

## GCSE Religious Studies – Year 10 Milestone Knowledge Tracker

Year 10: Curriculum Intent	
<p>The GCSE Religious Studies curriculum builds on some of the beliefs and practices studied during KS3 as well exploring some of the moral issues covered in greater depth. The curriculum zooms in to the in-depth study of the Christianity – the main religious tradition of Great Britain – and Islam – the most widely followed non-Christian religion in Great Britain. This national demographic is also reflected in the school population, hence the choice of these two religions. Edexcel GCSE Religious Studies B aims to help students to:</p> <ul style="list-style-type: none"> <li>• Develop their knowledge and understanding of religions (Christianity and Islam) and non-religious beliefs, such as atheism and humanism.</li> <li>• Develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.</li> <li>• Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.</li> <li>• Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</li> <li>• Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.</li> <li>• Demonstrate knowledge and understanding of two religions.</li> <li>• Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.</li> <li>• Understand the influence of religion on individuals, communities and societies.</li> <li>• Understand significant common and divergent views between and/or within religions and beliefs.</li> <li>• Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.</li> <li>• Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.</li> </ul> <p>In Y10 this is done through the following modules: Christian Beliefs, Muslim Beliefs, Marriage and the Family (through Christianity) and Crime and Punishment (through Islam).</p>	
Year 10 Essential Knowledge Summary	
Schemata 1: Christian Beliefs	Schemata 2: Muslim Beliefs
<p><u>Composite Knowledge:</u> students will understand Christian beliefs about the nature of God as Trinity, the creation of the universe and humanity, the Incarnation, the last days of Jesus’ life, the nature and significance of salvation and Christ’s role in this, Christian eschatology, the Problem of Evil and Suffering and Christian solutions to this problem.</p> <p><u>Component Knowledge:</u>  <i>Foundational Knowledge:</i>                      The nature of God as Trinity; Father, Son and Holy Spirit – one God revealed as Three Divine Persons. The identity of Jesus of Nazareth as the Word become flesh, God the Son sent to save fallen humanity. Jesus as the Lamb of God who is sacrificed to pay for the sins of the world. The concept of Judgement Day and different interpretations of the afterlife. What the Problem of Evil is and why this can cause Christians to question their faith.</p> <p><i>Declarative Knowledge:</i>                      Explain Christian beliefs about God as outlined in the Nicene Creed.                      Outline different Christian beliefs about the creation of the universe and humanity and compare these beliefs to modern scientific theories.                      Explain Christian beliefs about the identify, mission and significance of Jesus.                      Outline divergent Christian beliefs about the nature of the afterlife.                      Outline the Problem of Evil and Suffering and explain how Christians respond to this.</p> <p><i>Procedural Knowledge:</i>                      Interpretation and application of key passages within the Bible.                      Discussion of different views about the nature of God and the role of Jesus in atonement and salvation.                      Application of evidence to evaluate different Christian Theodicies (responses to the Problem of Evil and Suffering).                      Write a personal, justified conclusion about whether the Creation account in Genesis is a metaphor based on divergent interpretations of the text.</p> <p><i>Upper Hierarchical Knowledge:</i>                      Critically question the nature of the Creation narrative in Genesis and consider whether this is literal or metaphorical.                      Evaluate the importance of the different key events in the life of Jesus e.g. Incarnation, Crucifixion, Resurrection and Ascension.                      Critically consider the success of proposed solutions to the Problem of Evil and Suffering.</p>	<p><u>Composite Knowledge:</u> students will understand the Six Beliefs of Sunni Islam, the 5 Roots of Usul ad-Din (Shi’a Islam), the nature of Allah, the nature and importance of Prophethood (Risalah), the nature, history and significance of Holy Books (Kutub), the nature and importance of angels (Malaikah), the nature and importance of predestination or Divine Decree (Al Qadr), and Muslim teachings about life after death and the Day of Judgement (Akhirah).</p> <p><u>Component Knowledge:</u>  <i>Foundational Knowledge:</i>                      The development of the two main traditions within Islam and their areas of agreement and disagreement.                      The nature of Allah as revealed within the Qur’an.                      The concept of divine revelation via the angels to the prophets.                      The Qur’an as the final revelation of Allah that builds on prior holy books.                      The concept of divine Judgement and the impact on Muslim conduct.</p> <p><i>Declarative Knowledge:</i>                      Outline Muslim beliefs about the nature of God as outlined in the Qur’an including: Tawhid (oneness), immanence, transcendence, beneficence, mercy, fairness and justice.                      Outline the nature and roles of angels including: Jibril, Azra’il and Mikha’il.                      Outline the nature and significance of the holy books including; the Qur’an, Tawrat, Scrolls, Zabur and Injil.                      Outline the role and significance of the prophets including; Muhammad, Adam, Ibrahim, Musa, Dawud and Isa.                      Explain what is meant by Al Qadr / Predestination and how this impacts on the lives of Muslims today.                      Outline Muslim beliefs about the Day of Judgement and the criteria for going to Jannah (Paradise) and Jahannam (Hellfire).</p> <p><i>Procedural Knowledge:</i>                      Interpretation and application of key passages within the Qur’an.                      Discussion of different views about the nature of God and the role of the Prophet Muhammad within Islam.                      Application of evidence to evaluate different Islamic approaches to Al Qadr.                      Write a personal, justified conclusion about whether without Akhirah religious teachings are meaningless based on divergent interpretations of the text.</p> <p><i>Upper Hierarchical Knowledge:</i>                      Consider the tension between Divine Predestination and human freedom and responsibility.                      Consider the claims of the Qur’an to be the final revelation of God and consider how Christians and Jews would respond to this.</p>
Schemata 3: Marriage and the Family (through Christianity)	Schemata 4: Crime and Punishment (through Islam)
<p><u>Composite Knowledge:</u> students will understand the nature and importance of marriage and family life for Christians, the nature and importance of sexual relationships and divergent attitudes towards sex, support that is available for families from the local Parish, Christian attitudes to family planning, teachings</p>	<p><u>Composite Knowledge:</u> students will understand Muslim attitudes towards justice, Muslim responses to the nature, causes and problems of crime, Muslim teachings about the nature of good, evil and suffering, Muslim attitudes towards punishment, the main aims of punishment, Muslim teachings about forgiveness, Muslim teachings</p>

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<p>connected to divorce and remarriage, roles of men and women in the family and roles of men and women in the church.</p> <p><u>Component Knowledge:</u> <i>Foundational Knowledge:</i> The basis for marriage and family being rooted in the Creation narrative in Genesis. The UK law on marriage and how this has changed over time. What is meant by family planning. What is meant by gender prejudice and discrimination and how this relates to roles of men and women in family life and the church.</p> <p><i>Declarative Knowledge:</i> Outline the symbolism and meaning of the different elements of a Christian marriage ceremony. Explain why the majority of churches teach that marriage is a bond between one man and one woman for life. Explain why some Christians are now more accepting of homosexual relationships. Outline divergent Christian attitudes to family planning. Explain how the Local Parish supports family life. Outline divergent Christian attitudes to the role of men and women in the family and in the church.</p> <p><i>Procedural Knowledge:</i> Interpretation and application of key passages within the Bible to issues connected to marriage and family life. Discussion of different views about the nature of sexual relationships and divergent interpretations of Bible passages dealing with sexuality. Application of prior knowledge of Christian beliefs about Creation to marriage, sexual relationships and family. Write a personal, justified conclusion about whether men and women should have equal roles within the Church.</p> <p><i>Upper Hierarchical Knowledge:</i> To evaluate the changing attitudes within Christianity towards moral issues linked to marriage and family life. To consider whether Christians should strictly adhere to teachings from the Bible as the Word of God or whether they should adapt to changes in modern society.</p> <p>*N.b. on moral issues modules students will also consider non-religious responses to the main moral choices covered.</p>	<p>about the treatment of criminals, and divergent Muslim attitudes towards the death penalty.</p> <p><u>Component Knowledge:</u> <i>Foundational Knowledge:</i> That Islam means peace and Muslims try to live in line with the character of God as he is al-Adl, The Just. The nature of humanity and how this links to human freewill and responsibility. Why Muslim beliefs about the nature of God and the certainty of Judgement Day lead them to work to try to end crime. Fundamental human rights and how this leads Muslims to treat criminals well.</p> <p><i>Declarative Knowledge:</i> Outline why Muslims try to create a peaceful society and reduce crime. Explain the main causes of crime and outline the work of MOSAIC and the Muslim Chaplain’s Association to try and end crime. Explain what Muslims believe about human nature and how this differs from Christian beliefs. Explain the four main aims of punishment and link these to Muslim teachings. Explain how good actions are rewarded by Allah in this life and the next. Explain Muslim attitudes to drugs and alcohol and how these substances are contributory factors in crime. Evaluate divergent Muslim attitudes towards the death penalty. Outline attitudes towards forgives and explain how Muslims treat criminals.</p> <p><i>Procedural Knowledge:</i> Interpretation and application of key passages within the Qur’an connected to crime and punishment. Discussion of different views about the different aims of punishment. Application of evidence to evaluate different Islamic approaches to the death penalty. Write a personal, justified conclusion about whether all crimes are forgivable from a Muslim perspective.</p> <p><i>Upper Hierarchical Knowledge:</i> Evaluate whether all crimes are forgivable. Evaluate the four main aims of punishment and come to a justified conclusion as to which is the best option. Evaluate whether it is ever acceptable to put a criminal to death.</p> <p>*N.b. on moral issues modules students will also consider non-religious responses to the main moral choices covered.</p>
<p><b>Year 10 Final Composite Knowledge End Point</b></p> <ul style="list-style-type: none"><li>● An overview of basic Christian beliefs including the nature of God, the identify and mission of Jesus and how this leads to salvation and atonement and how this enables Christians to go to heaven on Judgement Day.</li><li>● An overview of basic Muslim beliefs including the nature of God, the process of revelation via the angels, prophets and holy books, how Muslims believe they can pass the test of life and go to Jannah and avoid Jahannam on the Day of Judgement.</li><li>● An overview of divergent Christian beliefs about marriage, sexual relationships, family life, family planning, support from the local Parish, and the role of men and women in the family and within the church.</li><li>● An overview of divergent Muslim beliefs about crime, causes of crime, punishment, aims of punishment, how good deeds are rewarded, Muslim responses to crime, the nature of forgiveness, how criminals should be treated and arguments for and against putting criminals to death.</li></ul> <p><b>Students who achieve greater depth at GCSE typically exhibit the following:</b></p> <p>Consistent use of a wide range of religious and non-religious terminology. Increasingly accurate interpretation and application of teachings from the two world religions they are studying in depth. Consistent development of arguments with thorough evidence, correctly applied to a wide range of religious and non-religious issues. Confidence and accuracy in appraising the strength of arguments. The application of wider knowledge not taught within the curriculum to a broad range of religious and non-religious topics. The ability to compare and contrast divergent views within religious traditions and explain their own worldview with increasing clarity and confidence.</p>	