

## Script: Pre-recorded Event

Event Code:	A0494_
Event Title:	Pearson Edexcel_GCSE_ReligiousStudies_AandB – feedback on a, b and c items

Slide No.	Script (verbatim)
Slide 1	<p>Hello and welcome to this Pearson Edexcel event for the feedback for GCSE Religious Studies, covering both specifications A and B. In this training we will provide feedback on this year's GCSE Religious Studies examinations and discuss the questions, mark schemes and the candidates' responses. We will spend some time on the a, b and c items.</p> <p>Throughout the event we will refer to the documents in the delegate booklet. Some of the examples will be easier to read from this booklet rather than from the screen.</p> <p>Please pause the recording and download the delegate booklet now if you have not done so.</p> <p>You may pause the recording if you need to at any point.</p> <p>My name is Diane Kolka and I am the Chief Examiner for Specification B. This summer was the second year of assessing the specification with an increased number of candidates taking the GCSE.</p>
Pronunciation	
Slide 2	<p>During this session you will receive feedback on this year's examination with some examples from this summer from a range of papers from both specifications. The event will include examples of the a, b and c questions and examples of some of the responses candidates gave. The application of the mark scheme is the same on both Specification A and B, and on all papers, therefore you will be able to apply the principles discussed even if it is not an example from the papers you teach.</p> <p>The examiners reports are designed to give you more specific feedback on the questions set. These can be downloaded from the Edexcel website.</p>
Pronunciation	





# Pearson

Slide 3	This slide shows the agenda for this event. As you can see, we will work through the a, b and c questions in the order they are written in the papers.
Pronunciation	
Slide 4	We will start by looking at the overall performance on both specifications.
Pronunciation	
Slide 5	<p>Candidates were familiar with the examination paper and were able to answer the questions.</p> <p>As designed, the questions on the papers were able to differentiate so candidates of all abilities were able to access questions and yet were still challenged. The assessment intent of the papers is to ensure that there is a fair spread of marks rather than bunching, thus showing the candidates' ability in the subject.</p> <p>It was clear that the vast majority of candidates had been well prepared and knew the different demands of Assessment Objective 1 and Assessment Objective 2 questions.</p>
Pronunciation	
Slide 6	<p>For specification A, the majority of candidates entered studied Catholic Christianity in Area of Study One: Judaism in Area of Study Two: and Philosophy and Ethics in Area of Study Three.</p> <p>The grade boundaries were similar to those in 2018, the answers were slightly improved on the Judaism paper; they were more accurate about the beliefs and practice of Judaism today.</p>
Pronunciation	
Slide 7	<p>For specification B, the majority of candidates entered studied Christianity in Area of Study One: Religion and Ethics and Islam in Area of Study Two: Peace and Conflict.</p> <p>The grade boundaries were similar if not a little higher than 2018 indicating that candidates and teachers had clearly learned from the previous years' examination and the content and style of responses was more in line with the expectations of the mark scheme.</p> <p>Interestingly the average mean marks in Area of Study One – so Religion and Ethics are higher than the other two areas: Area Two – Peace and Conflict and Area 3 – Philosophy and Social Justice, and this was reflected in the grade boundaries. We can assume that either teachers</p>





# Pearson

	and thus candidates are more confident in this area or that maybe more time is spent delivering the content on this paper.
Pronunciation	
Slide 8	We will now look specifically at the a) questions on the examinations.
Pronunciation	
Slide 9	<p>This is the assessment objective information that can be found in the back of both specification A and B. a) questions are designed to assess knowledge and understanding.</p> <p>The vast majority of these questions will use the command word OUTLINE.</p>
Pronunciation	
Slide 10	<p>There is an incline of difficulty throughout the exam papers and as such the a) questions, the Outline questions, are intended to be the easiest questions in the paper.</p> <p>Most candidates were able to access these questions and achieved at least one mark.</p> <p>Teachers should use the specification wording when they teach so that candidates are familiar with the words used in the questions.</p> <p>The command word 'outline' means candidates must respond in an outline, not a single word or a list.</p>
Pronunciation	
Slide 11	<p>Many candidates gained the full 3 marks on the a) questions.</p> <p>However, those that did not either failed to answer correctly because they didn't have the knowledge of the topic, or they did not read the question or they failed to understand the question.</p> <p>Some candidates understood and had the knowledge. However, they wrote a list, which is not an outline and so according to the mark scheme could only get 1 mark.</p>
Pronunciation	
Slide 12	<p>This example is from Specification A Islam paper 2.</p> <p>This answer gains 3 marks because they outline the role of three angels in three sentences.</p>





# Pearson

	It is worth remembering the sentences do not have to be complex, but they must be a sentence, not a single word or clause.
Pronunciation	
Slide 13	<p>This example is from Specification B Islam area of Study 1.</p> <p>The candidate provides an outline of three correct beliefs and so gained the full 3 marks.</p> <p>Notice the candidate uses three separate lines – this will help them remember how many beliefs they have to give and is good practice and should be encouraged.</p>
Pronunciation	
Slide 14	<p>This candidate clearly understood the question but was unable to provide three beliefs due to lack of knowledge.</p> <p>They gave one correct belief about holy books in an outline and thus gained one mark only.</p>
Pronunciation	
Slide 15	<p>Very frustratingly this candidate appears to know what three objects are in the synagogue but does not outline them. They do not provide a brief sentence about each instead they only write a list.</p> <p>According to the mark scheme they are therefore awarded 1 mark out of a possible 3 marks.</p>
Pronunciation	
Slide 16	We will now look specifically at the b) questions on the examinations.
Pronunciation	
Slide 17	<p>In common with a) questions, b) questions assess Assessment Objective 1 and, as explained in Appendix 3 in the specification, which can be downloaded from the Pearson Edexcel website, the command word 'Explain' requires more than simple recall.</p> <p>It requires that candidates are able to develop their reasoning, which means their answers must illustrate a higher level of understanding.</p> <p>b) questions have 2 marks for the reason / way / feature, as required in the question, and then 2 marks for being able to develop the first part of their answer; for a total of 4 marks per question.</p>
Pronunciation	.
Slide 18	Development is the more difficult element of a b question and this must link to the question asked and to the reason / way / feature etc already given.





# Pearson

	<p>Typically, what we mean by the 'development' of an answer is:</p> <ul style="list-style-type: none"><li>• extra information that could extend the reason given</li><li>• quotes or references</li><li>• an example.</li></ul> <p>All these must link to the point made and to the question asked in order to be considered development – if it is at a tangent to the question, for example about the authenticity of the scriptures or why religious people follow the example of a religious person, then it is not development.</p>
Pronunciation	
Slide 19	<p>To gain highest marks the candidates need to address the question set paying attention to the words used. Marks are awarded for the correct response to the question asked.</p> <p>They need to give two reasons and then they need to develop their two reasons / way / features and ensure they address whatever the secondary command word is. In Example 5 coming up you will see that the secondary command word is reasons and in Example 6 it is beliefs.</p> <p>They need to make sure they don't just give a list of points as only two of these reasons / ways / features will be credited.</p>
Pronunciation	
Slide 20	<p>This example is from Sikhism in specification A. It shows how to gain maximum marks by giving two accurate reasons and developing them. In both cases the development is extra information.</p> <p>It gets the full 4 marks for two developed reasons, each developed reason has its own paragraph.</p>
Pronunciation	
Slide 21	<p>This example is from Christianity in Specification B.</p> <p>It shows how to gain maximum marks by giving two beliefs and developing them by using references.</p> <p>Note how they write in two paragraphs making it easy for them to recognise that they have done what is required</p>
Pronunciation	
Slide 22	<p>This example is from Christianity in Specification A. This candidate has failed to read the question and has missed the secondary command word 'ways'. This means they have not answered the question and gain no marks.</p>
Pronunciation	





# Pearson

Slide 23	This is the same question as the previous slide, however it shows that candidates have to use accurate knowledge and understanding to gain the full 4 marks.
Pronunciation	
Slide 24	We will now look specifically at the c) questions on the examinations.
Pronunciation	
Slide 25	<p>The c) questions are the final question covering assessment objective one.</p> <p>They are similar to b) questions in that they use the command word Explain and require two developed points.</p> <p>However, the level of difficulty increases from the a) and b) questions as they also have to make use of a source of wisdom and authority.</p> <p>A source of authority needs to be a quote or a paraphrase from a recognised source which is authoritative to the faith being studied – it must be possible to find the source from an online check so Father Derek down the road is not a source of authority (unless he himself is quoting someone).</p>
Pronunciation	
Slide 26	<p>Most candidates gained marks for points and reasoning and many gained marks for making accurate use of a source as part of their reasoning. Those that shoehorned in an irrelevant quote or simply added it to the end did not gain a mark for the source. Neither did those candidates who simply said 'a source for this is in the Bible'!</p>
Pronunciation	
Slide 27	<p>This is the information that is given to examiners when they are marking.</p> <p>It shows that sources have to be accurate and used in the answer.</p> <p>It also shows that candidates do not have to quote verbatim – they can paraphrase. It also shows they do not have to give a numerical reference alongside the quote but if they do it has to be accurate.</p>
Pronunciation	
Slide 28	<p>As b) and c) questions are similar many of the same issues apply so it may be worth looking back at slide 19 again after this session is complete.</p> <p>The difference in c) questions is the requirement for a source. It is clear that candidates were focussed on adding a pre-learnt source into their</p>





# Pearson

	<p>answer which in some cases was not appropriate to the rest of the answer. This meant that some candidates, instead of easily gaining the 4 marks for points developed, failed to gain these as they were trying to squeeze in an inappropriate source and failed to focus on the reasons and development.</p> <p>The source must be relevant and used in an accurate manner as part of the candidates' reasoning.</p>
Pronunciation	
Slide 29	<p>This example is from paper 3 on specification A.</p> <p>This is an Explain two ways question, it is important to look for these two ways first, rather than starting to write about anything else.</p> <p>The candidate continues writing even though the lines have run out – this is perfectly acceptable as there is space under a c) question.</p>
Pronunciation	
Slide 30	<p>The 5 marks are awarded as each correct element is reached. All 5 elements must be present for the full marks to be awarded.</p> <p>It is worth noting that if a source is awarded marks as a development and there is no further development then it can only be credited once.</p>
Pronunciation	
Slide 31	<p>This example is from paper 3 on specification B.</p> <p>This question asks for two reasons, it does not ask for the use of examples but these could have been used as development or a source.</p> <p>The question did ask for biblical visions – as per the specification – and candidates who used non-biblical visions did not gain any marks.</p>
Pronunciation	
Slide 32	<p>This commentary shows where marks were awarded, note much of the answer is inaccurate and did not gain marks however maximum marks of 5 were gained in the end.</p> <p>The Principal Examiner pointed out that use of paraphrase is acceptable as a source of wisdom.</p>
Pronunciation	Sephardic Hebrew pe-sahkh; Ashkenazic Hebrew pey-sahkh





# Pearson

Slide 33	This question from paper 2 on specification A asked for two reasons why Pesach is important for many Jews.
Pronunciation	
Slide 34	<p>An issue with this question was a lack of specific knowledge and understanding about Pesach, candidates tried to apply a generic understanding of Jewish festivals to the question and inevitably this meant they did not gain many marks.</p> <p>Candidates should be taught the whole of the specification in order to be able to answer questions with the level of detail required.</p>
Pronunciation	
Slide 35	<p>This question was 4c from Islam, Area of Study 1 – Religion and Ethics paper on specification B.</p> <p>It asked candidates to Explain two reasons why Muslims believe in the existence of the afterlife. The secondary command word is reasons so candidates had to explain why they would believe – not what they believe.</p>
Pronunciation	
Slide 36	<p>This candidate fails to develop their second reason accurately and does not use a relevant source of wisdom.</p> <p>So, they get 3 marks, one for a developed reason and one for a reason.</p> <p>It is important candidates use material relevant to the question asked. Material that was not Muslim in nature was not credited.</p>
Pronunciation	
Slide 37	And now a quick reminder about the principal examiner reports that are available for Edexcel centres to view.
Pronunciation	
Slide 38	<p>Each Principal Examiner writes a report on their exam paper this is available from the day results are released and can be found in Results Plus, along with information about your centre and access to candidate's scripts if you have asked to see them.</p> <p>If you have not already got access to Results Plus it is an amazing tool and is provided free by Edexcel, you need your examinations officer to register you for a password.</p> <p>The Principal Examiners reports can also be found on the Pearson Edexcel website in with the examination papers.</p>





# Pearson

	The reports will look at every question and explain the ways candidates gained and failed to gain marks.
Pronunciation	
Slide 39	<p>In general, it is important that candidates are taught the whole specification:</p> <ul style="list-style-type: none"><li>- they know the wording used in the specification</li><li>- that they write in coherent full sentences</li><li>- they use accurate knowledge showing a good understanding of religious belief</li><li>- they are familiar with and can make accurate use of sources of wisdom and authority.</li></ul>
Pronunciation	
Slide 40	The Pearson Edexcel website is full of information and this has been checked with the senior examination team to ensure accuracy.
Pronunciation	
Slide 41	We are always looking for new examiners who are wanting to learn and mark each summer. Especially those who would like to gain experience to join our senior teams on the different religions.
Pronunciation	
Slide 42	Thank you for your time – I hope this has been useful.