

# Swindon Borough Council

## Standing Advisory Council on Religious Education

**Tuesday, 23 July 2019**

Committee Room 2, Civic Offices

At 6.00 p.m.

**Group A:  
Christian Denominations  
and Other Religions or  
Religious Denominations**

Malkit Babbra, Sikh Community  
Jo Backus, Buddhist Community  
David Burbidge, Baptist Church  
Claire-Marie Burchall, Roman Catholic Community  
Atiff Ghafar, Muslim Community  
Reverend David Howell, Swindon Evangelical Alliance  
Michelle Howard, United Reformed Church  
Dinesh Patel, Hindu Community

**Group B:  
The Church of England**

Reverend Clive Deverell  
Reverend Norma McKemey  
Ruth Williams

**Group C:  
Teacher Associations**

Tracy Mason, NUT  
Lottie O'Brien, NASUWT  
Mandy Sandleton, NASUWT  
Emma McCarthy, NUSUWT

**Group D:  
The Local Authority**

Councillor Matthew Courtliff  
Councillor Fay Howard  
Councillor Oladapo Ibitoye  
Councillor Garry Perkins  
Councillor Basil Solomon

Co-Opted:

Jo Garton, Swindon Humanists  
Fidelma Meehan, Baha'i Community

Support Officers:

Katy Staples, SACRE Advisor  
Peter Nathan  
Sarah Foulkes, Commissioner for Education

**Committee Officer:** Rita Glen Gallo, 07980 752051

email: [rglen-galo@swindon.gov.uk](mailto:rglen-galo@swindon.gov.uk)

Swindon Borough Council can be contacted at the Civic Offices, Euclid Street,  
Swindon, SN1 2JH (Telephone 01793 445500)

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# AGENDA

**1. Appointment of Chair**

**2. Appointment of Vice-Chair**

**3. Apologies for Absence**

**4. Declarations of Interest**

Members are reminded that at the start of the meeting they should declare any known interests in any matter to be considered, and also during the meeting if it becomes apparent that they have an interest in the matters being discussed.

**5. Public Question Time**

See explanatory note below. Please phone the Committee Officer whose name and number appears at the top of this agenda if you need further guidance.

**6. Minutes** (Pages 5 - 10)

To receive the minutes of the meeting held on 26<sup>th</sup> June 2019.

**7. Matters arising not on the agenda**

Please note links below:

<https://www.aqa.org.uk/exams-administration/exams/find-past-papers-and-mark-schemes>

<https://ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/assessment/>

<https://www.edugas.co.uk/qualifications/qualification-resources.html?subject=ReligiousStudies&level=GCSE&pastpaper=true>

**8. Membership**

**9. Key Stage 4 Religious Education** (Pages 11 - 66)

What is happening and what can SACRE do?

Initial preparation for next meeting.

**10. Development Plan** (Pages 67 - 72)

**11. Religious Hub updates and Feedback from LTLRE Conference** (Pages 73 - 84)

**12. Date and Time of the Next Meeting**

The next meeting of the SACRE is on the 26<sup>th</sup> November at the Commonweal School at 6.00 p.m.

**Date of Despatch:** 15 July 2019

**Public Question Time** - Swindon Borough Council is committed to increasing its accountability to the public and to promoting active citizenship. Up to 15 minutes will be allowed at the start of all Council meetings for questions to the Chair from

*members of the public about the work of the Committee (except for confidential matters and specific planning applications). Questions must be relevant, clear and concise. Because of time constraints Public Question Time is not an opportunity to make speeches or statements. Prior notice of a question to the Director of Law and Democratic Services is desirable - particularly if detailed background information is needed.*

**Access Arrangements** – *The Venue is wheelchair accessible and an infrared receiver hearing system is provided. If you would wish to attend the meeting but have any special requirement to enable you to do so please contact the Committee Clerk above, as soon as possible prior to the date of the meeting.*

If you would like to receive any of the pages contained in this agenda in a larger print size please contact the Committee Officer whose name appears on the first page of this agenda.

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**TUESDAY, 26 MARCH 2019**

PRESENT:-

**Group A:**  
Christian Denominations and  
Other Religions or Religious  
Denominations

Jo Backus (Buddhist Community),  
David Burbidge (Baptist Church)  
Reverend David Howell (Swindon Evangelical  
Alliance)  
Dinesh Patel (Hindu Community)

**Group B:**  
Church of England

Reverend Clive Deverell  
Reverend Norma McKemey

**Group C:**  
Teacher Organisations

Tracy Mason (NUT)  
Emma McCarthy (NUSUWT)  
Helen Redhead (Headteacher)

**Group D:**  
Councillors

Councillor Fay Howard  
Councillor Nick Martin

Also in attendance:

Jo Garton (Swindon Humanist)  
Katy Staples (SACRE Advisor)

Apologies for absence were received from Councillors Matthew Courtliff, Barbara Parry and Roger Smith.

Clare-Marie Burchall, Ruth Williams, Malkit Babbra, Janet French, Lottie O'Brien, Ms Michelle Howard, Peter Nathan (Head of Education) and Sarah Foulkes (School Improvement Advisor).

**27. Welcome from the Chair**

Mr Steve Henderson, retired Baptist minister welcomed the SACRE to Gorse Hill Baptist Church and advised on the history of the Baptist Church and the beliefs and work of Gorse Hill Baptist Church in particular. He circulated information regarding the basis of the Baptist Union.

Resolved – (1) That Mr Steve Henderson be thanked for his interesting presentation

(2) That Mr David Burbidge be thanked for hosting the SACRE meeting.

**28. Declarations of Interest**

The Chair reminded Members of the need to declare any known interest in any matters to be considered at the meeting. No declarations were made.

## **29. Public Question Time**

There were no public questions.

## **30. Minutes**

Resolved – That the minutes of the meeting held on 4<sup>th</sup> December 2018, be confirmed and signed as a correct record.

## **31. Minutes from the last agenda and matters arising not on the agenda**

The SACRE were advised that further to Minute 21, the CoRE report was available on the National Association of Standing Advisory Councils on Religious Education (NASACRE) website: Report: Commission on RE Final Report: Religion and Worldviews The Way Forward - <http://www.nasacre.org.uk/useful-documents>

## **32. Annual Report and forthcoming actions from the Annual Report**

The SACRE received its draft Annual Report, along with an updated Chair's introduction, covering the period September 2017 to August 2018. (<http://www.nasacre.org.uk/reports> - Swindon)

The Annual Report covered the following points:

- SACRE's funding and administration issues
- Agreed syllabus for RE in Swindon.
- Support for schools through advising, training teachers and governors in RE.
- The Annual RE Conference.
- Best Practice Forum.
- Learn, Teach, Lead RE Conference.
- Monitoring of RE Provision in Swindon.
- Public examination results.
- South West Regional SACRE conference.
- Statutory Matters.
- Membership.

The SACRE Advisor referred to the increase in numbers of Swindon pupils undertaking GCSE in Religious Studies whereas at "A" Level, the number of pupils entered for any Religious Studies or Religious education qualification had gone down. The SACRE noted how schools in other local authorities had debated on balancing study time allocated to RE against time allocated to other core subjects.

Following the presentation, the SACRE discussed the following issues:

- The contact time for RE education at Key Stages 3 and 4.
- Exam content for Key Stages 3 and 4.
- Ways of registering concerns regarding the reduction in both RE contact time and pupils' entry for a Religions Studies qualification.
- The skills needed to teach RE following changes to the RE curriculum by the Department for Education.
- Disparity in the number of pupils undertaking RE qualifications between

academies within the same schools' federation.

- The focus of the new Ofsted framework when assessing RE in schools.
- Comparison of Swindon's RE "A" Level results against national data.
- The opportunity for schools to benefit from Jill Dickenson (retired teacher) support to improve RE exam results.
- The differences of teaching RE in schools, with some schools teaching RE as an academic subject with a programme of study and others through Person Social, Health and Economic (PSHE) education.
- Ways of ensuring schools met minimum requirements when teaching RE.

The SACRE was informed that the Annual Report would be submitted to the NASACRE with a copy to all schools and academies.

Resolved – (1) That the report be noted.

(2) That a future meeting of the SACRE be held at Commonweal School.

(3) That secondary RE teacher representatives be invited at the next SACRE meeting to give a presentation regarding their experience of teaching Religious Education in secondary schools particularly focusing on Key Stage 4.

(4) That a copy of a previous RE exam paper be circulated to the group before the next meeting of the SACRE.

(5) That the SACRE Advisor be requested to write to Headteachers and Chair of Trustees of the schools to request an update on the work undertaken by them with those pupils not officially entered for GCSE and A Level RE exams.

(6) That the Annual Report be forwarded to all schools and academies in Swindon to heighten the awareness of the Swindon SACRE work within the borough.

(7) That the SACRE Advisor be thanked for her work in the preparation of the Annual Report.

### **33. Website checking and subsequent impact**

The Chair confirmed that following a meeting with the SACRE Advisor regarding review of schools' websites for RE content, schools were advised regarding their compliance responsibilities. The SACRE was informed of the positive feedback from schools resulting from this exercise and updated on the overall actions being undertaken by schools. It was noted that overall, schools' governors welcomed the involvement from the SACRE who brought this matter to their attention. The SACRE Advisor confirmed that headteachers were aware of the criteria being used to ensure full compliance. It was noted that SACRE would have to continue challenging and supporting schools to ensure full compliance by all Swindon schools.

Resolved – Jo Garton to visit Southfield School to assist them with updating the RE content on their website.

(2) That members contact the SACRE Advisor if they wish to support this initiative by visiting schools to help them with updating RE content on their website.

### **34. Development Plan**

The SACRE received the updated Swindon SACRE Development Plan 2019-21, which was being further developed to take into account the suggested vision statement and goals for Swindon SACRE.

The SACRE considered the goals for development that included (a) how to improve standards in RE; b) how to ensure the effective management of the SACRE with key stakeholders and the Local Authority; c) how the SACRE would monitor schools' provision for RE and collective worship as well as ensuring schools take into consideration the spiritual, moral, social and cultural development of pupils and d) how SACRE would encourage schools, academies and colleges to celebrate the religious and cultural diversity found in Swindon.

The following suggestions for the four goals were debated by members:

- a) Improving standards
  - Focus on A levels to improve standards
  - Review impact of new curriculum on GCSE entries
  - Continued attendance at Hub meetings and conferences
- b) Effective management of the SACRE with key stakeholders and the Local Authority
  - Circulate final annual report to stakeholders
  - Continue engagement with Councillors
  - Discussion with the head of Education on the future working relationship between the Local Authority and the SACRE group
- c) Monitor schools' provision for RE
  - A review of the agreed syllabus
  - Pupil Voice
  - Continue website monitoring for RE content.
  - Offer half day workshops to develop Spiritual, Moral, Social and Culture (SMSC) through collective worship.
- d) Celebrating the religious and cultural diversity found in Swindon.
  - Promotion of the WIRE award
  - Support needed from SACRE members to visit schools and review websites for RE content.

Resolved – That the next meeting of the SACRE would focus on the GCSE curriculum.

(2) That the Chair be requested to contact the head of Education regarding the future working relationship between the group and the Local Authority.

(3) That further to (2) above, the Head of Education be invited to the next meeting to update members of the group on the way forward between the SACRE and the local Authority.

### **35. Feedback from the RE Conference, the Dillington SACRE conference and Hub meetings**

The SACRE received feedback regarding the RE Conference and the Dillington SACRE conference. The SACRE reviewed the report on the South Gloucestershire and Bristol SACREs' RE Conference held on 25<sup>th</sup> January 2019 that a number of teachers from Swindon attended. Emma McCarthy elaborated on the workshops held on the day. The SACRE noted that the Conference aimed to assist and provide teachers of RE with material and ideas to connect RE to the British Values agenda and to make learning more enjoyable and creative. The report highlighted the positive feedback received from delegates attending the conference. She further explained that this was an excellent opportunity for networking.



Jo Backus had attended the South West SACRE Conference at Dillington House, and she reported back on key national developments, including updates on the speeches by key notes speaker, particularly Joyce Miller (Commissioner for Religious Education) and Rudi Lockhart (CEO of the Religious Education Council). The SACRE noted that delegates felt that whilst positive work was being undertaken, there were still concerns regarding the future of SACRE and how changes in the structure would impact the national picture of monitoring schools' compliances with religious education. Jo Backus also referred to Deborah Weston who drew delegates' attention to ways of promoting the work of SACRE to ensure future funding.

The SACRE Advisor confirmed that she also attended the above conference as part of the Bristol SACRE group as they were running a workshop at the conference. This related to how schools were to address the recent increase of parents deciding to withdraw their child from attending religious education or places of worship.

Resolved – (1) That the document presented by Deborah Weston be circulated to the SACRE members before the next meeting.

(2) That the SACRE Advisor be requested to bring a copy of the handouts that the Bristol SACRE circulated at the Dillington Conference, at a future meeting of the group.

### **36. Date and Time of the Next Meeting**

That the timetable of meetings of the SACRE in 2019/20 would be:

- 23<sup>rd</sup> July 2019
- 26<sup>th</sup> November 2019
- 3<sup>rd</sup> March 2020

The next meeting will be held on 23<sup>rd</sup> July 2019 at 6.00 p.m. in Committee Room 2 at the Civic Offices, Euclid Street, Swindon.

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# Religious Studies at GCSE

SWINDON SACRE 23.7.19

## The Picture over time....

- For nearly a decade, there had been an increase in the number of students taking GCSE Religious Studies.
- The increase in numbers over that time was partly due to schools recognising they could improve their overall standing in the league tables by having more GCSE success and therefore adding GCSE RE to the total taken by their students; either full or short course
- The increase was also partly due to the interesting and approachable content in the specification which was about moral issues and the responses of the religious communities to those issues.

- The basis for the measurement of schools' success at GCSE has changed, so that Religious Studies has to compete with other non-Ebacc subjects for space on the timetable
- The results from short course GCSE no longer count towards performance tables and so many schools have dropped it from their curriculum
- There are few, if any, consequences for Schools who flout the law on the provision of RE.
- The picture now is of RE in serious decline in terms of numbers taking GCSE and in general provision for all students at this level
- We are aware of the report from the commission on RE; this is one of the Chairman's comments about their findings

## The Chair of the Commission on RE said:

“Nonetheless, over the course of the two years of our work, it was clear to me and my fellow commissioners that the situation for RE was extremely precarious and that without positive action from the Government the subject risked collapse in many schools. The current situation is in our view not sustainable and we would regard refusal to act at all as an abdication of responsibility. ”

# Numbers

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017 <sup>1</sup>	2018	% change 2008 to 2018	% change 2017 to 2018
Full Course	166,628	170,303	176,867	209,479	226,782	251,063	269,494	283,756	284,057	269,839	241,749	45.1%	-10.4%
Short Course	289,065	282,168	274,381	252,316	230,451	169,088	118,481	86,679	71,299	53,071	34,087	-88.2%	-35.8%
Combined	455,693	452,471	451,248	461,795	457,233	420,151	387,975	370,435	355,356	322,910	275,836	-39.5%	-14.6%








# Why the difference in interest levels?

- Students do not find the new GCSE specifications as interesting as the old ones.
- The content was Moral Issues with reference to religion: Believing in God, Matters of Life and Death, Marriage and the Family, Community Cohesion, Rights and Responsibilities, Environmental and Medical Issues, Peace and Conflict, Crime and Punishment (Edexcel but similar in the specifications from other boards).
- SACREs, and other interested communities, argued that the content was light in terms of religious teaching and argued for change.
- The new specifications have half of the course on beliefs and practices from the religions studied (Christianity +one other) and so students are required to learn about salvation, atonement, non-liturgical and sacramental aspects of worship. For Islam, there is a list of key vocabulary from the Arabic e.g. malaikah, usul-ad Din, tawhid...

- Whilst we all find it interesting to explore new language and concepts, for many of our teenagers they cannot see a value in what doesn't feel relevant or useful.
- For teaching staff, there comes an element of rote learning rather than discussion, especially if there is little time
- Many schools wish to focus on the most efficient way to gain good results and position on the performance tables, which is interpreted as maximum time for English, Maths, Science and less on another literacy-based subject. Hence, R.S. GCSE is timetabled out.
- We would argue that there is progress in literacy through the reading and writing and discussion aspects of our subject. However, this argument is not always persuasive

## On the one hand.....

- We live in an increasingly diverse society and whether students are in the middle of a multi-cultural city or not, it is vital to understand the communities around us
- Good quality RE delivers an important element of that education
- This is recognised by the Government, and specifically mentioned in Damian Hind's response letter to the Commission
- The Report of the commission emphasises this value when it says....



Studying religious and non-religious worldviews gives young people the opportunity to develop the knowledge, understanding and motivation they need to engage with important aspects of human experience including the religious, spiritual, cultural and moral. It provides an insight into the sciences, the arts, literature, history and contemporary local and global social and political issues. The young people we have spoken to have told us that RE enables them to have better friendships and to develop greater respect and empathy for others. Learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes. In an increasingly diverse society, understanding religious and non-religious worldviews has never been more essential than it is now.

## And on the other hand.....

Many schools are finding the full course GCSE too challenging and dry

As with most of the new exam specifications, the exam is content-heavy

Many schools are abandoning RE at exam level e.g. Redland Green, Gordano, Cotham

SMRT as a Church school, with a Christian ethos is coping with the specifically religious aspects but we can recognise how difficult this is in secular schools

# New Specifications

- Christianity features as an essential element, with one other world religion and reference to non-religious world views. The proportions between the time spent on these elements varies across courses and choices of the schools themselves.
- The discussion of issues is now restricted and you can see the specification content for the different exam boards in the documents



## What can we do? Some suggestions.....

- Continue to monitor what is happening in our Secondary Schools and represent what is happening in Swindon at a higher level in terms of political influence
- Support one another in RE departments
- Recognise when, and if Ofsted pick up on a lack of RE
- Continue to push for RE commission's recommendations as Try to ensure quality RE is taught by specialist RE teachers

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Candidate number

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Forename(s)

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Candidate signature

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# GCSE

# RELIGIOUS STUDIES A

## Paper 1: Christianity

Monday 14 May 2018

Afternoon

Time allowed: 1 hour 45 minutes

### Materials

**Before** you open this book, you must ensure you also have:

- the Question Paper/Answer Book for the other **religion option** you are entered for (Buddhism, Hinduism, Islam, Judaism **or** Sikhism).  
You will have 1 hour 45 minutes to complete **both** Question Paper/Answer Books.

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page **and** on your other book.
- Answer **all** questions.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book.  
Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.  
Do **not** write outside the box around each page or on blank pages.

### Information

- The maximum mark for this paper is 51.
- The marks for the questions are shown in brackets.
- Spelling, Punctuation and Grammar (**SPaG**) will be assessed in the 12-mark question in the Beliefs section.

### Advice

You are advised to spend 50 minutes on this religion option and 50 minutes on your **other** religion option.

For Examiner's Use	
Question	Mark
1.1	
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1.3	
1.4	
1.5	
2.1	
2.2	
2.3	
2.4	
2.5	
<b>TOTAL</b>	



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**Christianity: Beliefs**

0 1 . 1

Which **one** of the following describes the meaning of the word 'omnipotent'?**[1 mark]**

Put a tick (✓) in the box next to the correct answer.

**A** All-loving☐**B** All-powerful☐**C** Just☐**D** Creator☐

1

0 1 . 2

Give **two** Christian teachings about original sin.**[2 marks]**

1 \_\_\_\_\_

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2 \_\_\_\_\_

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0 1 . 3

Explain **two** ways in which Jesus' crucifixion influences Christians today.**[4 marks]**


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0 1 . 4

Explain **two** Christian teachings about the incarnation.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

**[5 marks]**


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**Turn over ►**

Evaluate this statement.

- refer to Christian teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**[12 marks]**  
**[SPaG 3 marks]**

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**Christianity: Practices**

0 2 . 1

Which **one** of the following is **not** part of the celebration of Christmas?**[1 mark]**

Put a tick (✓) in the box next to the correct answer.

**A** Nativity play☐**B** Midnight Mass☐**C** Lighting the Paschal candle☐**D** Exchanging gifts☐

1

0 2 . 2

Give **two** ways in which Christians might show their commitment to Church growth.**[2 marks]**

1 \_\_\_\_\_

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2 \_\_\_\_\_

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**Question 2 continues on the next page****Turn over ►**

0 2 . 3

Explain **two** contrasting examples of Christian worship.**[4 marks]**


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0 2 . 4

Explain **two** ways in which the worldwide Church works for reconciliation.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

**[5 marks]**


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**[12 marks]**

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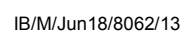
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12



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ANSWER IN THE SPACES PROVIDED**



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Forename(s) \_\_\_\_\_

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# GCSE RELIGIOUS STUDIES A

## Paper 1: Islam

Specimen

Morning Time allowed: 1 hour 45 minutes

### Materials

**Before** you open this booklet, you must ensure you have the question paper/answer booklet for the other **religion option** you are entered for (Buddhism, Catholic Christianity, Christianity, Hinduism, Judaism **or** Sikhism).

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at both the top of this page and the top of the question paper/answer booklet for the other **religion option**.
- Answer **all** questions.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.

### Information

- The maximum mark for this option is 51.
- The marks for the questions are shown in brackets.
- Spelling, punctuation and grammar (SPaG) will be assessed in the 12-mark question in the Beliefs section.

### Advice

You will have 1 hour 45 minutes to complete **both** question paper/answer booklets. You are advised to spend 50 minutes on this paper and 50 minutes on your other **religion option**.

For Examiner's Use	
Question	Mark
<b>TOTAL</b>	

0	1
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**BELIEFS**

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Which **one** of the following best describes the meaning of Tawhid?**[1 mark]**

Put a tick (✓) in the box next to the correct answer.

**A** Prophethood.☐**B** Justice.☐**C** Life after death.☐**D** Oneness of God.☐

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Give **two** of the Holy books, other than the Qur'an.**[2 marks]**

1 \_\_\_\_\_

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2 \_\_\_\_\_

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0 1 . 3

Explain **two** ways in which a belief in life after death influences Muslims today.**[4 marks]**

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0 1 . 4

Explain **two** Muslim teachings about angels.

Refer to sacred writings or another source of Muslim belief and teaching in your answer.

**[5 marks]**

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**Turn over ►**

- [12 marks]**  
**[+ 3 SPaG marks]**

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ANSWER IN THE SPACES PROVIDED**

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0 2

**PRACTICES**

0 2 . 1

Which **one** of the following is the religious tax paid by Shi'a Muslims?**[1 mark]**

Put a tick (✓) in the box next to the correct answer.

**A** Khums.☐**B** Zakah.☐**C** Sawm.☐**D** Mosque.☐

0 2 . 2

Give **two** ways in which Shi'a Muslims celebrate the festival of Ashura.**[2 marks]**

1 \_\_\_\_\_

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2 \_\_\_\_\_

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0 2 . 3

Explain **two** contrasting understandings of Jihad.**[4 marks]**


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0 2 . 4

Explain **two** ways in which the Ka'aba is important in the Muslim Hajj (pilgrimage).

Refer to sacred writings or another source of Muslim belief and teaching in your answer.

**[5 marks]**


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**Turn over ►**

- [12 marks]**

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24

# GCSE

## RELIGIOUS STUDIES A

Paper 2A: Thematic studies

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Wednesday 16 May 2018      Afternoon      Time allowed: 1 hour 45 minutes

### Materials

For this paper you must have:

- an AQA 16-page answer book.

### Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The examining body for this paper is AQA. The paper reference is 8062/2A.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.
- Choose **four** themes.
- Answer **all** questions on the four themes you have chosen.

### Information

- The maximum mark for this paper is 96 plus 3 marks for spelling, punctuation and grammar.
- The marks for questions are shown in brackets.
- Spelling, punctuation and grammar (**SPaG**) will be assessed in the 12-mark questions. The marks for **SPaG** are shown below the mark allocation for each question. The best of these marks will be included in your total for the paper.

### Advice

You are advised to spend 25 minutes on each theme.

You should answer **all** questions from **four** themes.

0	1
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### Theme A: Relationships and families

0	1	.	1
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Some religious believers may use methods to prevent a pregnancy taking place.

Which **one** of the following describes that practice?

[1 mark]

- A** Conception
- B** Procreation
- C** Contraception
- D** Monogamy

0	1	.	2
---	---	---	---

Give **two** religious beliefs about same-sex marriage.

[2 marks]

0	1	.	3
---	---	---	---

Explain **two** contrasting religious beliefs about the roles of men and women.

In your answer you must refer to one or more religious traditions.

[4 marks]

0	1	.	4
---	---	---	---

Explain **two** religious beliefs about divorce.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

0	1	.	5
---	---	---	---

‘For religious believers, sexual relationships should take place only within marriage.’

Evaluate this statement.

In your answer you:

- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should refer to religious arguments
- may refer to non-religious arguments
- should reach a justified conclusion.

[12 marks]  
[SPaG 3 marks]

0 2

**Theme B: Religion and life**

0 2 . 1

Which **one** of the following means that human life is precious and sacred?**[1 mark]**

- A** Quality of life
- B** Meaning of life
- C** Length of life
- D** Sanctity of life

0 2 . 2

Give **two** reasons why some religious people do not eat meat.**[2 marks]**

0 2 . 3

Explain **two** contrasting religious beliefs about euthanasia.

In your answer, you must refer to one or more religious traditions.

**[4 marks]**

0 2 . 4

Explain **two** religious beliefs about how peoples' actions in this life affect what happens to them in the afterlife.

Refer to sacred writings or another source of religious belief and teaching in your answer.

**[5 marks]**

0 2 . 5

'Abuse of the environment is impossible to stop.'

Evaluate this statement.

In your answer you:

- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should refer to religious arguments
- may refer to non-religious arguments
- should reach a justified conclusion.

**[12 marks]**  
**[SPaG 3 marks]**

**Turn over for Theme C**

0 3

**Theme C: The existence of God and revelation**

0 3 . 1

Which **one** of the following describes God as all-knowing?**[1 mark]**

- A** Omnipotent
- B** Personal
- C** Omniscient
- D** Impersonal

0 3 . 2

Give **two** reasons why some people believe that God does not exist.**[2 marks]**

0 3 . 3

Explain **two** contrasting views about the strengths of the First Cause argument for the existence of God.

In your answer you must refer to one or more religious traditions.

**[4 marks]**

0 3 . 4

Explain **two** beliefs about nature as a source of knowledge about the divine.

Refer to sacred writings or another source of religious belief and teaching in your answer.

**[5 marks]**

0 3 . 5

'God cannot be both transcendent (beyond the world) and immanent (within the world).'

Evaluate this statement.

In your answer you:

- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should refer to religious arguments
- may refer to non-religious arguments
- should reach a justified conclusion.

**[12 marks]****[SPaG 3 marks]**



0 4

**Theme D: Religion, peace and conflict**

0 4 . 1

Religions teach that people should live together in peace and harmony.

Which **one** of the following means to become friends again after a relationship has broken down?

[1 mark]

- A** To reform
- B** To be reconciled
- C** To have justice
- D** To retaliate

0 4 . 2

Give **two** reasons why many religious believers are against violent protest.

[2 marks]

0 4 . 3

Explain **two** contrasting religious beliefs about nuclear weapons.

In your answer you must refer to one or more religious traditions.

[4 marks]

0 4 . 4

Explain **two** religious beliefs which show that all acts of terrorism are wrong.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

0 4 . 5

'War is the best way to solve problems between countries.'

Evaluate this statement.

In your answer you:

- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should refer to religious arguments
- may refer to non-religious arguments
- should reach a justified conclusion.

[12 marks]  
[SPaG 3 marks]

**Turn over for Theme E**

0 5

**Theme E: Religion, crime and punishment**

0 5 . 1

Religious believers accept the idea of punishment.

Which **one** of the following is **not** an aim of punishment?**[1 mark]**

- A** Forgiveness
- B** Reformation
- C** Retribution
- D** Deterrence

0 5 . 2

Give **two** causes of crime.**[2 marks]**

0 5 . 3

Explain **two** similar religious beliefs about the use of community service as a punishment.

In your answer you must refer to one or more religious traditions.

**[4 marks]**

0 5 . 4

Explain **two** religious beliefs which show that all hate crimes are wrong.

Refer to sacred writings or another source of religious belief and teaching in your answer.

**[5 marks]**

0 5 . 5

'The death penalty should never be used.'

Evaluate this statement.

In your answer you:

- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should refer to religious arguments
- may refer to non-religious arguments
- should reach a justified conclusion.

**[12 marks]**  
**[SPaG 3 marks]**

0 6

**Theme F: Religion, human rights and social justice**

0 6 . 1

Many religious believers want to end poverty.

Which **one** of the following aims to reduce poverty?

[1 mark]

- A** Fair Pay
- B** Excessive interest on loans
- C** Exploitation
- D** Idleness

0 6 . 2

Give **two** religious beliefs about social justice.

[2 marks]

0 6 . 3

Explain **two** similar religious beliefs about the responsibilities of having wealth.

In your answer you must refer to one or more religious traditions.

[4 marks]

0 6 . 4

Explain **two** religious beliefs that show why racial discrimination is wrong.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

0 6 . 5

'If everyone followed religious teachings then laws about human rights would not be needed.'

Evaluate this statement.

In your answer you:

- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should refer to religious arguments
- may refer to non-religious arguments
- should reach a justified conclusion.

[12 marks]  
[SPaG 3 marks]

**END OF QUESTIONS**

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**There are no questions printed on this page**

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## SACRE Development Plan Summary for 2019 -21

Goal for Development	Key Focus for 2019 - 21	Person(s) leading and responsible
1. Improve standards in RE	<p>Supporting A' Level</p> <p>Keep a watching brief over the impact of the new KS4 curriculum on GCSE - entries, engagement and attainment (focus for SACRE meeting Summer 2019)</p> <p>Continue Hib meetings support and signposting Conferences</p>	<p>KS and JD</p> <p>July meeting KS and Secondary bub leader</p> <p>EM EAK and KS</p>

Goal for Development	Key Focus for 2019 - 21	Person(s) leading and responsible
2. Ensure the effective management of the SACRE and partnership with the stakeholders including the LEA and SAF etc.	<p>circulate Annual report</p> <p>Attempt to speak with representative of LA about relationship with LEA and schools in Swindon</p>	<p>KS/ RG-G</p> <p>PN/KS</p>

Goal for Development	Key Focus for 2019 - 21	Person(s) leading and responsible
<p>3 .Monitor schools' provision for RE and Collective Worship as well as the spiritual, moral, social and cultural development of pupils.</p>	<p>Undertake an Agreed Syllabus Review - access Pupil Voice</p> <p>Continue to monitor provision - website check again in Autumn 2019 - new letters sent</p> <p>Offer SMSC and CW/ Assemblies training in Swindon</p>	<p>JG</p> <p>ALL</p> <p>KS</p>

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Goal for Development	Key Focus for 2019 - 21	Person(s) leading and responsible
<p>4.Encourage Schools, Academies and Colleges to celebrate the religious and cultural diversity found in Bristol</p>	<p>This can be achieved through teaching the Agreed Syllabus - monitor its usage and impact - monkey survey</p> <p>Encourage take up of the WIRE Award - which includes engagement and celebration of inclusion of all religions and beliefs</p>	<p>KS</p> <p>ALL</p>

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