

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

May–June 2022 Assessment Window

Syllabus
reference

3RB0

Religious Studies B (Short Course) Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- The format/structure of the assessments remains unchanged.
- This advance information details the focus of the content of the exams in 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 18 pages.

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General advice

- In addition to covering the content outlined in the advance information, students and teachers should consider how to:
 - manage their revision of parts of the specification that may be assessed in areas not covered by the advance information
 - manage their revision of other parts of the specification that may provide knowledge which helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers/topics/content, students should only refer to the advance information for their intended option.
- For specifications with NEA, advance information does not cover any NEA components

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).

Advance Information

Subject specific section

- For each paper, the information listed in the tables shows the major focus of the content of certain AO1 and AO2 questions.
- For the sections outlined in this notice, exam questions will sample content from the areas listed in this advance information. Note that the exam may include some or all of the content in the listed topics.
- Sections not outlined in this advance information will follow the normal examination rules.
- The information is presented in specification order and not in question order.
- Students will be credited for using any relevant knowledge from any other topic areas when answering questions. In the questions assessing the sections outlined in this advance information, there is no expectation of knowledge beyond that identified in order to achieve full marks.

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PAPER 1: Area of Study 1 – Religion and Ethics**Option 1A – Catholic Christianity****Section 1: Catholic Beliefs**

	Content
1.2	Biblical understandings of God as a Trinity of Persons: the nature and significance of God as a Trinity of Persons, including reference to the baptism of Jesus (Matthew 3:13–17) and historical development of the doctrine of the Trinity, including reference to the First Council of Nicaea and the First Council of Constantinople.
1.3	Creation: the nature and significance of the biblical account of Creation, including Genesis 1–3; and how it may be understood in divergent ways in Christianity, including reference to literal and metaphorical interpretations; the significance of the Creation account for Catholics in understanding the nature and characteristics of God, especially as Creator, benevolent, omnipotent and eternal.
1.4	The significance of the Creation account in understanding the nature of humanity: the nature and significance of the nature of humanity being created in the image of God, including reference to Genesis 1–3 and divergent understandings of humanity’s relationship with Creation (dominion and stewardship); the implications of these beliefs for Catholics today.
1.7	The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace, including John 3:10–21 and Acts 4:8–12; the implications and significance of these events for Catholic practice today.

3RB0/1B

PAPER 1: Area of Study 1 – Religion and Ethics

Option 1B – Christianity

Section 1: Christian Beliefs

	Content
1.1	The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: including reference to Matthew 3:13–17; how this is reflected in Christian worship and belief today.
1.2	The creation of the universe and of humanity: the biblical account of creation and divergent ways in which it may be understood by Christians, including as literal and metaphorical; the role of the Word and Spirit in creation, including John 1:1– 18 and Genesis 1–3; the importance of creation for Christians today.
1.3	The Incarnation: the nature and importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching, including John 1:1–18 and 1 Timothy 3:16 and its significance for Christians today.
1.7	The problem of evil/suffering and a loving and righteous God: the problems it raises for Christians about the nature of God, including reference to omnipotence and benevolence, including Psalm 103; how the problem may cause believers to question their faith or the existence of God; the nature and examples of natural suffering, moral suffering.



Section 1: Muslim Beliefs

	Content
1.2	The five roots of Usul ad-Din in Shi'a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevener and Twelver.
1.3	The nature of Allah: how the characteristics of Allah are shown in the Qur'an and why they are important: Tawhid (oneness), including Surah 16: 35–36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam.
1.4	Risalah: the nature and importance of prophethood for Muslims, including Surah 2: 136; what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad.
1.8*	Akhirah: Muslim teachings about life after death; the nature of judgement, paradise and hell; how they are shown in the Qur'an, including Surah 17: 49–72; philosophical arguments used to support a Muslim understanding of life after death; divergent ways in which Muslim teachings about life after death affect the life of a Muslim today.

*Further information can be found in the overview section for the relevant area of study in the specification.

3RB0/1D

PAPER 1: Area of Study 1 – Religion and Ethics

Option 1D – Buddhism

Section 1: Buddhist Beliefs

	Content
1.2	Dhamma: The nature and different meaning of dhamma – dependent origination/conditionality; the nature and importance of paticca-samuppada and the Three Marks of Existence, including reference to the Story of Nagasena and the Chariot in the Milinda Panha: suffering – dukkha, anicca – no fixed self and anatta – soul or essence; the implications of belief in dhamma for Buddhists today.
1.4	Second Noble Truth: the nature of samudaya – the causes of suffering, including reference to Dhammacakkappavattana Sutta, the Three Poisons; Buddhist teachings about the causes of suffering – Sermon at Benares, and how they are represented in the Wheel of Life; divergent understandings of the Wheel of Life, with reference to Theravada and Mahayana Buddhism.
1.5*	Third Noble Truth including reference to the Dhammacakkappavattana Sutta: the nature of nirodha and the cessation of tanha; Buddhist teachings about the ending of desire; the nature of the cycle of samsara; different understandings of nibbana and enlightenment and their importance for Buddhists today; philosophical arguments used to support a Buddhist understanding of life after death.
1.8	Buddhist ethical teachings: divergent Buddhist understandings of the nature, purpose and importance of kamma, including Dhammapada 181–187 and the Khuddakapatha, merit and rebirth, karuna (compassion), metta (loving kindness), pancha sila (the five precepts) and the paramitas (six perfections); the divergent applications of each of these ethical teachings in Buddhist life today.

*Further information can be found in the overview section for the relevant area of study in the specification.



PAPER 1: Area of Study 1 – Religion and Ethics**Option 1E – Hinduism****Section 1: Hindu Beliefs**

	Content
1.2	The nature and importance of understanding Brahman as Nirguna Brahman and Saguna Brahman: how Nirguna Brahman and Saguna Brahman are shown in Hindu scripture, for example Nirguna – Taittiriya Upanishad 2.7.1–2 and Saguna – Rig Veda 1.154.1–2; the nature and importance of Vaikuntha (spiritual worlds); divergent ways in which belief in each may be expressed in the life of Hindus today.
1.5*	The nature of the individual and life within Hinduism: the nature and importance of the atman (eternal self), karma, the cycle of samsara, moksha; divergent Hindu understandings of the nature of the individual and life, including interpretations of Brihadaranyaka Upanishad 4.4; and philosophical arguments used to support a Hindu understanding of life after death; why beliefs about the atman, karma, samsara and moksha are important for Hindus today.
1.6	The purpose of human life for Hindus: the nature and significance of the four aims of life (Purusharthas) dharma, artha, kama and moksha; the nature and significance of sanatana dharma (eternal law), including Bhagavad Gita 3.35; the nature and significance of varnashrama dharma (duties according to materialistic situation in life).
1.8	Hindu cosmology: the nature of the Hindu cosmology as shown in Hindu scriptures, including Rig Veda 10:129; the nature and importance of the cycle of four ages (yugas), including descriptions of the Kali Yuga in the Mahabharata, many worlds and their diverse inhabitants; the nature and divergent understandings of the importance of the concepts of prakriti (matter/nature), triguna (three qualities) and maya (illusion).

*Further information can be found in the overview section for the relevant area of study in the specification.

PAPER 1: Area of Study 1 – Religion and Ethics

Option 1F – Judaism

Section 1: Jewish Beliefs

	Content
1.1	The nature of the Almighty: how the characteristics of the Almighty are shown in the Torah, and why they are important in Jewish life today, including One, Creator, Law-Giver and Judge, including reference to Genesis 2.
1.2	The nature and importance of Shekhinah: how the divine presence is shown in the Torah and why it is important including interpretations of 2 Chronicles 7:1–3; the divergent understandings of Shekhinah found in different forms of Orthodox Judaism and the importance of them for Jews today.
1.4	The Covenant at Sinai: the nature and history of the Covenant at Sinai (the Ten Commandments), including Exodus 20; the role and significance of Moses in the Covenant at Sinai; divergent understandings of how and why the Decalogue is important in Jewish life today.
1.5	The Covenant with Abraham and his descendants: the nature and history of the Abrahamic Covenant; the role of Abraham in the Covenant, including Genesis 17; why the Promised Land covenanted to Abraham and his descendants is important for Jews today.



Section 1: Sikh Beliefs

	Content
1.2	God as Creator: the nature and importance of God as Creator (Karta Purakh) for Sikhs; Sikh teachings on God as Creator, including Guru Granth Sahib 12 and 94.
1.3	The nature of human life: the purpose and significance of life as an opportunity to unite with God; Sikh understandings of why uniting with God is important; how uniting with God will affect their lives, including Guru Granth Sahib 12.
1.4*	Sikh beliefs about life after death: the nature of karma, rebirth and mukti (liberation); how they are shown in the Guru Granth Sahib, including reference to Guru Granth Sahib 2, 11 and 78 philosophical arguments used to support a Sikh understanding of life after death; divergent understandings of how and why karma, rebirth and mukti are important for Sikh life today.
1.7	Sewa (service to others): the nature of sewa, including tan, man and dhan; the origins and purpose of sewa and its importance in the development of Sikhism, including Guru Granth Sahib 26; divergent understandings of the practice and importance of sewa in Sikh life today in reflecting the priority of service to others.

*Further information can be found in the overview section for the relevant area of study in the specification.

PAPER 2: Area of Study 2 – Religion, Peace and Conflict**Option 2A – Catholic Christianity****Section 1: Catholic Beliefs**

	Content
1.3	Creation: the nature and significance of the biblical account of Creation including Genesis 1–3; and how it may be understood in divergent ways in Christianity, including reference to literal and metaphorical interpretations; the significance of the Creation account for Catholics in understanding the nature and characteristics of God especially as Creator, benevolent, omnipotent and eternal.
1.4	The significance of the Creation account in understanding the nature of humanity: the nature and significance of the nature of humanity being created in the image of God, including reference to Genesis 1–3 and divergent understandings of humanity’s relationship with Creation (dominion and stewardship); the implications of these beliefs for Catholics today.
1.6	The events in the Paschal Mystery: Catholic teachings about the life, death, resurrection and ascension of Jesus, including reference to Luke 24; the redemptive efficacy of these events and their significance for Catholics today.
1.7	The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace, including John 3:10–21 and Acts 4:8–12; the implications and significance of these events for Catholic practice today.

PAPER 2: Area of Study 2 – Religion, Peace and Conflict**Option 2B – Christianity****Section 1: Christian Beliefs**

	Content
1.2	The creation of the universe and of humanity: the biblical account of creation and divergent ways in which it may be understood by Christians, including as literal and metaphorical; the role of the Word and Spirit in creation, including John 1:1–18 and Genesis 1–3; the importance of creation for Christians today.
1.4	The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible including Luke 22–24 and the significance of these events to understanding the person of Jesus Christ.
1.5	The nature and significance of salvation and the role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation, including John 3:10–21 and Acts 4:8–12; the nature and significance of atonement within Christianity and its link to salvation.
1.6*	Christian eschatology: divergent Christian teachings about life after death, including the nature and significance of resurrection, judgement, heaven, and hell and purgatory with reference to the 39 Articles of Religion and Catholic teachings and philosophical arguments used to support a Christian understanding of life after death; how beliefs about life after death are shown in the Bible, including reference to 2 Corinthians 5:1–10 and divergent understandings as to why they are important for Christians today.

*Further information can be found in the overview section for the relevant area of study in the specification.

Section 1: Muslim Beliefs

	Content
1.2	The five roots of Usul ad-Din in Shi'a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevener and Twelver.
1.3	The nature of Allah: how the characteristics of Allah are shown in the Qur'an and why they are important: Tawhid (oneness), including Surah 16: 35–36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam.
1.4	Risalah: the nature and importance of prophethood for Muslims, including Surah 2: 136; what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad.
1.7	al-Qadr: the nature and importance of Predestination for Muslims; how al-Qadr and human freedom relates to the Day of Judgement, including reference to Sahih Al-Bukhari 78: 685; divergent understandings of predestination in Sunni and Shi'a Islam; the implications of belief in al-Qadr for Muslims today.

Section 1: Buddhist Beliefs

	Content
1.3	First Noble Truth, including reference to the Dhammacakkappavattana Sutta: the nature of dukkha; Buddhist teachings about suffering; the different types of suffering as pain, fabrication and change; the importance of suffering for Buddhists today.
1.5*	Third Noble Truth, including reference to the Dhammacakkappavattana Sutta: the nature of nirodha and the cessation of tanha; Buddhist teachings about the ending of desire; the nature of the cycle of samsara; different understandings of nibbana and enlightenment and their importance for Buddhists today; philosophical arguments used to support a Buddhist understanding of life after death.
1.6	Fourth Noble Truth including reference to the Dhammacakkappavattana Sutta: the nature of The Middle Way – magga; Buddhist teachings about the Eightfold Path leading to nibbana; the Threefold Way: the nature, purpose and importance of sila (ethics), samadhi (meditation) and panna (wisdom); divergent understandings of the importance Eightfold Path and the Threefold Way for Buddhist life today.
1.7	Human life: divergent Buddhist understandings of the nature and importance of The Five Khandas (aggregates), including the Khandha Sutta; divergent Buddhist understandings of the nature and importance of sunnata, tathagatagarbha, Buddha-nature; divergent Buddhist understandings of the nature and importance of Arahant and Bodhisattva Ideals; divergent Buddhist understandings of the nature and history of Buddhahood and the Pure Land.

*Further information can be found in the overview section for the relevant area of study in the specification.

Section 1: Hindu Beliefs

	Content
1.3	Three aspects of the divine – Brahman, Antaryami and Bhagavan; the nature and significance of the divine as Brahman (everywhere and non-personal), Antaryami (within the heart) and Bhagavan (beyond, as a personal loving God); how the three aspects are shown in Hindu scriptures, including Mundaka Upanishad 2.1; why belief in the three aspects of the divine are important in Hindu life and for religious pluralism today.
1.4	Manifestations of the Divine: the nature and importance of how the deities are shown in Hindu scriptures; avatars and murti; the nature and role of male deities: divergent understandings of the importance of Vishnu (including Rig Veda 1.22) and Shiva; the nature and role of the female force, Shakti, including Parvati and Lakshmi.
1.5*	The nature of the individual and life within Hinduism: the nature and importance of the atman (eternal self), karma, the cycle of samsara, moksha; divergent Hindu understandings of the nature of the individual and life, including interpretations of Brihadaranyaka Upanishad 4.4 and philosophical arguments used to support a Hindu understanding of life after death; why beliefs about the atman, karma, samsara and moksha are important for Hindus today.
1.8	Hindu cosmology: the nature of the Hindu cosmology as shown in Hindu scriptures, including Rig Veda 10:129; the nature and importance of the cycle of four ages (yugas), including descriptions of the Kali Yuga in the Mahabharata, many worlds and their diverse inhabitants; the nature and divergent understandings of the importance of the concepts of prakriti (matter/nature), triguna (three qualities) and maya (illusion).

*Further information can be found in the overview section for the relevant area of study in the specification.

PAPER 2: Area of Study 2 – Religion, Peace and Conflict**Option 2F – Judaism****Section 1: Jewish Beliefs**

	Content
1.2	The nature and importance of Shekhinah: how the divine presence is shown in the Torah and why it is important including interpretations of 2 Chronicles 7:1–3; the divergent understandings of Shekhinah found in different forms of Orthodox Judaism and the importance of them for Jews today.
1.3	The nature and purpose of the Messiah: how messiahship is shown in the scriptures, including Jeremiah 23:5–8; the nature and significance of the Messianic Age and the Jewish responsibility to bring it about; divergent understandings of the Messiah in different forms of Orthodox and Reform Judaism and the importance of them for Jewish people today.
1.6	Sanctity of life: the nature and importance of Pikuach Nefesh (primacy of life); why human life is holy by Jewish people; how life is shown as special and taking precedence over everything, including Talmud Yoma 83–84; divergent understandings of how and why the principle of Pikuach Nefesh is applied by Jews today.
1.7	Moral principles and the Mitzvot: the nature and importance of the Mitzvot, including reference to the Mishneh Torah of Maimonides: Sefer Mada; the importance of the relationship between keeping the Mitzvot and free will; the Mitzvot between humans and the Almighty, and between humans; divergent understandings of the importance of the Mitzvot between the Almighty and humans, and between humans, for Jewish life today.

Section 1: Sikh Beliefs

	Content
1.1	The nature of God: how the characteristics of God are shown in the Mool Mantar, Guru Granth Sahib 1, and why the characteristics are important and why the Mool Mantar is significant for Sikhs.
1.5	Purpose of life: the nature and importance of being gurmukh (God-centred) not manmukh (self-centred) and the elimination of haumai – (ego/pride) including reference to Guru Granth Sahib 125 and 226; what actions make a gurmukh Sikh; divergent understandings of why being gurmukh and eliminating haumai is important in Sikh life today.
1.6	The oneness of humanity: how the equality of all humans is shown in the Guru Granth Sahib, including Guru Granth Sahib 349, in stories from the lives of the Gurus, including the example of Mai Bhago, and the appointment of women as teachers, and in Sikh life today; how and why complete equality of men and women is important for Sikhs today.
1.8	Sangat: the nature and history of the sangat; divergent understandings of why the sangat is important for Sikhs, including Guru Granth Sahib 1316; the concept of Sat Sangat and divergent understandings of its significance for Sikhs; problems for Sikhs living without a sangat.

END OF ADVANCE INFORMATION