



Year 9			
Unit 1: Christianity Beliefs and Teachings	Unit 2: Islam Beliefs and Teachings	Unit 3: Religion and Life	GCSE assessment criteria and structure
The purpose of the unit is to explain what Christians believe and why these beliefs are so important. Students have to understand how and why these beliefs may influence Christian behaviour as well as the reasons why some Christians may have different perspectives. Students should develop the ability to be evaluative, questioning the role and significance of different beliefs in the context of modern day society and religion. Overview of the knowledge covered in this unit: 1. The Nature of God: Key concepts like the Trinity (Father, Son, Holy Spirit), God's omnipotence, omniscience, benevolence, and justice. 2. Jesus Christ: His incarnation, crucifixion, resurrection, and ascension, and what these events mean for Christians (e.g., salvation, atonement). 3. Core Beliefs: Concepts such as	The purpose of the unit is to provide the theological foundation for understanding the Muslim faith. It explores the core beliefs that shape a Muslim's worldview and provide the basis for all Islamic practices. The aim is to understand the fundamental truths upon which the entire religion is built and which give meaning to a Muslim's life. Overview of the knowledge covered in this unit: 1. The nature of Allah (especially the concept of Tawhid or Oneness) 2. The roles of prophets (Risalah), angels, and holy books. 3. The key differences in the foundational beliefs of Sunni Islam (The Six Articles of Faith) and Shi'a Islam (The Five Roots of 'Usul ad-Din). 4. Core teachings about predestination (Al-Qadr) in both Sunni and Shi'a Islam. 5. The afterlife (Akhirah), including judgment, heaven, and hell.	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on 3 issues with the main religious tradition in Britain (Christianity) and one or more other religious traditions. Overview of the knowledge covered in this unit: <i>The origins and value of the universe</i> • The origins of the universe, including: ◦ religious teachings about the origins of the universe, and different interpretations of these ◦ the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about	How will each unit be assessed? 1 x mid unit 24 mark assessment 1 x end of unit 24 mark assessment 24 mark GCSE questions are broken down into the following: 1. 1 mark multiple choice question 2. 1 mark 'state/give' short response question 3. 4 mark question asking students to think about how beliefs and teachings 'influence Christians'/explain contrasting/similar practices. 4. 6 mark question asking students to explain key beliefs through reference to key teachings in scripture. 5. 12 mark question which asks students to respond to a statement. This requires an evaluative essay style response, including arguments both for and against.



creation, the afterlife (heaven, hell, judgment), sin, and how humans can achieve salvation.		stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: ○ animal experimentation ○ the use of animals for food. <i>The origins and value of human life</i> • The origins of life, including: ○ religious teachings about the origins of human life, and different interpretations of these ○ the relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.	
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