

**RELIGIOUS STUDIES 0490  
IGCSE  
2007**

**IMPORTANT NOTICE**

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UK and USA private candidates are not eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

**Exclusions**

This syllabus must not be offered in the same session with the following syllabus:

2048 Religious Studies

You can find syllabuses and information about CIE teacher training events on the CIE Website ([www.cie.org.uk](http://www.cie.org.uk)).



# Religious Studies

## Syllabus code: 0490

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This syllabus is available in the November examination only.

Copies of syllabuses, past papers and Examiners' Reports are available on CD ROM and can be ordered using the Publications Catalogue, which is available at [www.cie.org.uk](http://www.cie.org.uk) under 'Qualifications & Diplomas' – 'Order Publications'.



## INTRODUCTION

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International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

Aims

Assessment Objectives

Assessment

Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

This syllabus is designed for candidates taking Religious Studies as a single subject.

## AIMS

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The aims of the syllabus are the same for all candidates. These are set out below and describe the educational purposes of a course in Religious Studies for the IGCSE examination. They are not listed in order of priority.

The aims are to:

1. promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world
2. introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice
3. help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions
4. encourage candidates to reflect on religious responses to moral issues
5. enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

# **ASSESSMENT OBJECTIVES**

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The three assessment objectives in Religious Studies are:

- A Knowledge
- B Understanding and Interpretation
- C Evaluation and Investigation.

A description of each assessment objective follows.

## **A KNOWLEDGE**

Candidates should be able to:

1. identify, describe and collate evidence
2. use knowledge in order to interpret the practices, experiences and beliefs of others
3. identify and use the technical language of religious traditions, including analogy, symbolism, myths and credal statements.

## **B UNDERSTANDING AND INTERPRETATION**

Candidates should be able to:

4. describe and show understanding of the rôle and importance of special people, writings and events, in the context of the traditions in which they are found
5. demonstrate awareness and understanding of religious responses to contemporary moral issues, both personal and social
6. identify and show understanding of questions about the meaning and purpose of life
7. recognise and understand the presuppositions, motives and influences which shape the attitudes, beliefs and values of others and of themselves
8. empathise with religious believers in their experiences, feelings, attitudes, beliefs and practices.

## **C EVALUATION AND INVESTIGATION**

Candidates should be able to:

9. evaluate, on the basis of evidence and argument, issues of belief and practice arising from the study of religious and moral issues, and formulate a coherent personal response
10. identify, select, collate and record material relevant to a particular enquiry
11. present and communicate a coherent viewpoint, using methods and media appropriate to the study of religion.

# ASSESSMENT

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## SCHEME OF ASSESSMENT

All candidates will take Papers 1 and 2, and either Paper 3 or Paper 4.

### Paper 1 (1 ¼ hours)

This paper will consist of:

- a compulsory short answer section
- three structured questions without stimulus material, from which candidates will be required to answer two
- two structured questions on general topics from the syllabus, without stimulus material, from which candidates will be expected to answer one.

### Paper 2 (1 ¾ hours)

This paper will consist of structured questions based upon stimulus material. Candidates will be expected to answer three questions selected from a total of five questions drawn from the whole curriculum.

### Paper 3 Coursework (School-Based Assessment)

Teachers may not undertake School-Based Assessment of Coursework without the written approval of CIE. This will only be given to teachers who satisfy CIE's requirements concerning moderation, and they will have to undergo special training in assessment before entering candidates.

All candidates must submit Coursework consisting of one or two pieces of work to total between 1500 and 3000 words, for school-based assessment with external moderation. Each piece of work may consist of several shorter exercises/assignments related to a common theme. All Coursework will be marked by the teachers concerned. External moderation of a sample of each Centre's work will subsequently take place. The time to be devoted to the preparation and completion of Coursework should be approximately in proportion with the mark allocation - i.e. about 30%.

### Paper 4 (2 hours) (Alternative to Coursework)

This paper will be on Topics 8-10. The paper will include a collection of source material relating to the prescribed topic, and candidates will be required to answer a series of questions on this material.

**For the 2007 examination**, the prescribed topic will be:

The teaching and practice of the religions studied in relation to charity and poverty.

## WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting</i>	<i>Domains assessed</i>
1	30%	A, B
2	40%	A, B
3 or 4	30%	A, B, C

# CURRICULUM CONTENT

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The following content is divided into sections, each of which is based upon central ideas within Religious Studies:

- Topics 1-7 will be assessed by Papers 1 and 2.
- Topics 8-10 will be assessed by Paper 3 (Coursework) or Paper 4 (Alternative to Coursework).

The curriculum has been designed so that teachers in any society can apply their candidates' own experience, local case studies and work relating their own experience to an understanding of the central ideas and themes of the course.

The curriculum is set out in terms of central ideas, key questions and associated concepts. A consideration of the central ideas and key questions is essential for the purpose of this curriculum.

Candidates will be expected to understand the way in which the significance of the main beliefs and of the major figures of a religion is expressed through the topics listed. However, no questions will be set directly on these beliefs and figures unless they are specified in the topics.

Candidates will be expected to be familiar with the key technical terms used within a religion. In Topics 1-7 such terms are listed, with the meaning given in brackets; where a term is widely used but knowledge of it is not required of candidates, it has been put in brackets.

## SYLLABUS CONTENT

Candidates are required to make a study of the following three world religions:

- Christianity
- Islam
- Judaism.

In addition, candidates may also make a study of another, local religion or religious group which will then be examined by Paper 3 (Coursework).

The purpose of this syllabus is that, through an encounter with the practices and other expressions of the major beliefs of three contemporary world religions, candidates will be able to have an understanding of the nature of religion and of its expression in and influence on the lives of individuals and society.

Each religion will be examined according to the inter-related topics listed below. The topics have been numbered purely for purposes of reference and there is no intention that the order should be seen as a suitable sequence for study.

Candidates should be aware that the importance attached to particular themes will vary from religion to religion.

### Topic 1 - Places and Forms of Worship

- The religious significance of the architecture, furnishing, decoration and art and ritual objects associated with places of worship
- The ways in which they reflect the beliefs and influence the attitudes of the worshippers
- Public and private worship
- The duties of leaders of worship
- The meaning and use of ritual and symbol
- The use of sacred writings and ritual objects in worship

### Topic 2 - Festivals, Fasts and Special Days

- Weekly holy days
- Calendars and the cycle of the religious year, with emphasis on contemporary practice and significance, including the faith events which festivals, fasts and other special days recall

### **Topic 3 - Pilgrimage**

- The place of pilgrimage in the religion
- Rituals associated with pilgrimage
- Reasons for the importance of the centres of pilgrimage

### **Topic 4 - Sacred Writings**

- Their use in public and private worship
- The bases of their authority
- How respect is shown to them
- The nature of their literature

### **Topic 5 - Rites of Passage**

- Ceremonies marking birth, initiation, marriage and death, and their significance within the religion

### **Topic 6 - Major Divisions or Sects**

- Divisions or sects within a religion
- Their practices and emphases, and the reasons for variations

### **Topic 7 - Religious Leaders in the Local Community**

(This theme does not include the worship functions of leaders, which are covered in Topic 1.)

- Teaching, including the nurture of the young in the faith
- The pastoral duties of leaders, both clerical and lay
- The welfare of members of the community – e.g. care of the sick and elderly

### **Topic 8 - Religion and the Family**

The teaching and practice of the religion in relation to:

- structure of the family – e.g. nuclear/extended; extended groups – e.g. kibbutzim; relationships and responsibilities within the family – e.g. husband/wife, parents/children
- marriage and divorce
- the rôle of women
- population control

### **Topic 9 - Religion and Poverty and Wealth**

The teaching and practice of the religion in relation to:

- the use of money
- personal giving
- inequalities in society
- organisations of the religious community for the relief of poverty

### **Topic 10 - Religion and the Local Community**

- The relationship between the religions studied within the community
- Missionary work/proselytising
- The relationship between the religions studied and other more local faiths and beliefs

# DETAILED SYLLABUS CONTENT

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## CHRISTIANITY

This syllabus content must be read in conjunction with the introductory section, which indicates the approach through which the content should be considered.

Candidates will be expected to understand the way in which the significance of the main beliefs and of the major figure of Christianity is expressed through the topics listed.

- (a) **Beliefs:** God - Father, Son and Holy Spirit; God as love, shown through life, death and resurrection of Jesus; sin and salvation
- (b) **Major figure:** Jesus of Nazareth

No questions will be set directly on the above unless they are specified in the topics.

### Topic 1 - Places and Forms of Worship

- Church, cathedral, chapel, meeting house; font, baptistery, sanctuary, screen, iconostasis, altar, communion table, pulpit, lectern, cross, crucifix, icon, lights and candles
- Public and private worship: forms of prayer - e.g. intercession, thanksgiving; Holy Communion (Lord's Supper, Eucharist, Mass)
- Leaders of worship: bishop, priest, minister, lay reader, local preacher
- The use of: liturgical objects (vestments, liturgical colours); art (stained glass); music; Stations of the Cross; symbolic actions (sign of the cross); kiss of peace

### Topic 2 - Festivals, Fasts and Special Days

- Christmas, Epiphany, Lent (including Holy Week), Easter, Pentecost (Whitsun), Sunday, Patronal festivals, saints' days

### Topic 3 - Pilgrimage

- Bethlehem, Jerusalem, local places of pilgrimage

### Topic 4 - Sacred Writings

- The Bible: its place in worship; the basis of its authority; the types of literature it contains

### Topic 5 - Rites of Passage

- Infant baptism/dedication; believers' baptism; first communion; confirmation; marriage ceremonies; funeral ceremonies

### Topic 6 - Major Divisions or Sects

- Orthodox, Roman Catholic, Protestant (including Anglican and other Reformed churches)

### Topic 7 - Religious Leaders in the Local Community

- Teaching, including the nurture of the young in the faith
- The pastoral duties of leaders, both clerical and lay - e.g. Bishops, Priests, Ministers, Deacons
- The welfare of members of the community - e.g. care of the sick and elderly

## ISLAM

This syllabus content must be read in conjunction with the introductory section, which indicates the approach through which the content should be considered.

Candidates will be expected to understand the way in which the significance of the main beliefs and of the major figure of Islam is expressed through the topics listed.

(a) **Beliefs:** the unity of God (Tawhid); God as creator; the sovereignty of God; the beautiful names of God; Allah's compassion; the Day of Judgement; life after death; angels

(b) **Major figure:** Prophet Muhammad

No questions will be set directly on the above unless they are specified in the topics.

### Topic 1 - Places and Forms of Worship

- Masjid (mosque); minaret, dome mihrab (niche), quiblah (direction), minbar (steps for sermon); Qur'an stand; art, architecture and calligraphy; how the features of a mosque express important beliefs in Islam
- Public and private worship: salah (pl. salat) (prescribed prayer), rakah (unity of salah), the sequence of positions
- Imam (leader of worship), Muezzin (caller)
- Adhan (call to prayer), iqamah (call to worship); wudu (ritual ablution)

### Topic 2 - Festivals, Fasts and Special Days

- Ramadan, Id al-Fitr (the end of Ramadan), Id al-Adha (feast of sacrifice); the Birthday of Muhammad (Mawlid ul-Nabi); Night of Power (Lailat ul-Qadr); Jummah (Friday midday prayer)

### Topic 3 - Pilgrimage

- Hajj: Makkah and Medina

### Topic 4 - Sacred Writings

- Qur'an: its origin and the nature of its literature; its use in worship and as a guide to life; the concept of revelation (wahy); the importance of Arabic; hafiz (person who can recite the Qur'an by heart)
- Hadith (life example of Muhammad)

### Topic 5 - Rites of Passage

- Birth ceremonies: adhan and iqamah (calls to faith); marriage ceremonies; funeral ceremonies

### Topic 6 - Major Divisions or Sects

- Sunni, Shi'a

### Topic 7 - Religious Leaders in the Local Community

- Teaching, including the nurture of the young in the faith
- The pastoral duties of leaders, both clerical and lay - e.g. Imam
- The welfare of members of the community - e.g. care of the sick and elderly

## JUDAISM

This syllabus content must be read in conjunction with the introductory section, which indicates the approach through which the content should be considered.

Candidates will be expected to understand the way in which the significance of the main beliefs and of the major figures of Judaism is expressed through the topics listed.

(a) **Beliefs:** The unity of God; God as a saving God; God's action in history; the Covenant relationship between God and his people; the revelation of God's will in the Torah

(b) **Major figures:** Abraham, Moses

No questions will be set directly on the above unless they are specified in the topics.

### Topic 1 - Places and Forms of Worship

- Synagogue; ark (aron ha-kodesh), bimah (reading desk); Ner Tamid (eternal light); tablets of the law
- Symbols: seven-branched menorah; Magen David (star/shield of David); the home as a place of worship and the main focus of the festivals; ritual objects - e.g. mezuzah
- Public and private worship: sabbath and daily services; minyan (number required for public worship); readings from the Torah and the Prophets; Amidah (standing prayer); Shema
- Rabbi (teacher), cantor (hazan); ritual dress: tallit (prayer shawl), tefillin (phylacteries), kippah/yarmulka (skull cap)

### Topic 2 - Festivals, Fasts and Special Days

- Shabbat (Sabbath): Friday evening meal, Kiddush and Ha-motzi (blessings over wine and bread); synagogue services; Havdalah
- Pilgrim festivals: Pesach (Passover), Shavuot (Pentecost), Sukkot (Tabernacles)
- High Holy Days: Rosh Hashanah (New Year), Yom Kippur (Day of Atonement)
- Minor festivals: Chanukah, Purim
- Modern festivals: Tu Bi'shvat (New Year for Trees), Yom Hashoah (Holocaust Day)
- The Jewish calendar

### Topic 3 - Pilgrimage

- Jerusalem: Western (Wailing) Wall, Yad Vashem (Holocaust Memorial), Masada

### Topic 4 - Sacred Writings

- The Bible - Tenakh: Torah (Law), Nevi'im (Prophets), Ketuvim (Writings)
- The rôle of the Bible in worship and as a guide for life
- Mishnah (codification of the oral law); Talmud (commentary on the Mishnah)
- Types of literature in the Bible and Talmud

### Topic 5 - Rites of Passage

- Birth ceremonies: circumcision (Brit Milah); Bar/Bat Mitzvah; marriage ceremonies; death and mourning rituals

### Topic 6 - Major Divisions or Sects

- Ultra-orthodox, Orthodox, Progressive

### Topic 7 - Religious Leaders in the Local Community

- Teaching, including the nurture of the young in the faith
- The pastoral duties of leaders, both clerical and lay - e.g. Rabbi
- The welfare of members of the community - e.g. care of the sick and elderly

### **LOCAL RELIGION OR RELIGIOUS GROUP (Paper 3 Coursework - only)**

This syllabus content must be read in conjunction with the introductory section, which indicates the approach through which the content should be considered.

For African countries, the purpose of this section is to enable candidates to make a study of the African religious view of life. There are four main areas which may be covered:

- (i) The elements of African Religious Systems: the Supreme Being and lesser beings; myth, symbol and ritual; prayer, sacred persons; magic and taboo
- (ii) Specific case studies in African (e.g. Namibian) traditions
- (iii) Interaction between African Traditional Religion, Islam, Christianity and Western Culture with reference to the African Independent Churches
- (iv) The development of Western religious culture in Africa and, in particular, in a chosen specified country (e.g. Namibia)

**Centres in non-African countries may either devise coursework in a Religion or Religious Group local to themselves or produce coursework on the stated syllabus content Topics 8-10.**

**See also the section overleaf, The Nature and Setting of Coursework.**

## **COURSEWORK (SCHOOL-BASED ASSESSMENT)**

### **The Production of Coursework**

#### ***Pre-moderation monitoring of Coursework***

In order to give guidance and assistance to Centres, particularly those preparing candidates for the first time for this examination, each Centre is requested to submit an outline of the types of Coursework which candidates will undertake on the appropriate Coursework proposal form (see the back of this booklet) or in any other form which makes the Centre's intentions clear. This outline should be submitted during the first term of the course and Centres will be informed as quickly as possible of the Coursework consultant's comments. Precise details of individual projects for each candidate are not required as it is appreciated that teachers may wish to modify or develop Coursework tasks during the course in the light of student interest and choice. Rather, CIE wishes to be informed of the *nature* of the work to be undertaken and the *manner* in which Coursework objectives will be satisfied.

The purpose of this exercise is advisory. Once a Centre is satisfied that it is able to devise and support suitable Coursework with students, it will not be necessary to submit a Coursework proposal form in subsequent years.

#### ***Assistance by teacher***

The Coursework should be the candidate's own work, though teachers may legitimately give assistance and guidance, particularly in the planning and preparation of the work and during the research process through discussion and supervision of the activity. However, the amount of guidance given during the production of the written report must be sufficiently limited to allow the marking criteria to be applied fairly. The teacher may give assistance by:

- (a) preparing candidates to undertake their projects (e.g. as part of class activity or individually, for instance by making them aware of the full range of research methods available)
- (b) guiding candidates in the selection of their work (e.g. by preparing a list of suitable topics or discussing the implications and difficulties of various alternatives devised by candidates, particularly in the light of available resources within the Centre)
- (c) suggesting possible research strategies and stimulating new lines of enquiry
- (d) discussing problems and difficulties encountered
- (e) supervising candidates whilst undertaking fieldwork.

It is recognised that the nature of investigations and the degree to which they are structured will vary according to the ability of the student concerned.

All Coursework submitted for moderation must be kept in a flat card file (not a ring binder) which must be clearly marked with the candidate's name and number, the Centre name and number and the Coursework titles. Each piece of Coursework should be accompanied by the appropriately completed individual Candidate Record Form.

### **The Nature and Setting of Coursework**

Candidates may produce Coursework *either*:

**(a)** on any topic drawn from, or closely related to, the stated syllabus content of Topics 8-10. Each candidate must produce either one or two pieces of Coursework, but each piece may consist of several shorter pieces of work related to a common theme.

or **(b)** if they are offering the **Local Religion or Religious Group option** they should produce **two** pieces of Coursework, at least one of which covers part of the areas specified in Topics 8-10. Both of these pieces may be related to the Local Religion or Religious Group option, or one may be taken from the other faiths studied.

Thus, as long as the overall word limits of between 1500 and 3000 words are satisfied, teachers are allowed considerable discretion about the format of their candidates' work. Likewise, Coursework may, with prior approval, be submitted in media other than writing – e.g. videotape, audio-tape, a portfolio of photographs, etc. In setting Coursework tasks, teachers must keep in mind the necessity of satisfying the domain requirements in the stipulated weighting. This is likely to mean that certain tasks are specifically targeted at certain objectives within a domain. Class notes are not acceptable as Coursework. Coursework provides many opportunities for the development of skills of interpretation and evaluation of a wide range of material.

# ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)

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## ***Assessment and Marking of Coursework***

Coursework will be internally assessed and marked by the teacher supervising the candidate within the Centre, but externally moderated by post. Where two or more teachers are involved in the marking of Coursework, internal moderation of work must take place prior to submission of mark sheets.

Coursework will be assessed *collectively*, irrespective of the number of assignments submitted for assessment - i.e. marks will be awarded for the *work taken together as a whole* rather than to each individual piece where more than one is submitted.

The marking criteria for Coursework are set out below. They are derived from the assessment objectives as indicated. Marking should be positive and must reward candidates' achievements rather than penalise their failings. Differentiation by outcome and the use of 'levels mark schemes' is adopted in the assessment of Coursework.

[Please note: teachers will be required to submit Coursework marks out of a maximum of 100. CIE will subsequently reduce these to achieve the correct weighting for this component.]

## ***Marking Criteria***

Marks should be awarded according to the following criteria for each assessment objective. The envisaged levels are very general and will need to be adapted by teachers when applied to particular pieces of work.

### **Assessment Objective A: Knowledge (35 marks)**

The candidates' work will show at:

*Level 1, mark range 1-8:* some attempt to deal with the task. The inclusion of a small amount of relevant information. Evidence that the work has been copied or paraphrased. Sources not stated. Limited ability to organise work or present an argument.

*Level 2, mark range 9-18:* a basic attempt to deal with task. Some of the relevant information will have been selected with evidence of organisation. Limited sources will have been used. There may be some evidence of copying or close paraphrasing.

*Level 3, mark range 19-27:* a reasonable attempt to deal with the task. Salient information selected, organised and presented with some skill. Various sources will have been used.

*Level 4, mark range 28-35:* an excellent attempt to respond to the task in an individual way. A wide variety of sources will have been used in an effective manner. The work will be presented in a clear, coherent manner.

### **Assessment Objective B: Understanding and Interpretation (40 marks)**

The candidates' work will show at:

*Level 1, mark range 1-10:* limited understanding of religious language and concepts, with facts often presented as understanding. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion.

*Level 2, mark range 11-20:* some understanding of religious language and concepts although lacking in depth. Some ability to recognise the relationship between religious belief and practice. The ability to make simple comparisons and recognise similarities and differences.

*Level 3, mark range 21-30:* a wider, more mature level of understanding of religious language and concepts. The ability to recognise the relationship between religious beliefs and practice. The ability to recognise and handle religious issues.

*Level 4, mark range 31-40:* the demonstration of a thorough understanding of religious language and concepts. Clear explanations of the relationship between religious beliefs and practice. Confidence in the recognition and handling of religious issues.

**Assessment Objective C: Evaluation and Investigation (25 marks)**

The candidate's work will show at:

*Level 1, mark range 1-6:* a statement of the obvious, a one-sided judgement with little or no argument.

*Level 2, mark range 7-12:* a clearly expressed opinion based on the evidence with an argument offered in support.

*Level 3, mark range 13-18:* the ability to recognise some of the significance of the issue raised. The clear expression of an opinion directly related to the information presented and supported by evidence and argument. An awareness of the existence of different opinions.

*Level 4, mark range 19-25:* the ability to recognise the complexity of issues raised and to express valid opinions about different points of view well supported by evidence and argument.

**MODERATION****(a) Internal Moderation**

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks of candidates in different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

**(b) External Moderation****(i) Centres in Namibia**

The Directorate of National Examinations and Assessment of the Ministry of Basic Education and Culture in Namibia (MBEC) will issue instructions to Centres concerning external moderation arrangements.

**(ii) Centres other than in Namibia**

Individual Candidate Record Cards and Coursework Assessment Summary Forms must be received by CIE no later than 31 October for the November examination along with a sample of the Coursework undertaken by the candidates. The samples should cover the full ability range. If there are ten or fewer candidates all the Coursework that contributed to the final mark for all the candidates must be sent to CIE. Where there are more than ten candidates all the Coursework that contributed to the final mark for ten of them will be required. The Centre should select candidates covering the whole mark range, with the marks spaced as evenly as possible from the top mark to the lowest mark. If appropriate, the samples should be selected from the classes of different teachers. A further sample of Coursework may subsequently be required. All records and supporting written work should be retained until after the publication of the results.

## GRADE DESCRIPTIONS

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The following grade descriptions are intended to give a general indication of the standards of achievement likely to have been achieved by candidates awarded Grades A, C and F. In practice, the grade awarded will depend upon the extent to which the candidate has met the objectives overall, and this might conceal weakness in some aspect of the examination which is balanced by superior performance in some other.

A **Grade A** candidate will be expected to:

- (i) demonstrate a detailed knowledge and clear understanding of the syllabus content, a balanced coverage of the syllabus and the ability to select appropriate features of the information required; organise and present the information in a consistent and appropriate manner.
- (ii) demonstrate a thorough understanding of the areas concerned with the study of religion, including: a thorough understanding of religious language and concepts; an understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs and the ability to express them clearly and to show the relationship between belief and practice; an understanding of moral issues and the relationship between religious belief and moral questions; the ability to think for themselves about fundamental questions of life and faith.
- (iii) demonstrate the ability to see the significance of specific issues and clearly to express a personal opinion supported with appropriate evidence and argument.

A **Grade C** candidate will be expected to:

- (i) demonstrate a wide knowledge of the syllabus content and the ability to select appropriate features of the information required; show some ability in organising and presenting the information.
- (ii) demonstrate a reasonable understanding of the areas concerned with the study of religion, including: some understanding of religious language and basic concepts; some understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs and the ability to show the relationship between belief and practice; an understanding of at least one moral issue and its relationship with religious belief; the ability to think for himself or herself about fundamental questions of life and faith.
- (iii) demonstrate the ability to see the significance of a specific issue and to express a personal opinion supported with some evidence and argument.

A **Grade F** candidate will be expected to:

- (i) demonstrate some knowledge of the syllabus content and the ability to select some features of the information required; attempt some organisation of the information.
- (ii) demonstrate some understanding of the areas concerned with the study of religion, including: a limited understanding of religious language; a simple understanding of the influence of particular individuals, writings etc.; an understanding of a principal belief; an understanding of a moral issue and its relationship to religious belief; the ability to link a question about the meaning of life to the study of religion.
- (iii) express clearly a personal opinion supported with some argument.

**University of Cambridge International Examinations**  
**International General Certificate of Secondary Education**  
**RELIGIOUS STUDIES**  
**Coursework Proposal Form**

**Centre Name:** ..... **Centre Number:** .....

It is appreciated that teachers may wish to modify or develop tasks during the course, and that the details of the outline may be amended when undertaken by individual candidates. Please copy this form as necessary.

<b><i>Title</i></b>	<b><i>Brief outline of task</i></b>	<b><i>Syllabus content to which the task relates</i></b>



Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number		Centre Name		2	0	0	7
Candidate Number		Candidate Name		Teaching Group/Set			

	Details of Coursework (See Notes overleaf)	Marks awarded for Objective A	Marks awarded for Objective B	Marks awarded for Objective C	TOTAL
1	<p><b>Coursework Title:</b></p> <p><b>Teacher's Comment:</b></p>				
2	<p><b>Coursework Title:</b></p> <p><b>Teacher's Comment:</b></p>				
	Marks to be transferred to Coursework Assessment Summary Form	(max 35)	(max 40)	(max 25)	Total (max 100)

## INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. For IGCSE Religious Studies, candidates may submit Coursework either:

- (a) *on any topic drawn from or closely related to, the stated syllabus content of Topics 8-10. Each candidate must produce either one or two pieces of Coursework, but each piece may consist of several shorter pieces of work related to a common theme,*
- (b) *if they are offering the **Local Religion** or **Religious Group** option they should produce two pieces of Coursework, at least one of which covers part of the areas specified in Topics 8-10. Both of these pieces may be related to the Local Religion or Religious Group option, or may be taken from one of the other faiths studied.*

### OR

3. Mark the Coursework assignments for each candidate according to instructions given in the Syllabus booklet.
4. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
5. Ensure that the addition of marks is independently checked.
6. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly shown when marks are transferred onto the Coursework Assessment Summary Form.
7. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
8. Retain all Individual Candidate Record Cards and Coursework which will be required for external moderation. Further detailed instructions about external moderation will be sent in early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

**Note:** These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their IGCSE.





## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
  - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded after internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each centre (in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 31 October for the November examination.

4. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

number of candidates entered	number of candidates in sample
0-10	all candidates
11-50	10
51-100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

