Questions matter

GCSE
RELIGIOUS STUDIES
SHORT COURSE

GCSE (8061)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8061
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Religious Studies: Short course

Our GCSE covers a range of religions and philosophical and ethical themes, ensuring you and your students have a variety of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare them for further study.

Highlights include:

- this short course is co-teachable with our GCSE Religious Studies full course
- experienced subject experts and teachers helped us create a clear and straightforward approach to assessment
- our questions enable students of all abilities to show what they know.

You can find out all about our Religious Studies: Short Course qualification at aqa.org.uk/religious-studies

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/8061 to see all our teaching resources. They include:

- schemes of work
- specimen questions and marked exemplars
- resources listed for each of the religions and themes
- step-by-step guidance for assessment
- guidance to new content for each religion
- training courses to help you deliver AQA GCSE Religious Studies
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8061 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- sample papers and mark schemes for new courses

- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

Analyse your students' results with Data Insights

We've replaced Enhanced Results Analysis (ERA) with a new platform – Data Insights. It does the same things as ERA – and more. Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching. Find out more at aqa.org.uk/data-insights

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Time in the classroom is precious, but we understand that as your career develops, the skills and knowledge you need may change. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Feedback sessions to understand how students have performed in this year's exams.
- Virtual communities where you can chat to teachers in your subject area about what's important to you.

This is just the start . Our events calendar is full of different ways for you to learn, understand and be inspired. Find out more at aqa.org.uk/professional-development.

Help and support available

Visit our website for information, guidance, support and resources at aqa.org.uk/8061

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformed-religious-studies

Alternatively, you can call or email our subject team direct.

E: religiousstudies@aqa.org.uk

T: 0161 957 3881

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

There is one examined component containing the following:

- Section A: The study of religions: beliefs and teachings (page 9)
- Section B: Thematic studies: religious, philosophical and ethical studies (page 13)

2.2 Assessments

Beliefs, teachings and ethical studies
What's assessed Section A: The study of religions: beliefs and teachings of **two** religions from the following: • Christianity • Islam • Judaism • Buddhism. Section B: Thematic studies: religious, philosophical and ethical studies: • Theme A: Relationships and families • Theme B: Religion, peace and conflict **How it's assessed** • Written exam: 1 hour 45 minutes • 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG) • 100% of GCSE Short course
Questions Section A: • Students answer questions on two religions • The questions within each religion have a common structure made up of five-part questions of 1, 1, 4, 6 and 12 marks. Section B: • Students answer questions on both themes • The questions within each theme have a common structure made up of five-part questions of 1, 1, 4, 6 and 12 marks. All questions are marked out of 24.

3 Subject content

This specification covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies: short course.

Students should consider different beliefs and attitudes to the issues studied, both religious and non-religious issues, in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include the following: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content.

3.1 Section A: The study of religions: beliefs and teachings

Students should study two of the following:

- Christianity
- Islam
- Judaism
- Buddhism.

3.1.1 Christianity

Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs and teachings studied on individuals, communities and societies.

Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. They must study the specific differences identified below.

3.1.1.1 Key beliefs

- The nature of God:
  - God as omnipotent, loving and just, and the problem of evil and suffering
  - the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

3.1.1.2 Jesus Christ and salvation

- Beliefs and teachings about:
  - the incarnation and Jesus as the Son of God
  - the crucifixion, resurrection and ascension
  - sin, including original sin
  - the means of salvation, including law, grace and Spirit
  - the role of Christ in salvation including the idea of atonement.

3.1.2 Islam

Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs and teachings of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs and teachings studied on individuals, communities and societies.

Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam. They must study the specific differences identified below.

3.1.2.1 Key beliefs

- The six articles of faith in Sunni Islam and five roots of 'Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

3.1.2.2 Authority

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
  - Qur'an: revelation and authority
  - the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

3.1.3 Judaism

Students should be aware that Judaism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs and teachings of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs and teachings studied on individuals, communities and societies.

Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism. They must also study the differences identified below.

3.1.3.1 Key beliefs

- The nature of God:
  - God as one
  - God as Creator
  - God as Law-Giver and Judge, loving and merciful.
- The divine presence (Shekhinah).
- Beliefs about life after death, including judgement and resurrection.
- The nature and role of the Messiah, including different views on the role and importance of the Messiah.

3.1.3.2 The Covenant and the mitzvot

- The promised land and the Covenant with Abraham, Genesis 12:1-3.
- The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17.
- Key moral principles including justice, healing the world, charity and kindness to others.
- The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).
- The relationship between free will and the 613 mitzvot.
- Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance.

3.1.4 Buddhism

Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs, teachings and practices of Buddhism specified below and their basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Buddhism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of Buddhist perspectives in their answers, for example, Theravada, Mahayana, Zen and Pure Land. They must study the specific differences identified below.

3.1.4.1 Key Beliefs

The Dhamma (Dharma)

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:
  - anicca (impermanence)
  - anatta (no fixed self)
  - dukkha (unsatisfactoriness of life, suffering).
- The human personality, in the Theravada and Mahayana traditions:
  - Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
  - Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny:
  - different ideals in Theravada and Mahayana traditions: Arhat (a ‘perfected person’) and Bodhisattva ideals
  - Buddhahood and the Pure Land.

3.1.4.2 The Buddha and the Four Noble Truths

- The Buddha’s life and its significance:
  - the birth of the Buddha and his life of luxury
  - the Four Sights: illness, old age, death, holy man (Jataka 075)
  - the Buddha’s ascetic life
  - the Buddha’s Enlightenment.

- The Four Noble Truths:
  - suffering (dukkha) including different types of suffering
  - the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate

    - the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
    - the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.
- Ethical teachings:
    - kamma (karma) and rebirth
    - compassion (karuna)
    - loving kindness (metta)
    - the five moral precepts:
        - do not take life
        - do not take what is given
        - do not misuse the senses
        - do not speak falsehoods
        - do not take intoxicants that cloud the mind.
    - the six perfections in the Mahayanan tradition:
        - generosity
        - morality
        - patience
        - energy
        - meditation
        - wisdom, including how the individuals develop these perfections within themselves.

3.2 Section B: Thematic studies: religious, philosophical and ethical studies

Students should study **both** Theme A: Relationships and families and Theme B: Religion, peace and conflict.

Students should study religious and non-religious beliefs, such as atheism and humanism, in contemporary British society about the issues raised.

In addition, students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.

Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts. They may refer to any relevant religious text such as the Pali Canon, the sermons of the Buddha, the Bible, the Catechism of the Catholic Church, the Vedas and Upanishads, the Qur'an and Hadith, the Torah and Talmud, and the Guru Granth Sahib.

As part of the supporting material for this specification, AQA will publish a list of appropriate texts. These will not be required for study, alternatives may be used and no questions will be set on them.

Students should be able to demonstrate the knowledge that and understanding that:

- the religious traditions of Great Britain are, in the main, Christian
- the religious traditions in Great Britain are diverse.

Students may draw on Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism as well as other religious and non religious beliefs such as atheism and humanism.

3.2.1 Theme A: Relationships and families

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and a contrasting belilef:

- Contraception.
- Sexual relationships before marriage.
- Same sex relationships.

3.2.1.1 Sex, marriage and divorce

- Human sexuality including: heterosexual and same sex relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

3.2.1.2 Families and gender equality

- The nature of families, including:
  - the role of parents and children
  - extended families and the nuclear family.
- The purpose of families, including:
  - procreation
  - stability and the protection of children
  - educating children in a faith.
- Contemporary family issues including:
  - same-sex parents
  - polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

3.2.2 Theme B: Religion, peace and conflict

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

On the following three issues they must be able to explain a belief from the main religious tradition in Britain (Christianity) and a contrasting belief:

- Violence.
- Weapons of mass destruction.
- Pacifism.

3.2.2.1 Religion, violence, terrorism and war

- The meaning and significance of:
  - peace
  - justice
  - forgiveness
  - reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.

3.2.2.2 Religion and belief in 21st century conflict

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Religious Studies: Short course include questions that allow students to demonstrate their ability to:

- apply knowledge and understanding of **two** religions
- apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to:

- develop their knowledge and understanding of religions and non-religious beliefs
- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Religious Studies: Short course specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of religion and belief, including:
  - beliefs, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

4.2.1 Assessment objective weightings for GCSE Religious Studies: Short course

Assessment objectives (AOs)	Component weightings (approx %)	Overall weighting (approx %)
	Paper 1	
AO1	50	50
AO2	50	50
Overall weighting of components	100	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Section A – one option from 8061/1 to 8061/4	27	1	27
Section B – one option from 8061/1 to 8061/4	27	1	27
Section C – 8061/5	48	1	48
		Total scaled mark:	102

4.4 Assessment structure

4.4.1 Section A: Study of religions

For each exam

- students must answer questions on two specified religions
- one compulsory five-part question will be set on each religion
- the structure of the question will be identical across all religions
- each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2
- marks will be allocated as follows: 1, 1, 4, 6 and 12,

- in each five-part question, AO1 is tested in the first four questions
- AO2 is assessed through the 12 mark extended writing question
- up to 3 marks are awarded for spelling, punctuation and grammar (SPaG) based on performance in the 12 mark extended writing questions.

4.4.2 Section B: Themes

For each exam

- students must answer questions on two compulsory themes
- one compulsory five-part question will be set per theme
- each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2
- marks will be allocated as follows: 1, 1, 4, 6 and 12
- in each five-part question, AO1 is tested in the first four questions
- AO2 is assessed through the 12 mark extended writing question.

4.5 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12 mark questions against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1

Level	Performance descriptor	Marks awarded
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Religious Studies: Short course	Option A: Buddhism and Christianity	8061A	4610
	Option B: Buddhism and Islam	8061B	4610
	Option C: Buddhism and Judaism	8061C	4610
	Option D: Christianity and Islam	8061D	4610
	Option E: Christianity and Judaism	8061E	4610
	Option F: Islam and Judaism	8061F	4610

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8399/8.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email: privatecandidates@aqa.org.uk

Questions matter

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8061

You can talk directly to the Religious Studies: Short course subject team:

E: religiousstudies@aqa.org.uk

T: 0161 957 3881

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