested on Spelling, Punctuation and Grammar
- **Tip:** This question always begins with the command words: ‘Describe two…’ or ‘Outline two…’

- **Tip:** The examiner is looking for three features of the Trinity.

- **Tip:** The (c) question is worth 5 marks, or 10 marks if you are being tested on Spelling, Punctuation and Grammar
- **Tip:** This question always begins with the command words: ‘Describe two…’

- **Tip:** In addition, it will ask you to refer to a source of wisdom and authority.

- **Tip:** The examiner is looking for two detailed explanations reference to a source of wisdom and authority.

**TIP:** This question tests analytical and evaluative skills

- **Tip:** The (a) question is worth 3 marks, or 10 marks if you are being tested on Spelling, Punctuation and Grammar
- **Tip:** This question always begins with a statement, and then asks you to evaluate the statement. There will be bullet points guiding you through what the examiner expects you to provide in your answer.

- **Tip:** Tips for answering the (d) question
- **Tip:** Remember to focus your answer on the statement you’ve been given, for example, ‘Christianity solves the problem of evil and suffering.’ Include different viewpoints, one supporting the statement, one arguing against it – and suffering, and an alternative viewpoint to suggest that it does not.

- **Tip:** Draw widely on your knowledge and understanding of the subject in question and try to make connections between ideas. Write a detailed relevant to the argument.

- **Tip:** Write persuasively – use a minimum of three paragraphs and full sentences.

**Tips for answering the (d) question**
- **Tip:** A top level answer will explain how religious teaching is relevant to the argument.
- **Tip:** Include evaluation – you should finish with a justified conclusion. If you want to, you can give your own opinion.

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