

For exams January, May and November onwards
For teaching from September 2024 onwards.

SPECIFICATION



Learning
Resource
Network

LRN INTERNATIONAL GCSE **ETHICS (2146)**



THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE

Contents

Background to LRN	Page 03
Introduction	Page 04
Objective	Page 04
Mode of Delivery	Page 04
Progression	Page 04
Qualification Overview	Page 05
Assessment	Page 06
Guided Learning Hours	Page 07
Entries Codes	Page 07
Private Candidates	Page 07
Grading	Page 07
Results	Page 07
Re-takes	Page 07
Customer Service Statement	Page 08
Diversity and Equality	Page 08
Subject Content	Page 09

BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



INTRODUCTION

This specification provides an overview to the LRN International GCSE Ethics¹. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

The LRN International GCSE Ethics is designed to equip students with the comprehensive understanding of diverse religious beliefs, ethical principles, and philosophical ideas. This course encourages critical thinking and respectful dialogue about complex moral issues, fostering an appreciation for different perspectives. Students will explore the impact of religion and ethics on individuals and societies, developing their own informed viewpoints.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

The LRN International GCSE Ethics has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 2 qualification in Ethics;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

¹ LRN International GCSEs are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

QUALIFICATION OVERVIEW

Number	Subject Content	AO	Exam
1	Introduction to World Religions	1 and 3	Combination of written exam papers (externally set and marked) Paper 1: Multiple Choice and Structured Questions Duration: 2 hours Paper 2: Structured Questions Duration: 2 hours
2	Advanced Religious and Ethical Teachings	1, 2 and 3	
3	Philosophical Approaches to Religion and Ethics	1, 2, 3 and 4	
4	Interrelationship between Religion, Ethics, and Society	1, 2, 3 and 4	
5	Religion, Ethics & Global Challenges	1, 2, 3 and 4	

BREAKDOWN OF ASSESSMENT OBJECTIVES

AO 1 – Knowledge and Understanding

- Demonstrate knowledge of world religions, their core beliefs, practices, and historical development.
- Show understanding of advanced religious and ethical teachings, including their origins, interpretations, and applications.
- Identify key philosophical approaches to religion and ethics, and explain their significance in shaping thought and behaviour.
- Understand the concept of interresponsibility and how religion, ethics, and society interact and influence one another.
- Describe the relationship between religion, ethics, and global challenges, such as conflict, environmental issues, and inequality.

AO 2 – Application of Knowledge

- Apply religious and ethical teachings to real-world scenarios, exploring solutions to moral and societal dilemmas.
- Use philosophical reasoning to explain and justify positions on religious and ethical issues.
- Demonstrate how religious beliefs and ethical principles apply to current global challenges, such as climate change, poverty, and human rights.
- Examine how religious and ethical perspectives interact with society, shaping laws, cultural norms, and global cooperation.

AO 3 – Analysis and Interpretation

- Analyse the similarities and differences in world religions and their ethical teachings.
- Evaluate how philosophical approaches contribute to debates on religion, morality, and ethics.
- Explore the complex interrelationships between religion, ethics, and societal dynamics, such as inclusivity, conflict resolution, and social justice.
- Assess the impact of ethical and religious teachings on global challenges, critically considering their effectiveness and limitations.

AO 4 – Critical Evaluation and Justification

- Critically evaluate religious and ethical arguments, considering alternative perspectives and philosophical reasoning.
- Assess the role of religion and ethics in addressing societal and global challenges, including environmental, economic, and humanitarian issues.
- Justify conclusions and recommendations for resolving ethical dilemmas and societal conflicts based on religious, ethical, and philosophical principles.
- Reflect on the relevance and impact of religion and ethics in contemporary society and on a global scale.

ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting	
	Paper 1	Paper 2
AO1	50%	40%
AO2	20%	25%
AO3	20%	20%
AO4	10%	15%

GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. Please note the hours stated are indicative.

ENTRIES CODES

One entry per qualification is sufficient and will cover all the question papers including certification.

PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

GRADING

Results are reported, as 9 to 1.

RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

RE-TAKES

Whereas candidates can re-take the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification.

Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1		Introduction to World Religions	
Aim			
This subject content aims to give learners an overview of the key beliefs and practices of major religions in Great Britain. Learners will develop an understanding of the foundational aspects of each religion and how these shape the lives of their adherents. Candidates will also learn about the traditional practices within each belief system.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the key beliefs and practices of Buddhism.	1.1	Describe the key beliefs of Buddhism such as: (i) The Four Noble Truths, (ii) the Eightfold Path, and (iii) the concept of karma.
		1.2	Explain the practices central to Buddhism such as: (i) meditation, (ii) the Sangha, and (iii) the observance of precepts.
		1.3	Evaluate the significance of Buddhist rituals and festivals such as: (i) Vesak and (ii) Parinirvana Day.
2	Understand the key beliefs and practices of Christianity.	2.1	Discuss the key beliefs of Christianity including: (i) the Trinity, (ii) the resurrection of Jesus, and (iii) salvation.
		2.2	Discuss the practices central to Christianity such as: (i) worship, (ii) sacraments (e.g., baptism, Eucharist), and (iii) prayer.
		2.3	Explore the role of Christian practices in the daily lives of believers and their impact on Christian communities.
3	Understand the key beliefs and practices of Catholic Christianity.	3.1	Describe the key beliefs specific to Catholic Christianity, including: (i) the authority of the Pope, (ii) the sacraments, and (iii) the concept of purgatory.
		3.2	Explain the practices central to Catholicism, such as:

			(i) the Mass, (ii) confession, and (iii) the veneration of saints.
		3.3	Explore the significance of Catholic rituals and observances, including: (i) Lent, (ii) Holy Week, and (iii) the Eucharist.
4	Understand the key beliefs and practices of Islam.	4.1	Describe the key beliefs of Islam, including: (i) the Five Pillars, (ii) the belief in Allah, and (iii) the importance of the Quran.
		4.2	Explain the practices central to Islam, such as: (i) prayer (Salah), (ii) fasting (Sawm during Ramadan), and (iii) the pilgrimage to Mecca (Hajj).
		4.3	Explore the importance of Islamic rituals and observances in the lives of Muslims, including: (i) the celebration of Eid al-Fitr and (ii) Eid al-Adha.
5	Understand the key beliefs and practices of Hinduism.	5.1	Discuss the key beliefs of Hinduism, including: (i) the concepts of dharma, (ii) karma, (iii) moksha, and (iv) the significance of the Vedas.
		5.2	Explain the practices central to Hinduism, such as: (i) puja (worship), (ii) meditation, and the observance of festivals like (iii) Diwali and (iv) Holi.
		5.3	Explore the role of rituals and religious observances in the life of Hindus, including the significance of pilgrimage to sacred sites.
6	Understand the key beliefs and practices of Judaism.	6.1	Define the key beliefs of Judaism, including: (i) the covenant with God, (ii) the Torah, and (iii) the concept of mitzvot (commandments).

		6.2	Explain the practices central to Judaism, such as: (i) Shabbat, (ii) kosher dietary laws, and the observance of festivals like (iii) Passover and (iv) Yom Kippur.
		6.3	Explore the role of Jewish rituals and religious practices in the life of Jewish communities such as: (i) the significance of the synagogue.
7	Understand the key beliefs and practices of Sikhism.	7.1	Describe the key beliefs of Sikhism, including: (i) the belief in one God, (ii) the teachings of the Guru Granth Sahib, and the concept of (iii) seva (selfless service).
		7.2	Explain the practices central to Sikhism, such as: (i) the Five Ks, (ii) the importance of the Gurdwara, and (iii) the practice of community service (Langar).
		7.3	Explore the significance of Sikh rituals and observances, including: (i) the celebration of Vaisakhi and (ii) the role of daily prayers.

2	Advanced Religious and Ethical Teachings		
Aim			
This unit aims to delve deeper into the ethical teachings and applications of major world religions, examining how these teachings shape moral decision-making and influence societal norms. Learners will explore the intersection of religion and ethics in contemporary contexts, focusing on complex moral issues and the role of religion in guiding ethical behavior.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the role of religious teachings.	1.1	Describe how sacred texts, such as the Bible, Quran, Torah, Vedas, and Guru Granth Sahib, provide ethical guidance on issues such as: (i) justice, (ii) human dignity, and (iii) community responsibility.
		1.2	Explain the interpretation of religious teachings by leaders and institutions in addressing modern ethical dilemmas.
		1.3	Summarise the influence of religious teachings on (i) laws, (ii) governance, and (iii) societal norms in various cultural contexts.
		1.4	Explore the ways in which religious teachings inspire individual and collective action towards social justice and ethical living.
2	Be able to understand the purpose of religious ethics.	2.1	Examine the ethical principles in religions such as Christianity, Islam, Hinduism, and Sikhism, and their application to issues like: (i) bioethics, (ii) environmental ethics, and (iii) medical ethics.

		2.2	Summarise religious perspectives on contemporary ethical issues such as: (i) war, (ii) peace, and (iii) conflict resolution.
		2.3	Define the role of religious ethics in family life, including topics like: (i) marriage, (ii) gender roles, and (iii) the sanctity of life..
		2.4	Explain the interaction between religious ethics and secular moral frameworks in addressing modern societal challenges.
3	Understand the relationship between religion, ethics, and cultural diversity.	3.1	Explore how religious teachings accommodate or challenge cultural diversity and pluralism.
		3.2	Explain the role of religious ethics in interfaith dialogue and the promotion of global ethical standards.
		3.3	Explore how religious and ethical perspectives shape responses to global issues such as: (i) poverty, (ii) inequality, and (iii) human rights violations.
		3.4	Define the challenges and opportunities presented by religious pluralism in multicultural societies, with a focus on ethical coexistence and mutual respect.

3		Philosophical Approaches to Religion and Ethics	
Aim			
This subject content focuses on major philosophical questions and theories related to religion and ethics, providing learners with the tools to engage with complex moral and existential issues. Learners will explore the dynamic interrelationship between philosophical concepts and ethical framework of major belief systems.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Be able to demonstrate an understanding of philosophical arguments concerning the nature of religious belief.	1.1	Assess the main arguments for the existence of God, including the: (i) cosmological, (ii) teleological, and (iii) ontological arguments.
		1.2	Summarise the philosophical concept of evil and suffering as an opposing argument to religious belief.
		1.3	Explain the role of faith and reason in religious belief, drawing on key philosophical perspectives.
		1.4	Explore philosophical responses to religious experiences and their significance for belief in God.
2	Understand the nature of ethical theories.	2.1	Compare and contrast key ethical theories, such as: (i) utilitarianism, (ii) deontology, (iii) virtue ethics, and (iv) natural law.
		2.2	Explain the application of these theories to moral dilemmas, including: (i) euthanasia, (ii) abortion, (iii) capital punishment, and (iv) animal rights
		2.3	Summarise the strengths and limitations of each ethical theory in addressing contemporary ethical issues.
		2.4	Explain the influence of religious ethics on secular moral reasoning and decision-making.

4	Interrelationship between Religion, Ethics, and Society		
Aim			
This subject content will introduce learners to the various interactions between religion, ethics, and society, focusing on how religious and ethical perspectives shape and are shaped by social, political, and cultural contexts. Learners will explore the influence all of the three components have on each other.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the role of religion in shaping society.	1.1	Define the historical and contemporary influence of religion on legal systems, including concepts of justice and human rights.
		1.2	Explain the impact of religious beliefs on social issues such as: (i) marriage, (ii) gender roles, and (iii) social justice.
		1.3	Examine the challenges and opportunities of religious pluralism in a multicultural society.
		1.4	Explore the role of interfaith dialogue.
2	Understand the ethical implications of social developments.	2.1	Explore the ethical issues arising from advances in biotechnology, including: (i) genetic engineering, (ii) cloning, and (iii) stem cell research.
		2.2	Summarise the ethical challenges posed by environmental degradation and climate change from both religious and secular perspectives.
		2.3	Summarise the role of religious and ethical perspectives in debates over global conflicts, war, and peace.
		2.4	Explore the ethical considerations related to: (i) economic inequality, (ii) poverty, and (iii) global justice.

5		Religion, Ethics & Global Challenges	
Aim			
This unit explores the complex interactions between religion, ethics, and global issues. Learners will examine how religious and ethical perspectives shape responses to contemporary challenges such as human rights, social justice, and environmental sustainability. The unit aims to provide a deep understanding of the role of religious ethics in a rapidly changing and diverse world, preparing learners to navigate and address global ethical dilemmas.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the intersection of religion, ethics, and politics.	1.1	Assess the role of religion in political discourse and policy-making, with examples from different regions.
		1.2	Explore the ethical implications of religious involvement in political activism and social movements.
		1.3	Summarise the concept of secularism and its impact on religious freedom and expression.
		1.4	Explore the challenges of balancing religious and secular ethics in governance and law.
2	Understand the role of religion and ethics in global issues.	2.1	Explain the ethical dimensions of global issues such as (i) human trafficking, (ii) terrorism, and (iii) migration from a religious perspective.
		2.2	Summarise the role of religious organisations in humanitarian efforts and peacebuilding initiatives.
		2.3	Summarise the ethical challenges posed by globalisation and cultural exchange, including the spread of religious beliefs and practices.
		2.4	Explore the role of ethical theories in addressing global environmental crises and promoting sustainability.