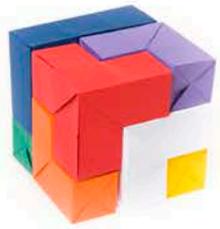


GCSE 2016 Religious Studies

Launch event

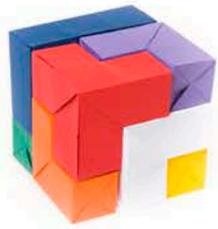
Autumn 2015





Agenda

- GCSE reforms and new requirements
- Our specifications:
 - Specification B – Full and Short Course
 - Specification A – Full and Short Course
- Support and resources
- Next steps



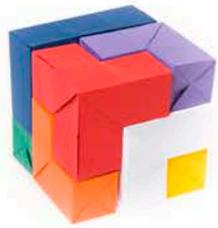
Inspiring Great Teaching

A specification to suit everyone – With our suite of two full courses and two short courses, you can pick the one that meets the needs of all your students.

Familiar topics – Our areas of study focus on the key questions in Ethics, Philosophy, Peace and Conflict as well as focusing on the beliefs, teachings and practices for each religion.

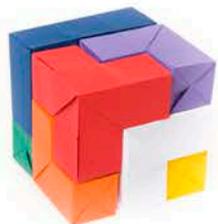
Clear and straightforward question papers, mark schemes and assessment grids

- **Excellent support** with a planners, mapping documents, getting started guides and exemplars

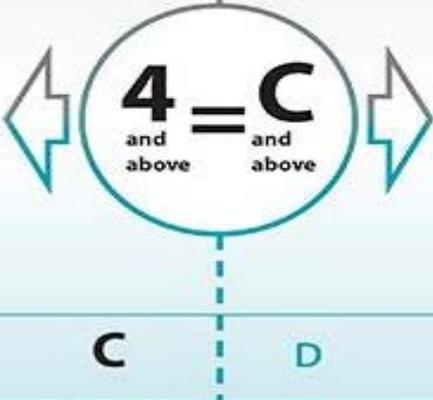


GCSE Reform

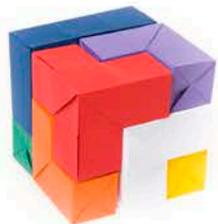
- Fully linear structure and updated subject criteria for content and assessment
- New 9-1 grading scale with 9 being the top level
- Tiering only in certain subjects such as Maths and Science
- Policy of external assessment only unless non-examined assessment (coursework) is the only valid option. GCSE RS is 100% external assessment (exam).



Grading

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
 <ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.									
A*		A	B	C	D	E	F	G	U

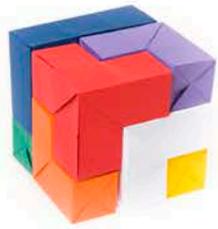
- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve an **A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**.



Timeline

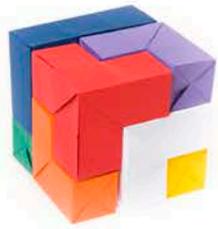
Specification	2015	2016	2017	2018
Current Specification	Summer series as normal	Summer series as normal	Last assessment	
New 2016 Specification		First teaching of two year GCSE		First assessment for full course

- The last available assessment for the current GCSEs will be June 2017
- The reformed GCSEs will be reported in the 2018 performance tables



The GCSE reforms: DfE Requirements

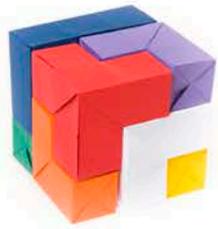
- Students must study two religions
- More content has been added to the criteria and now details Areas of Study for each religion
- Specific philosophical, ethical and religious themes have been introduced
- The criteria has been split into two parts (A & B) to allow specifications to be designed with two different approaches
 - One allows a 75/25 split between 2 religions
 - One allows a 50/50 split between 2 religions



The GCSE reforms: Religions

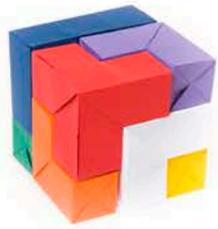
Students must study **two** religions, from the following:

- Buddhism
- Christianity or Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism



The GCSE reforms: Assessment Objectives

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of religion and belief including: <ul style="list-style-type: none">• beliefs, practices and sources of authority• influence of individuals, communities and societies• similarities and differences within and/or between religions and beliefs	50%
AO2	Analyse and evaluate aspects of religion and belief, including their significance and influence.	50%



Our research

- We have worked with the teaching community, higher education, learned societies and subject associations to design our new GCSE Religious Studies specifications for 2016.
- Our ambition has been to develop Religious Studies qualifications that you will know and recognise, and to allow you to teach topics and religions you know your students will enjoy.
- We have commissioned and conducted our own research, including international benchmarking and trialing. This research will help us to build on the strengths of our current specification and to identify the skills students need to progress to further study in Religious Studies.



Our Offer:

Two Full course specifications



Specification A Faith and Practice in the 21st Century	Specification B Beliefs in Action
<ul style="list-style-type: none">• Study of two religions split 75/25• Primary religion is Christianity, Catholic Christianity or Islam• Choice of Philosophy and Ethics or Textual Study in primary religion	<ul style="list-style-type: none">• Study of two religions split 50/50• Any combination of the two religions*• Choose two components from:<ul style="list-style-type: none">• Ethics,• Peace & Conflict,• Philosophy

*The two religions can not be Christianity and Catholic Christianity



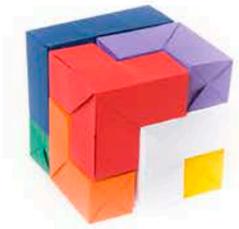
Our Offer:

Two short course specifications

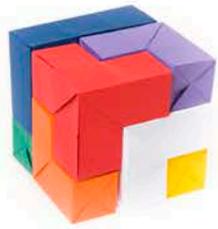


Specification A: Faith and Practice in the 21st Century (short course)	Specification B: Beliefs in Action (short course)
<ul style="list-style-type: none">• Study of two religions split 50/50• Must choose one of for Paper 1: Christianity, Catholic Christianity or Islam• Choice of 7 religions for paper 2 (must be different from paper 1)*	<ul style="list-style-type: none">• Study of two religions split 50/50• Any combination of the two religions*• two components from:<ul style="list-style-type: none">• Ethics,• Peace & Conflict

*The two religions can not be Christianity and Catholic Christianity



Specification B: Full and Short Course

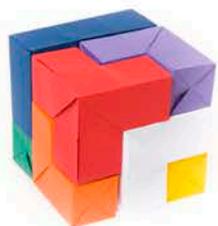


Specification B: Beliefs in Action

- Choice of 2 from 7* religions allowing you to build a course to suit your students
- Equally weighted components to allow you to focus 50% on each religion and area of study
- Teach key themes and content through Philosophical and Ethical issues to help bring the course to life
- Choice of 2 components from a list of 3 to help you engage your students

*The two religions can not be Christianity and Catholic Christianity

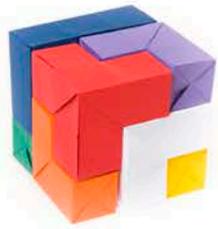




GCSE Specification B: Full course overview



Religion & Ethics Choice of 7 religions (must be different to paper 2 or 3)	Religion, Peace and Conflict Choice of 7 religions (must be different to papers 1 or 3)	Religion, Philosophy and Social Justice Choice of 7 religions (must be different to paper 1 or 2)
Belief in God Depending on the religion - Belief in God, Belief in Allah, Belief in the Almighty or Belief in God and Existence		
<ul style="list-style-type: none">• Marriage and the Family	<ul style="list-style-type: none">• Crime and Punishment	<ul style="list-style-type: none">• Religious Experience
Living the Religious Life Depending on the religion - Living the Christian/Islamic/Catholic/Jewish/Buddhist/Sikh or Hindu Life		
<ul style="list-style-type: none">• Matters of Life and Death	<ul style="list-style-type: none">• Peace and Conflict	<ul style="list-style-type: none">• Equality
50% exam (1hr 45 mins)	50% exam (1hr 45 mins)	50% exam (1hr 45 mins)
Students choose of 2 of the 3 papers *The two religions can not be Christianity and Catholic Christianity		

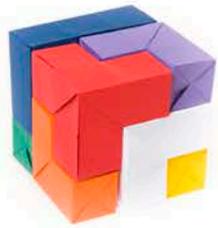


Specification B full course: Assessment Structure



Papers 1, 2 and 3 (students take 2 of these papers):

- short open, open response and extended writing questions for **questions 1–4**.
- SPaG and technical language is assessed in part d) of Q1 and 3 totalling 6 marks
- **118 marks in total**



Specification B - assessment – paper 1 (Christianity)



Question 1: Beliefs

(a) Outline three features of the problem of evil and suffering for people who believe in God

(3)

(b) Explain two reasons why the crucifixion of Jesus is important for Christians.

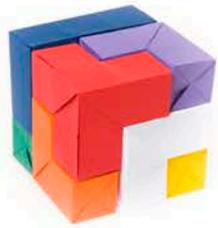
(4)

(c) Do you think the theory of evolution proves that God did **not** create human beings?

(9)

(d) "If God is benevolent, human beings can do anything they want." Evaluate this statement, considering more than one perspective. You must refer to Christianity in your answer.

(15 -3 for SPaG)

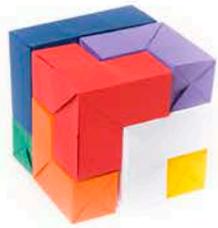


Specification B - assessment – paper 1 (Catholic Christianity)



Question 4: Matters of Life and Death

- (a)** Outline three beliefs about the sanctity of life **(3)**
- (b)** Explain two ways in which the equality of men and women is shown in the Bible. **(4)**
- (c)** Do you think the laws about prejudice and discrimination are still needed? **(9)**
- (d)** “There is no evidence for life after death.”
Evaluate this statement, considering more than one perspective. You must refer to Catholic Christianity in your answer. **(12)**

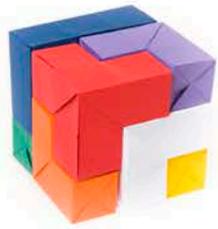


Specification B - assessment – paper 2 (Buddhism)



Question 3: Living the Religious Life

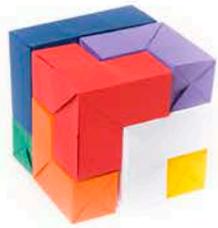
- (a) Outline three reasons why Buddhists celebrate Wesak **(3)**
- (b) Explain two reasons living near a vihara may be important for Buddhists **(4)**
- (c) Do you think retreats are important for Buddhists today? **(9)**
- (d) “The Bodhisattva ideal is impossible for people to achieve.”
Evaluate this statement, considering more than one perspective. You must refer to Buddhism in your answer. **(15 – 3 SPAG)**



Specification B - assessment – paper 2 (Islam)

Question 4: Peace and Conflict

- (a) Outline three of the main causes of conflict (3)
- (b) Explain two ways a Muslim group is working for peace today. (4)
- (c) Do you think it is possible to have a just war? (9)
- (d) “All wars are caused by unfairness in society.” Evaluate this statement, considering more than one perspective. You must refer to Islam in your answer. (12)

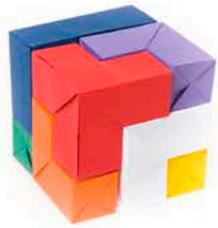


Specification B - assessment – paper 3 (Judaism)



Question 2: Religious Experience

- (a) Outline three ways the ultimate reality might be understood (3)
- (b) Explain two reasons why miracles might help people to believe in the Almighty. (4)
- (c) Do you think visions are real?
(9)
- (d) "In today's world people should not believe in life after death." Evaluate this statement, considering more than one perspective. Your must refer to Judaism in your answer. (12)

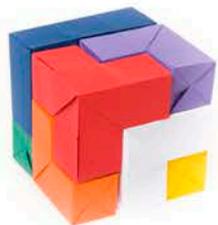


Specification B - assessment – paper 3 (Hinduism)



Question 4: Equality

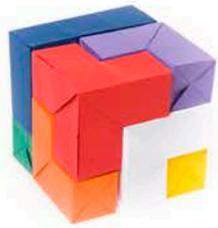
- (a) Outline three features of the law against discrimination due to race
(3)
- (b) Explain two reasons why dharma is important to Hindus
(4)
- (c) Do you think Hindu groups working for woman rights can change the way women are treated?
(9)
- (d) “A good Hindu will always give to the poor.” Evaluate this statement, considering more than one perspective. You must refer to Hinduism in your answer.
(12)



GCSE Specification B: Short course overview



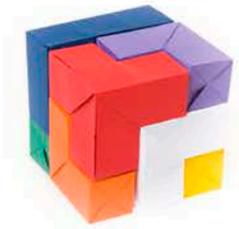
Paper 1 Religion & Ethics Choice of 7 religions (must be different to paper 2)	Paper 2 Religion, Peace and Conflict Choice of 7 religions (must be different to paper 1)
Beliefs Depending on the religion - Christian Beliefs, Islamic Beliefs, Catholic Christian Beliefs, Jewish Beliefs, Buddhist Beliefs, Sikh Beliefs and Hindu Beliefs	
<ul style="list-style-type: none">• Marriage and the Family	<ul style="list-style-type: none">• Peace and Conflict
50% exam (50 mins)	50% exam (50 mins)
Both papers must be taken *The two religions can not be Christianity and Catholic Christianity	



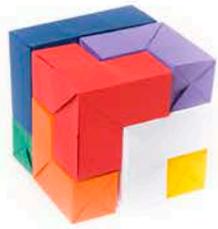
GCSE Specification B: Co-teachability of Full and Short Courses

- The short course for Specification B has been designed to be taught alongside the full course.
- The religions for paper 1 and paper 2 of the short course are the same as the full GCSE
- The content for paper 1 and paper 2 also the same with short course students focussing solely on Beliefs and either Marriage and the family in paper 1 and Peace and Conflict in paper 2
- Paper 3 is not available for short course students





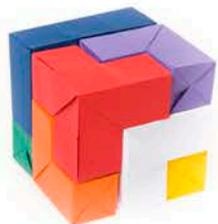
Specification A: Full and Short Course



Specification A: Faith and Practice in the 21st Century

- 75% of the course based on the study of one religion allowing you to focus on one religion in depth
- Offers choice between Philosophy and Ethics and Textual study of Marks Gospel or the Qu'ran to help you build a course to suit your students
- Brings to life the foundations of faith and practice.





GCSE Specification A: Full course overview



Paper 1 – Study of Religion (50%)

- Choose 1 religion from Christianity, Catholic Christianity or Islam
- Content - Beliefs and teachings, Practices, Sources of Wisdom & Authority and Forms of expression and ways of Life
- Assessment - Exam (1hour 45mins) **118 marks**

Paper 2 - Second Religion (25%)

- Choose from Christianity, Catholic Christianity, Islam, Buddhism, Hinduism, Judaism, Sikhism, must be different from primary religion
*students can not study Christianity and Catholic Christianity together
- Content - Beliefs and teachings, Practices
- Assessment - Exam (50mins) **59 marks**

EITHER:

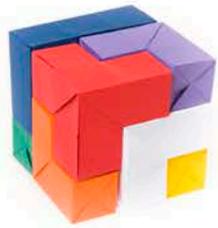
Philosophy and Ethics (25%)

- Same as primary religion
- Content - Existence of God, Marriage and the family
- Assessment - Exam (50mins)
- **59 marks**

OR:

Textual Study (25%)

- Same as primary religion
- Content – Choice of of St Mark’s Gospel or Qur’an
- Assessment - Exam (50mins)
- **59 marks**

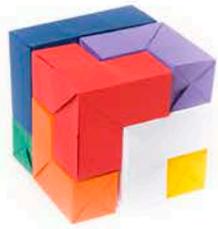


Specification A full course: Assessment Structure



Paper 1:

- short open, open response and extended writing questions for **questions 1–4**.
- **Question 5** is comprised of one extended response in relation to an unseen stimuli
- SPaG and technical Language is assessed in part d) of Q1 and 5 totalling 6 marks
- **118 marks in total**



Specification A - assessment – paper 1 (Christianity)

Question 4: Forms of expression and ways of life

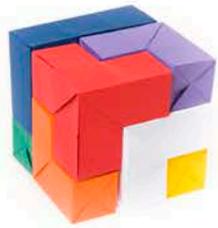
(a) Outline three of the events that Christmas celebrates
(3)

(b) Explain two reasons why Holy Week is important for Christians.
(4)

(c) Do you think pilgrimage is an important way for Christians to show their belief?
(9)

(d) Assess the use of different styles of music in worship.
(12 - 3 for SPaG)





Specification A - assessment – paper 1 (Catholic Christianity)

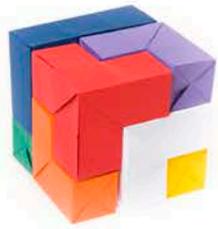
Questions 5:

In every area of teaching within the Catholic Church and in family life the Bible is the way in which people are taught about God and their relationship to him. It is used within the mass, sermons, prayers and classes where the message of God is delivered. Even songs used in worship use passages of the Bible to help the worshipper understand God. All of the messages of the Bible help a person understand how God has been involved with the world since creation, and is still involved today.

Evaluate whether the way outlined in this passage is the most effective method of teaching Catholics about their faith.

(15 – 3 for SPaG)



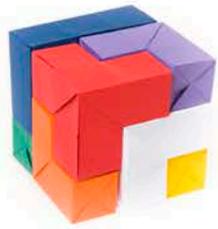


Specification A full course: Assessment Structure



Papers 2-4:

- 2 questions including short open, open response and extended writing responses
- SPaG and technical Lang is assessed in Part d) of Q1 totaling 6 marks
- **59 marks in total**

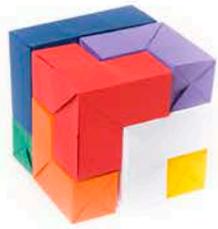


Specification A – Paper 2 - Buddhism

Question 1: Beliefs and Teachings

- (a) Outline three of the Noble Truths (3)
- (b) Explain two reasons why Buddhists believe in the Four Noble Truths (4)
- (c) Do you think that Bodhisattva ideal is possible to achieve? (9)
- (d) “The design of vihara is not important.” Evaluate this statement, considering more than one perspective.
In your answer you must refer to Buddhism. (15 -3 for SPaG)





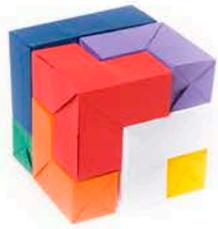
Specification A – Paper 3 - Christianity

Question 2: Religious Teachings on relationships and families

- (a) Outline three purposes of the family for Christians (3)
- (b) Explain two reasons why some Christians allow divorce (4)
- (c) Do you think that Christian attitudes to the role of women are sexist? (9)
- (d) "The wedding service is nothing more than an agreement between two people." Evaluate this statement, considering more than one perspective.
In your answer you must refer to Christianity.

(12)





Specification A – Paper 4 - Islam



Question 1:

(a) Outline three beliefs about the 99 beautiful names of Allah found in the Qur'an

(3)

(b) Explain two ways the teachings in the Qur'an about shirk will affect the life of a Muslim today

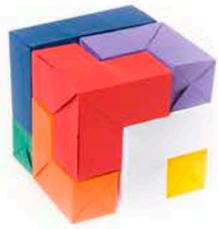
(4)

(c) Do you think submission to the will of Allah is important for a Muslim today?

(9)

(d) "Believing in Allah enables people to succeed in life." Evaluate this statement, considering more than one perspective. In your answer you must refer to the Qur'an.

(15 – 3 for SPAG)



GCSE Specification A: Short course overview

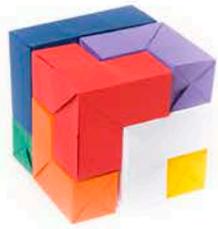


Study of Religion (50%)

- Choose 1 religion from Christianity, Catholic Christianity, Islam or Judaism
- Content - Beliefs and teachings, Practices
- Assessment - Exam (50 mins)

Study of Religion (50%)

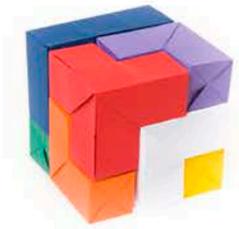
- Choose 1 religion from Christianity, Catholic Christianity, Islam or Judaism, students must study two different religions
*students can not study Christianity and Catholic Christianity together
- Content - Beliefs and teachings, Practices
- Assessment - Exam (50 mins)



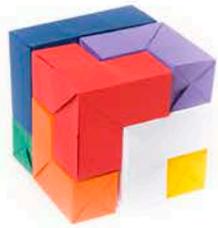
GCSE Specification A: Co-teachability of Full and Short Courses

- The short course for Specification A has been designed to be taught alongside the full course.
- The religions for paper 1 and paper 2 of the short course are the same as the full GCSE
- The content is also the same with short course students focussing solely on Beliefs & Teachings and Practices
- In addition, full course students are required to look at Sources of Wisdom & Authority and Forms of expression and ways of Life in paper 1 and also choose between paper 3 and paper 4





Planning and Support for Specifications A and B



Beginning the course in KS3: 3 year overview of Specification A

Term		
Autumn	Y9	Primary Religion: Section 1 (Beliefs and Teachings)
Spring	Y9	Second Religion: Section 1 (Beliefs and Teachings)
Summer	Y9	Philosophy and Ethics: Section 1 (Arguments for the Existence of God) or Textual Studies: Section 1
Autumn	Y10	Primary Religion: Section 2 (Practices)
Spring	Y10	Second Religion: Section 1 (Practices)
Summer	Y10	Philosophy and Ethics: Section 2 (Religious Teachings on Relationships and Families in the 21st Century) or Textual Studies: Section 2
Autumn	Y11	Primary Religion: Section 3 (Sources of Wisdom and Authority)
Spring	Y11	Primary Religion: Section 4 (Forms of Expression and Ways of Life)
Summer	Y11	Revision



Beginning the course in KS3: edexcel

Ideas for planning for the first term

Beliefs and teachings in Christianity – Develop understanding in the foundational beliefs and concepts of Christianity including:

The Trinity

What the Trinity is; the unity of the three persons; how the doctrine has developed; how it is shown in the Bible and in the Nicene Creed; how the Trinity is reflected in devotion and worship.

The Person and Work of Jesus

Who Jesus is with specific reference to his role as the Word of God (John 1) and the Incarnate Word; his example for Christians today and how it might be shown in their lives; the events of the last week of Jesus' life and how this reflects his work in salvation; the nature of atonement and its importance for humanity including the expression of grace; the reception of the Spirit and its role within salvation.

Creation and the Nature of Humanity.

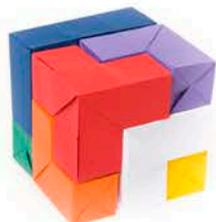
The biblical accounts of creation; including the work of the Word and the Spirit in creation (Genesis 1-3; John 1); responses to the biblical creation accounts today; the nature of humanity as found within biblical creation and Church teaching; sin and how it can be overcome through grace and the work of Jesus.

Life After Death

Beliefs and teachings about life after death in the Bible; including resurrection, judgement, heaven and hell; how they impact on the life and devotion of a Christian.

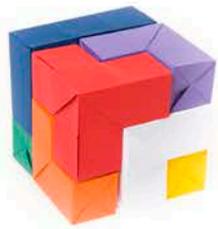
The Problem of Evil

What the problem of evil/suffering is; how the existence of an all loving, omnipotent God could be seen to be incompatible with the reality of evil and suffering; the differences between moral and natural suffering and the contributions each make to the problem of evil; why the problem might lead some to reject/ question their belief in God. The solutions suggested and their relative strengths and weaknesses: The theoretical solutions offered to the problem of evil/suffering as found in the Bible and as offered by others: Psalms, Job, free-will, vale of soul-making; the practical solutions including prayer and the alleviation of suffering through charity.



Beginning the course in KS3: 3 year overview of Specification B

	Year 9	Year 10	Year 11
Autumn term (Approximately 8 weeks)	Start of First Area of Study Religion A Topic 1 Belief in God	Continue Second Area of Study Religion B Topic 2 (depends on paper chosen)	Continue First Area of Study Religion A Topic 4 (depends on paper chosen)
Autumn term (Approximately 7 weeks)	First Area of Study - Religion A Topic 1 Belief in God continued	Second Area of Study Religion B Topic 2 (depends on paper chosen)	First Area of Study - Religion A Topic 4 (depends on paper chosen)
Spring term (Approximately 6 weeks)	Start of Second Area of Study Religion B Topic 1 Belief in God	Continue First Area of Study Religion A Topic 3 (Living the Religious Life - Religion depends on which religion is chosen)	Continue Second Area of Study Religion B Topic 4 (depends on paper chosen)
Spring term (Approximately 6 weeks)	Second Area of Study - Religion B Topic 1 Belief in God Continued	First Area of Study - Religion A Topic 3 (Living the Religious Life - Religion depends on which religion is chosen)	Second Area of Study Religion B Topic 4 (depends on paper chosen)
Summer term (Approximately 6 weeks)	Continue First Area of Study Religion A Topic 2 (depends on paper chosen)	Continue Second Area of Study Religion B Topic 3 (Living the Religious Life - Religion depends on which religion is chosen)	Revision and preparation for GCSE examination (2 papers one for each area of study)
Summer term (Approximately 6 weeks)	First Area of Study - Religion A Topic 2 (depends on paper chosen)	Second Area of Study Religion B	



Beginning the course in KS3: edexcel

Ideas for planning for the first term

(slide 1)

The nature of God: how the characteristics of God are shown in the Bible and why

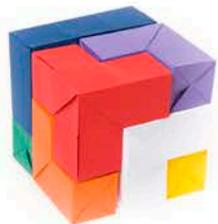
they are important: Omnipotence, Benevolence, Omniscience and Omnipresence.

Examine what the various characteristics are, find examples of how these characteristics are shown in the Old Testament and in the New Testament. Explore why these characteristics are important to Christians and why these characteristics might cause questions to be raised by non-Christians

The Trinity: how the Trinity is shown in the Bible and the Nicene Creed and why it is

important; the oneness of God and the Father, Son and Holy Spirit; how this is reflected in worship and belief

Examine what is meant by the Trinity, find examples of how the Trinity is shown in the New Testament. Explore why the Trinity is important to Christians and why these characteristics might cause questions to be raised by non-Christians. How the Trinity is shown in worship, liturgical and non-liturgical.



Beginning the course in KS3: edexcel

Ideas for planning for the first term

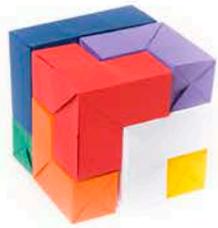
(slide 2)

Key events in the life of Jesus Christ: how they are shown in the Bible, the incarnation, crucifixion, resurrection and ascension; the importance of the events in New Testament times and how they affect Christian worship and belief today; the role of Jesus Christ in salvation and atonement.

Examine the main events in the life of Jesus find examples in the New Testament. Explore why are important to Christians and why these characteristics might cause questions to be raised by non-Christians. How the life of Jesus is shown in the liturgical year. What salvation and atonement are and how Jesus brings these.

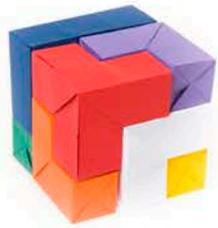
The biblical creation: how it shows the relationship between humans and their creator; the relationship between humans and the rest of creation (stewardship), and how God is shown in creation (as Word and Spirit in John 1 and in Genesis 1-2).

Examine the biblical creation and how it is shown in the Old Testament – Genesis 1-2 and in the New Testament - John 1. Explore why the biblical creation is important to Christians (stewardship) and why the biblical creation causes questions to be raised by non-Christians.



Support for Specifications A and B

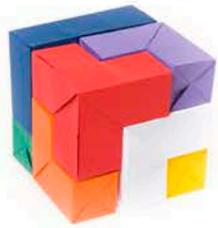
- Getting started guides
- Course planners
- Schemes of work
- Mapping documents
- Exemplars
- Guidance documents



Pearson Published Resources

- We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.
- Pearson's published resources will provide comprehensive support for the **Edexcel GCSE**. As well as providing engaging materials, the resources will help your students tackle the new content and the assessments.
- Our new GCSE Religious Studies resources* will include:
 - Student books for specifications A and B
 - Teacher resources for each of the specifications to support teaching the new content

*You do not have to purchase any resources to deliver our qualification.



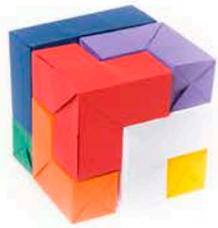
Endorsed resources*

We are working with a range of publishers who are looking towards getting their resources endorsed:

- Hodder – Victor Watton and Hodder Education will guide you through the 2016 GCSE RS specifications with brand new Student's Books.
- OUP - Oxford is publishing new resources for Edexcel GCSE RS. Visit www.oxfordsecondary.co.uk/edexcel-gcse-rs to find out more
- ZigZag - Photocopiable and digital resources for the new GCSE and A Level RS specifications range for learning, revision and exam practice.

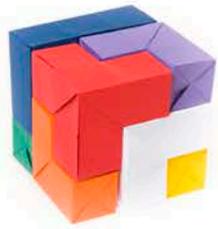
These resources have not yet been endorsed. This information is correct as of June 22nd 2015, but may be subject to change.

*You do not have to purchase any resources to deliver our qualification.



Contact Details

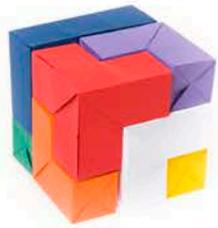
- Contact the Religious Studies team with any questions:
 - Email: TeachingReligiousStudies@pearson.com
 - Tel: 0844 463 2817
- webpage: www.edexcel.com/Religiousstudies
- Sign up for Religious Studies e-mails to get the latest news
- AS and A level Religious Studies are also being redeveloped for 2016



AS and A level Religious Studies

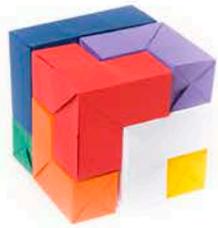
- Redeveloped for first teaching September 2016
- First assessment AS – 2017, A level - 2018
- Students choose 3 out of 4 components:
 - Philosophy of Religion
 - Religion and Ethics
 - New Testament Studies
 - Study of Religion – choice of 6





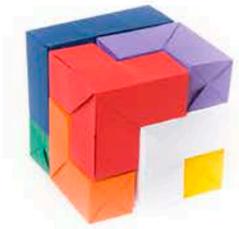
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www.edexcel.com/gcsereligiousstudies16
- Look out for information about our Getting Ready to Teach events
- **Would you like to help produce exemplars? – please note on the evaluation form**



Questions?