



**COMMON ENTRANCE EXAMINATION AT 13+**  
**COMMON ACADEMIC SCHOLARSHIP EXAMINATION AT 13+**

**RELIGIOUS STUDIES SYLLABUS A**

*(Revised Summer 2010 for first examination in November 2011; updated Summer 2013)*

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**INTRODUCTION**

This syllabus comprises biblical studies, contemporary issues and world religions. It reflects the fact that the religious traditions of the United Kingdom are, in the main, Christian while taking into account other principal religions represented in the United Kingdom. It thus meets the requirements of the 1944 Education Act (Section 28 where appropriate) and the 1966 Education Act (Section 375).

The syllabus provides a common body of knowledge which senior schools can assume when creating their religious studies courses. It is distinctive in that candidates study a full issues-based course which requires the ability to read, interpret religious texts and understand religion in its contemporary setting. It also provides a coherent course, balanced in terms of breadth and depth, and offers all candidates, of any religious persuasion or none, the opportunity to demonstrate their attainment, irrespective of their gender or ethnic or social background.

**AIMS**

The syllabus aims at giving candidates the opportunity to:

- (i) study the foundational biblical texts of the Judeo-Christian tradition;
- (ii) acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s);
- (iii) consider the influence of the beliefs, values and traditions associated with one or more religion(s);
- (iv) consider religious and other responses to moral issues;
- (v) identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;
- (vi) develop skills relevant to the study of religion.

## **ASSESSMENT OBJECTIVES**

Candidates must demonstrate their ability to:

- AO1 recall, select, organise and deploy knowledge of the syllabus content, including the content and distinctive concepts of foundational texts and the specialist vocabulary of religion;
- AO2 describe, analyse and explain the relevance and application of religious ideas and practices, and issues arising from the study of religion and foundational texts;
- AO3 evaluate different responses to religious and moral issues, including a personal response, using relevant evidence and argument, and appropriate language and terminology.

Although the assessment objectives are expressed separately, they are not wholly discrete.

## **SYLLABUS CONTENT**

### **SECTION 1: INTERPRETING THE OLD TESTAMENT**

Candidates are expected to know and understand the selected texts listed below and have the necessary skills to evaluate the role of the biblical material in relation to contemporary issues (both ethical and theological). Biblical quotations included in the examination questions are taken from *New International Version*.

#### **God, Human Nature and Covenant**

The Creation Accounts: Genesis 1: 1-2: 25

The Garden of Eden and The Fall: Genesis 3

Cain and Abel: Genesis 4: 1-16

The Near Sacrifice of Isaac: Genesis 22: 1-19

The Exodus and Passover: Exodus 12: 1-13

The Ten Commandments: Exodus 19: 1-8 and Exodus 20: 1-17

#### **Leaders and Prophets of the Old Testament**

Moses: Exodus 3: 1-17

David: David and Bathsheba; 2 Samuel 11: 1-17

Nathan: 2 Samuel 12: 1-14

Solomon: 1 Kings 3

Elijah: 1 Kings 18: 19-46 and 1 Kings 19: 1-18

Isaiah: Isaiah 1: 10-20 and Isaiah 5: 1-7

## **SECTION 2: INTERPRETING THE NEW TESTAMENT**

### **Jesus' Teaching**

Zacchaeus: Luke: 19: 1-10

The Paralyse Man: Mark 2: 1-12

The Calming of the Storm: Mark 4: 35-41

The Rich Young Man: Mark 10: 17-31

The Woman and Simon the Pharisee: Luke 7: 36-50

The Good Samaritan: Luke 10: 25-37

The Lost Son: Luke 15: 11-32

The Sower: Luke 8: 4-8, 11-15

### **Jesus' Life, Death and Resurrection**

The Birth of Jesus: Matthew 1: 18-25

The Temptations: Luke 4: 1-13

The Call of the Disciples: Luke 5: 1-11

Peter's Declaration: Mark 8: 27-33

The Transfiguration: Mark 9: 2-13

The Sentence, Crucifixion and Burial: Mark 15: 6-47

The Resurrection: John 20: 1-29

## **SECTION 3: WORLD RELIGIONS AND CONTEMPORARY ISSUES**

Candidates are expected to have a sound knowledge and understanding of one or more world religions and/or contemporary issues. They will not be expected to evaluate ideas but to have a sympathetic understanding of the main issues, beliefs and traditions of the religion(s) they have chosen to study. The Contemporary Issues part is designed to be taught alongside Sections 1 and 2 (Interpreting the Old and New Testaments).

### **Contemporary Issues**

The areas of study broadly cover:

- science and religion
- stewardship and the environment
- law, rules and human rights
- leadership and wisdom
- social justice and treatment of the poor
- prejudice and discrimination
- attitudes to death

Candidates will be expected to show knowledge of religious and non-religious responses to these issues. (*See Appendix VII for more details of each topic.*)

## **World Religions**

The areas of study for each religion broadly cover:

- founders, prophets and teachers
- main beliefs, teachings and doctrines
- holy books
- main festivals
- main ceremonies and worship
- places of worship
- service to the community
- pilgrimage
- main traditions

Questions will be based on a selection of passages from the *Seeking Religion* series, published by Hodder Education. (See *Appendix VII* for more specific detail for each religion.)

## **COURSEWORK**

Coursework may be offered instead of the Section 3, World Religions and Contemporary Issues section. This option invites candidates to research a particular religious moral belief or practice from one major world religion as examined in Section 3. The research for this might include textbooks, interviews, internet, visiting speakers etc. (See *Appendices IV, V and VI*).

## **SCHEME OF ASSESSMENT**

The examination will be 40 minutes in length for those who have chosen a coursework option and 60 minutes in length for all other candidates. Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view.

### **Sections 1 and 2 (42 marks)**

Each section will contain four questions. Each question will be subdivided into four parts, to test knowledge, understanding and evaluation. Candidates must answer one question from Section 1 and one question from Section 2. In each of Sections 1 and 2, the texts will be grouped according to themes (e.g. God, Human Nature and Covenant). Two questions will be set for each theme. Candidates may restrict their study to one theme in each section if they wish (but this will reduce their choice of questions in the examination).

### **Section 3 (18 marks)**

This section will contain thirty-five questions, testing mainly knowledge and understanding. Candidates must answer three questions, each of which will carry equal (6) marks.

Candidates may opt instead to submit coursework, based on this section. (See *Appendix IV*).

## SCHOLARSHIP

The Common Academic Scholarship examination is based on Syllabus A and Syllabus B. Candidates are expected to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance.

The paper is 60 minutes in length and will consist of two sections with six questions in Section 1 and nine questions in Section 2.

### **Section 1: Contemporary Issues** (25 marks)

These questions will explore issues of religion, morals and values within today's society. Questions will require an essay-style response. Six questions will be set; candidates must answer one question.

### **Section 2: Old Testament, New Testament and World Religions** (25 marks)

Three structured questions will be set on each area (Old Testament, New Testament and World Religions). Candidates must answer one question.

Candidates must answer one question from Section 1 and one question from Section 2. *(Questions marked with an asterisk will be suitable for those who have been prepared for Syllabus B.)*

## APPENDIX I

### ASSESSMENT

#### RELATIONSHIP OF ASSESSMENT OBJECTIVES TO SCHEME OF ASSESSMENT IN EACH SECTION

These tables give the approximate weightings for each assessment component. In any particular examination series, however, the weightings for the assessment objectives in the examination papers may vary very slightly.

##### Common Entrance

Section	AO1	AO2	AO3	Marks
1 and 2	38%	28%	34%	42
3	100%			18
Total	69%	14%	17%	60

##### Scholarship

Section	AO1	AO2	AO3	Marks
1	20%	20%	60%	25
2	20%	40%	40%	25
Total	20%	30%	50%	50

## APPENDIX II

### ASSESSMENT CRITERIA

It is suggested that questions be marked according to the following levels of response:

#### AO1: Knowledge

##### Sections 1 and 2 (part a)

Level	Mark	Level Descriptor
1–2	1	Gives one simple piece of relevant information.
3–4	2	Gives two correct and appropriately detailed pieces of knowledge.

##### Sections 1 and 2 (part b) and Section 3

Level	Mark	Level Descriptor
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information.
2	2	Gives a <b>basic</b> answer: limited knowledge of a relevant idea presented in a structured way.
3	3	Gives a <b>broadly satisfactory</b> answer: a description presented in a structured way but lacking detail and some knowledge; moderate use of English.
4	4	Gives a <b>satisfactory</b> answer: a description showing more detailed knowledge and understanding.
5	5	Gives a <b>good</b> answer: a detailed description with a high level of knowledge and understanding.
6	6	Gives a <b>very good</b> answer: a coherent and comprehensive description with precision; almost faultless account of the details; very good command of English.

## AO2: Understanding

### Sections 1 and 2 (part c)

Level	Mark	Level Descriptor
1	1	Gives a <b>very poor</b> answer: an isolated example of a simple piece of relevant information.
2	2	Gives a <b>basic</b> answer: a limited understanding of a relevant idea.
3	3	Gives a <b>broadly satisfactory</b> answer: an explanation presented in a structured way but lacking detail and some knowledge; moderate use of English.
4	4	Gives a <b>satisfactory</b> answer: an explanation of more than one idea presented with some detail and understanding.
5	5	Gives a <b>good</b> answer: a detailed explanation of several ideas with a good level of knowledge and understanding.
6	6	Gives a <b>very good</b> answer: a coherent and comprehensive explanation of several ideas (with sound reference to background, history, other relevant passages etc); very good command of English.

## AO3: Evaluation

### Sections 1 and 2 (part d)

Level	Mark	Level Descriptor
1	1	Gives a <b>very poor</b> answer: no essay structure; a very brief answer; a statement with no reasoning; very little reference to the question; poor or irrelevant examples; makes little sense.
2	2	Gives a <b>basic</b> answer: a viewpoint is expressed with minimum justification; an example given; limited relevance.
3	3	Gives a <b>broadly satisfactory</b> answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
4	4	Gives a <b>satisfactory</b> answer: reasonably clear structure and balanced answer; some examples and sound explanation; reasonable expression; one or two relevant points made; another point of view considered, supported by reasons.
5	5	Gives a <b>good</b> answer: good, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas; another point of view considered, supported by good reasons.
6	6	Gives a <b>very good</b> answer: very good structure; ideas developed in a balanced way; well-chosen and relevant examples; another point of view considered, supported by clear reasons.
7	7	Gives an <b>excellent</b> answer: excellent structure and balanced answer; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; another point of view considered, supported by very clear reasoning.



## APPENDIX III

### SCHOLARSHIP ASSESSMENT CRITERIA

#### Section 1: Contemporary Issues (25 marks)

Level	Mark	Level Descriptor
1	1-5	Gives a <b>basic</b> answer: some structure or organisation of the ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
2	6-10	Gives a <b>competent</b> answer: reasonably clear structure and balanced answer; some examples and sound explanation; reasonable expression; one or two relevant points made with reasons. Sound CE equivalent.
3	11-15	Gives a <b>good</b> answer: good, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas with good reasons. Good CE equivalent.
4	16-20	Gives a <b>very good</b> answer: very good structure; ideas developed in a balanced way; insightful reasons/evaluation; well-chosen and relevant examples. Worthy of consideration for an award.
5	21-25	Gives an <b>excellent</b> answer: excellent structure and balanced answer; sharp reasoning; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; shows intellectual flair/spark. Clear award standard.

#### Section 2: Old Testament, New Testament and World Religions (25 marks)

##### Part a (knowledge)

Level	Mark	Level Descriptor
1	1	Gives an <b>isolated</b> example of a simple piece of relevant knowledge.
2	2	Gives <b>basic</b> knowledge of a relevant idea presented in a structured way.
3	3	Gives a <b>competent</b> description presented in a structured way but lacking detail and some understanding; moderate use of English.
4	4	Gives a <b>good</b> description showing more detailed knowledge and understanding.
5	5	Gives a <b>very good</b> and detailed description with a high level of precision and understanding.

## Section 2: Old Testament, New Testament and World Religions (continued)

### Parts b and c (understanding)

Level	Mark	Level Descriptor
1	1	Gives an <b>isolated</b> piece of knowledge and explanation.
2	2	Gives a <b>basic</b> interpretation with some relevant knowledge presented in a structured way but lacking detail and some understanding.
3	3	Gives a <b>competent</b> interpretation; able to comment on key ideas, with more developed and detailed knowledge of background ideas; moderate use of English.
4	4	Gives a <b>good</b> , detailed interpretation with a high level of precision; more developed comments on key ideas and themes; sound use of technical vocabulary.
5	5	Gives a <b>very good</b> , coherent and comprehensive interpretation with detailed, relevant and precise reference to themes and background ideas; very good use of English.

### Part d (evaluation)

Level	Mark	Level Descriptor
1	1-2	Gives a <b>basic</b> answer: some structure or organisation of the ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
2	3-4	Gives a <b>competent</b> answer: reasonably clear structure and balanced answer; some examples and sound explanation; moderate use of English; one or two relevant points made with reasons. Sound CE equivalent.
3	5-6	Gives a <b>good</b> answer: good, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas with good reasons. Good CE equivalent.
4	7-8	Gives a <b>very good</b> answer: very good structure; ideas developed in a balanced way; insightful reasons/evaluation; well-chosen and relevant examples. Worthy of consideration for an award.
5	9-10	Gives an <b>excellent</b> answer: excellent structure and balanced answer; sharp reasoning; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; shows intellectual flair/spark. Clear award standard.

## APPENDIX IV

### COURSEWORK: STRUCTURE AND ALLOCATION OF MARKS

The coursework should be between 750-1500 words. The following structure and allocation of marks should be used:

#### **Section A: Introduction and investigative methods (5 marks)**

Candidates should include:

- a cover sheet with the candidate's name, school and senior school
- a statement of the aims of the project
- some background information if applicable (e.g. 'this study is based upon a Jewish community living in West London')
- an outline of the main areas of investigation
- a statement of how the information has been collected, e.g. interviews, questionnaire, articles, library, examples of similar projects, e-mail, internet etc.

#### **Section B: Presentation of the research/data (25 marks)**

Marks will be given for knowledge, understanding and research skills. **Knowledge skills** should include good, clear description of factual material. **Understanding skills** should include an explanation of beliefs, symbols and significance (of buildings, artefacts, significant historical moments etc.) of the aspect of the religion chosen for study and research. **Research skills** should include appropriate headings/dates. Footnotes may be used so that sources can be easily identified in the bibliography. Data may include tables, maps, photographs and recorded interviews. Text extracts/quotations should be short and each one should be limited to two sentences.

#### **Section C: Conclusion (4 marks)**

Candidates might include:

- a summary of findings
- overall significance of findings
- reflections upon the adequacy of the investigative methods used
- possible areas for further investigation/research

#### **Acknowledgements (2 marks)**

Candidates should include a bibliography and a list of any other resources used.

#### **Final mark**

The 36 marks allocated to this section will be divided by two.

#### **Coursework title and submission**

Junior schools should seek approval of coursework titles from the relevant senior schools well in advance of submission. The work must be submitted to candidates' senior schools for marking during the term before Common Entrance.

## APPENDIX V

### COURSEWORK: ASSESSMENT CRITERIA

#### Introduction and investigative methods

Level	Mark	Level Descriptor
1	1	Aims <b>unclear</b> but stated.
2	2	Aims stated <b>clearly</b> ; background information given.
3	3	Aims stated clearly; background information given in reasonable detail with <b>main areas described briefly</b> .
4	4	Aims stated clearly; background information given in some detail with <b>main areas described adequately</b> .
5	5	Aims stated clearly; background information given in full with <b>main areas described fully</b> .

#### Presentation of the research/data

Level	Mark	Level Descriptor
1	1-4	Gives an <b>isolated</b> example of a simple piece of relevant knowledge; much of the information is derivative or copied from sources.
2	5-9	Gives <b>basic</b> knowledge and explanation of a relevant idea presented in a structured way.
3	10-14	Gives a <b>broadly satisfactory</b> and relevant interpretation with relevant knowledge (including pictures/diagrams etc.) presented in a structured way but lacking detail and some understanding; moderate use of English.
4	15-18	Gives a <b>satisfactory</b> interpretation; able to comment on key ideas and with more developed and detailed knowledge of background ideas.
5	19-22	Gives a <b>good</b> , detailed interpretation with a high level of precision; more developed comments on key ideas and themes; sound use of technical vocabulary.
6	23-25	Gives a <b>very good</b> , coherent and comprehensive interpretation with detailed, relevant and precise reference to themes and background ideas; uses very good English; makes judicious use of diagrams, pictures and other relevant illustrative material.

#### Conclusion

Level	Mark	Level Descriptor
1	1	<b>Basic</b> summary of conclusions stated.
2	2	Summary stated <b>clearly</b> ; comment on findings <b>adequate</b> .
3	3	<b>Good</b> , clear and succinct statement of findings.
4	4	Very clear, well-expressed statement of findings and their <b>significance</b> .

#### Acknowledgements


2 marks are available for the senior school to judge the appropriate quality of the acknowledgements, presentation, spelling, grammar etc.



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## APPENDIX VI

Word and PDF versions of this form should be downloaded from the ISEB website. This form should be attached to the candidate's coursework and sent to the senior school for marking during the term before the examination. Marking criteria can be found in the religious studies syllabus.

TO THE HEAD OF RELIGIOUS STUDIES		 Independent Schools Examinations Board	
SENIOR SCHOOL .....			
<b>RELIGIOUS STUDIES COURSEWORK</b>			
NAME .....			
PRESENT SCHOOL .....			
Component	Criteria	Max Mark	Mark Awarded
Word length	<ul style="list-style-type: none"> <li>750-1500 words</li> </ul>		
Introduction and investigative methods	<ul style="list-style-type: none"> <li>a statement of the aims of the project</li> <li>background information, if applicable</li> <li>an outline of the main areas of investigation</li> <li>a statement of how the information has been collected</li> </ul>	<b>5</b>	
Presentation: knowledge, understanding and research	<ul style="list-style-type: none"> <li>a description of factual material</li> <li>an explanation of beliefs, symbols and significance of the aspect of religion chosen for study and research</li> <li>appropriate headings, dates, footnotes, tables, maps, photographs, recorded interviews, brief text extracts, quotations</li> </ul>	<b>25</b>	
Conclusion	<ul style="list-style-type: none"> <li>a summary of findings</li> <li>reflections upon the adequacy of the investigative methods used</li> <li>possible areas for further investigation/research</li> </ul>	<b>4</b>	
Acknowledgements	<ul style="list-style-type: none"> <li>bibliography and a list of any other resources used</li> <li>quality of English, spelling etc.</li> </ul>	<b>2</b>	
Total mark	<ul style="list-style-type: none"> <li>total divided by two</li> </ul>	<b>18</b>	

**Declaration**

The work of this candidate has been undertaken under regular supervision. Any assistance given to the candidate is recorded below. The degree of teacher assistance given in the completion of the enquiry and details of any ICT used are also noted. *(Please record here a note of any assistance given.)*

This is my own work.

Candidate's name ..... Date .....

Teacher's name ..... Date .....

**TEXTS FOR SECTION 3: WORLD RELIGIONS AND CONTEMPORARY ISSUES**

**Part A: Contemporary Issues**

Page references are to Michael Wilcockson *Religious Studies ISEB Revision Guide* (second edition, Galore Park) and to Susan Grenfell's *Religious Studies for Common Entrance* (second edition, Hodder Education). However, candidates may study any sources they wish.

<b>Topic</b>	<b>Pages (Wilcockson)</b>	<b>Pages (Grenfell)</b>	<b>Specific Detail</b>
Science and Religion	100-102	8-9	Big Bang; creationism; evolution, God and science
Stewardship and the Environment	102-104	10-11 150-151	Environmental crisis, conservation, treatment of animals, the work of A Rocha
Law, Rules and Human Rights	104-110	40-41 46-49	Human rights, Martin Luther King, children's rights, law and rules, Ten Commandments, rules and morals, rights and punishment, aims and purpose of punishment, prison, death penalty
Leadership and Wisdom	110-114	28-29 60-61	Conscience, Jesus' Sermon on the Mount, Dietrich Bonhoeffer, King Solomon, leadership and authority, abuse of power
Social Justice and Treatment of the Poor	114-117	72-75 138-141	Social justice, Oscar Romero, Fair Trade, wealth and teaching on the poor, Mother Teresa, Jackie Pullinger
Prejudice and Discrimination	118-120	34-35 96-97 122-123 146-149	Meaning of prejudice and discrimination, racism and multi-racial societies, today's outcasts, Christian teaching and example: Trevor Huddleston, Meg Guillebaud
Attitudes to Death	121-124	136-137	Life after death; sanctity of

		142-145 152-155	life arguments, quality of life arguments, euthanasia and ending life, Cicely Saunders and hospice movement, war and pacifism
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### Parts B-G: World Religions

Page references are to the *Seeking Religion* (Hodder Education) series. However, candidates may study any sources they wish.

Book	Pages	Topic
<i>The Sikh Experience</i> 0340 74772 2	4-7 8 11-13 14-15 16-18 19-21 22-24 25-28 32-35 38-39 40-43 44-47	Guru Nanak Guru Angad Guru Gobind Rai The Khalsa Guru Granth Sahib Rahit Maryada Beliefs Initiation Gurdwara Festivals Marriage and funerals Places
<i>The Buddhist Experience</i> 0340 74771 4	6-7 8-9 10-11 12-17 18-19 20-29 30-31 32-37 38-41 46-47 48-51 52-53 56-59	Siddhartha Siddhartha's quest Enlightened One Dharma Sangha Types of Buddhism Refuge Buddha images Shrine Festivals Way of Life Scriptures The Wheel of Life
<i>The Jewish Experience</i> 0340 74773 0	6-9 10-14 15-17 18-20 21-22 23-27 28-30 31-33 34-36 39-46	Abraham and Moses Holy Books Beliefs Synagogue Orthodox and Reform Family life Shabbat Bar Mitzvah etc. Marriage and death Festivals



<p><i>The Christian Experience</i> 0340 74768 4</p>	<p>4-6 10-13 14-19 20-22 28-30 31-33 34-36 42-43 44-47 48-49 50-53</p>	<p>Jesus Bible Beliefs Baptism Prayer Places of worship Holy Communion Marriage Easter Festivals Pilgrimage</p>
<p><i>The Muslim Experience</i> 0340 74770 6</p>	<p>8-9 10-11 12-14 21-23 24-27 28-30 31-33 36-37 38-39 40-42 43-44 45-46 47-49 52-54</p>	<p>Awesome Muhammad Message Qur'an Beliefs Salah Mosque Zakah Sawm Hajj Birth and death Marriage Family life Festivals</p>
<p><i>The Hindu Experience</i> 0340 74769 2</p>	<p>11-14 15-19 20-22 23-25 26-31 35-41 42-44 45-49 50-52 53-55</p>	<p>Holy Books Beliefs Caste and dharma Goal God/forms Life cycle Pilgrimage Festivals Worship at home Temple</p>

## APPENDIX VIII

### TEXTBOOKS AND OTHER TEACHING RESOURCES

*The Jewish Experience*, Liz Aylett and Kevin O'Donnell, Hodder Education

*The Hindu Experience*, Liz Aylett and Kevin O'Donnell, Hodder Education

*The Christian Experience*, JF Aylett and Kevin O'Donnell, Hodder Education

*The Muslim Experience*, JF Aylett and Kevin O'Donnell, Hodder Education

*The Sikh Experience*, Philip Emmett, Hodder Education

*The Buddhist Experience*, Mel Thompson, Hodder Education

*Religious Studies for Common Entrance* (second edition), Susan Grenfell, Hodder Education – Pupil's Book and Teacher's Resource Book

*Preparing for Common Entrance Religious Studies: A Guide for Pupils* (second edition), Michael Wilcockson, Galore Park

*Religious Studies: ISEB Revision Guide* (second edition), Michael Wilcockson, Galore Park

*Religious Studies Practice Exercises 13+*, Michael Wilcockson and Susan Grenfell, Galore Park

*Religious Studies Practice Exercises 13+ Answer Book*, Michael Wilcockson and Susan Grenfell, Galore Park

Holy Bible: *New International Version*, Hodder & Stoughton

#### Other recommended resources

A Rocha, a Christian environmentalist charity based in the UK:

<http://www.arocha.org/int-en/index.html>

*Buddhism*, Mark Constance, Oxford University Press

*Christianity*, Julie Haigh, Oxford University Press

*Hinduism*, Neera Vyas, Oxford University Press

*Islam*, Stella Neal, Oxford University Press

*Judaism*, Sue Schraer, Oxford University Press

*Sikhism*, Julie Haigh, Oxford University Press

*Living Faiths* Teacher Guides to the Oxford University Press series

## APPENDIX IX

### PRE-COMMON ENTRANCE: KEY STAGE 2

#### GENERAL BIBLE KNOWLEDGE

It is recommended, both as a preparation for Common Entrance and as an insight into western culture, that pupils should know about Bible stories which they will encounter throughout their years in pre-prep and junior school. Below is a list of suggested stories.

##### Old Testament stories

- Noah
- The Story of Jacob
- Joseph and his Brothers
- Joshua
- Samson
- Ruth
- David and Goliath
- Ahab and Jezebel
- Elisha
- Jeremiah
- Daniel
- Esther
- Jonah

##### New Testament stories

- The Annunciation
- Jesus as a Boy in the Temple
- John the Baptist's Mission
- The Wedding at Cana in Galilee
- The Disciples
- The Lord's Prayer
- The Death of John the Baptist
- The Centurion's Servant
- Feeding the Five Thousand
- Martha, Mary and Lazarus
- Pentecost
- Stephen
- The Conversion of Paul
- Paul's Teaching on Love (1 Corinthians 13)

A useful resource is *Bible Stories for Today*, Harry Matthews, ISEB.

## APPENDIX X

### GLOSSARY FOR SECTIONS 1 AND 2

<b>Ark of the Covenant</b>	sacred box containing the two tablets of the Law (Ten Commandments)
<b>atonement</b>	getting back into a right relationship with God
<b>Baal</b>	Canaanite god
<b>baptism</b>	symbolic washing away of sin
<b>blasphemy</b>	speaking against God or making oneself equal to God
<b>blessed</b>	given true happiness by God
<b>Christ or Messiah</b>	anointed one
<b>covenant</b>	agreement between God and His people
<b>crucifixion</b>	Roman death penalty of being nailed to a cross
<b>disciple</b>	follower or student
<b>discrimination</b>	acting negatively against someone or some people
<b>Eden</b>	garden in Genesis 2 where everything is perfect
<b>Exodus</b>	way out or departure from Egypt
<b>faith</b>	having an active trust in someone or in God
<b>The Fall</b>	the moment when Adam and Eve sinned and fell from grace
<b>fasting</b>	going without food to enable oneself to be more aware of God
<b>justice</b>	treating others fairly
<b>miracle</b>	act of God which breaks the laws of physics
<b>pacifist</b>	person who refuses to fight or use violent force
<b>parable</b>	story comparing the Kingdom of God with everyday human events
<b>persecution</b>	harassment or ill-treatment on grounds of religious beliefs
<b>Pharisee</b>	Jewish religious teacher who taught strict obedience to the Law
<b>prejudice</b>	holding an irrational view against someone or some people
<b>prophet</b>	person chosen by God to speak God's message to the people
<b>repentance</b>	a sincere change of heart
<b>resurrection</b>	rising to new life from the dead
<b>Sabbath</b>	Jewish day of rest
<b>sacrifice</b>	giving up something for something of greater value
<b>salvation</b>	being saved and brought into relationship with God
<b>Sanhedrin</b>	Jewish ruling council
<b>sin</b>	disobeying God and separating oneself from Him
<b>Sinai/Horeb</b>	mountain of God
<b>Son of God</b>	Jesus' unique relationship with God
<b>Son of Man</b>	Jesus' role as the one who would suffer for others
<b>stewardship</b>	looking after the world for God
<b>temptation</b>	the desire to do something wrong
<b>transfiguration</b>	change of appearance
<b>wisdom</b>	ability to distinguish between good and evil
<b>worship</b>	giving praise and honour to God