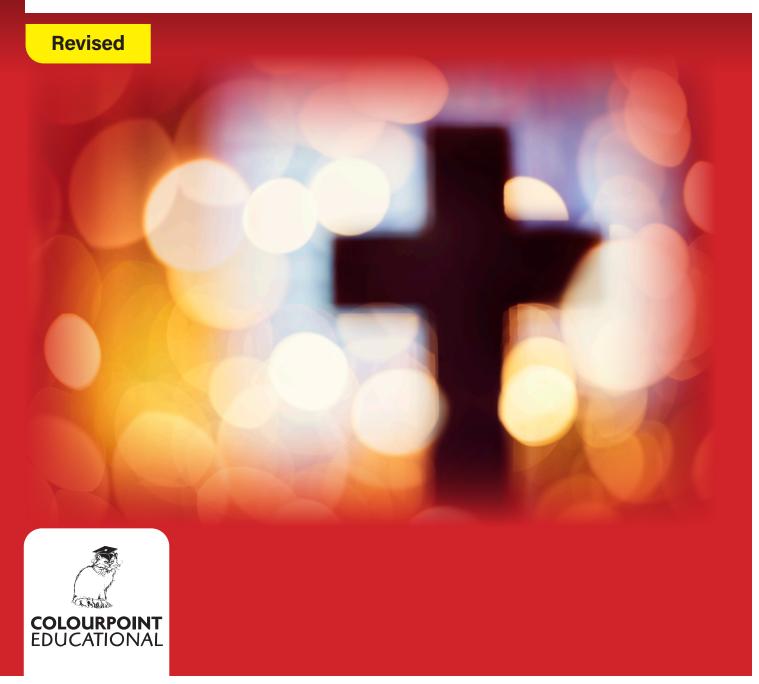
Anne Hughes and Juliana Gilbride

CCEA GCSE

THE CHRISTIAN CHURCH



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INTRODUCTION

This book addresses unit 1 The Christian Church through a Study of the Catholic Church and the Protestant Tradition; and unit 2 The Christian Church with a Focus on EITHER the Catholic Church OR the Protestant Church.

As these units overlap but do not cover all of the same material, you will find a separate contents page for each unit of study. Unit 2 is divided into two: 2a The Christian Church with a Focus on the Catholic Church and 2b The Christian Church with a Focus on the Protestant Church.

To follow your chosen unit of study you simply need to select the contents page that addresses your unit.

Each unit is labeled with a coloured button:







You will find buttons beside each section heading and within each 'Questions' box to indicate whether it is relevant to your chosen study or not. There are also handy 'Teacher's notes' to assist you further throughout the book. Remember you should always refer to CCEA's official specification and website (https://ccea.org.uk) for the most up-to-date information on your unit of study.

ACHER'S NOTE

For those studying units 1 'The Christian Church through a study of the Catholic Church and the Protestant Church' and 2b 'The Christian Church with a focus on the Protestant Church':

To cover the content, students may learn about a different Protestant Church for each learning outcome.

EXERCISES

There are various exercises throughout the book to aid learning. They are labelled with different icons.



ACTIVITY

These exercises are designed to improve skills such as thinking, problem-solving, decision-making and being creative.



IN A GROUP

These exercises are designed to encourage group participation and debate. They aim to improve skills such as communication and working with others.



FURTHER THINKING

These extended exercises are designed to encourage research and wider learning. They aim to improve skills such as using ICT, self-management, managing information, thinking, problem-solving and decision-making.



QUESTIONS

These are examples of the types of question that could be found on a GCSE exam paper. They aim to test knowledge, understanding and evaluation skills. These skills can be identified by the trigger or command words used in each question:

Knowledge

There are two types of knowledge questions in the examination. In the book they appear inside a yellow box:

- 1. Short answers worth 1–3 marks. They usually begin with one of the following words:
 - What...
 - When...
 - Where...
 - Why...
 - Name...
- 2. Short paragraph answers worth 5 marks. They usually begin with one of the following words or phrases:
 - Describe...
 - Outline...

Understanding

These questions require short paragraph answers and are worth 5 marks. They require an explanation and in the book they appear inside a blue box. They usually begin with:

• Explain...

Evaluation

There are two types of evaluation questions in the examination. In the book they appear inside an orange box:

- 1. Short paragraph answers worth 5 marks. These questions are open ended. They take the following wording:
 - "[A statement]" Do you agree with this statement? Give reasons for your answer.
 - Do you think...? Give reasons for your answer.
- 2. Extended paragraph answers worth 10 marks. These questions are open ended. They take the following wording:
 - "[A statement]" Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

These questions require a response to the statement and are asking for evidence and examples to back up the evaluation (own opinion). For 5-mark evaluation questions, you can respond positively (agree) or negatively (disagree); or combine both positive and negative points. It is the quality of the argument that attracts marks rather than the viewpoint adopted. For 10-mark evaluation questions, you must offer both positive and negative points in order to develop both sides of the argument.

NOTE: You will find buttons within each 'Questions' box to indicate whether it is relevant to your chosen study or not. For example:







LEARNING OUTCOMES

At the end of each chapter there is a useful table to track learning. These tables are designed to check knowledge and understanding, and highlight any areas that need improvement.

GLOSSARY

Pages 165–168 provide a valuable glossary of key terms.

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Pages 169–173 provide a useful index of key words.

BIBLE TRANSLATION

For all Bible quotations and references, this book uses the Good News Bible.



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