

GCSE Religious Studies

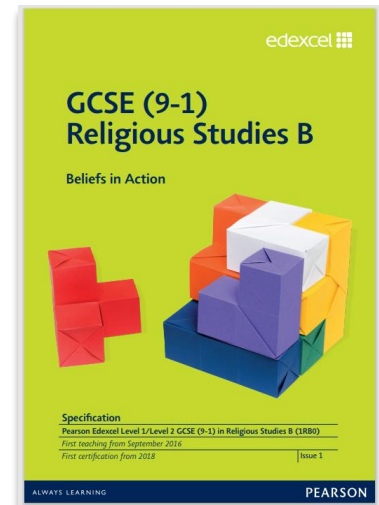
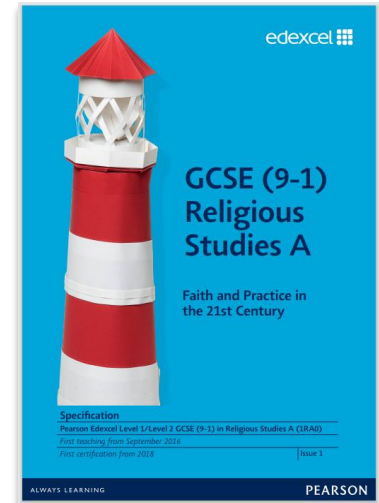
New to Edexcel



Event description

This training is designed for teachers who are moving to Pearson Edexcel or delivering the Pearson Edexcel specification for the first time.

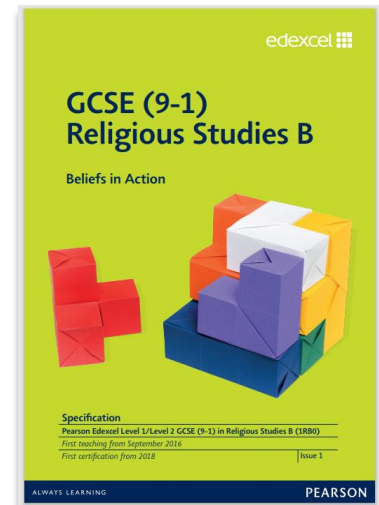
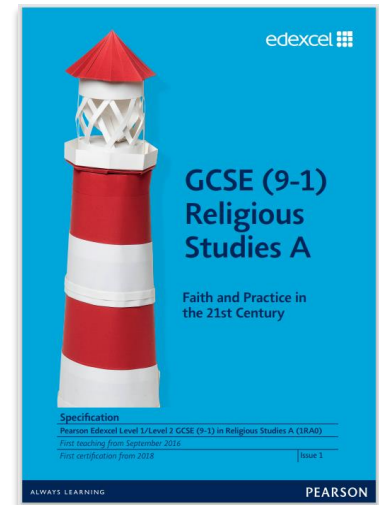
This will support you in getting ready to teach the GCSE (9-1) Religious Studies A and B specifications.



During this event

You will:

- consider the structure, content and assessment of the specifications and the support available
- review the new content in the specifications and exam techniques
- explore the points-based mark schemes
- explore the levels-based mark schemes
- explore possible teaching and delivery strategies.



What does Pearson Edexcel have to offer?



Why choose Pearson Edexcel Religious Studies?

- A specification to suit all students
- Topics to suit the interests of your students
- Flexible and clear structure
- Choice of religions and routes
- Develops understanding and appreciation of beliefs
- Provides a holistic understanding of religion
- Accessible assessment
- Expert support for planning and delivery

The support offered

- A dedicated subject advisor, who is your contact for all things RS (answering questions, organising training, listening to you).
- A dedicated team of assessment and religious content experts with years of experience who head up our senior team – and are also teachers in a variety of schools around the country.
- A dedicated team of assessment managers within Pearson who work around the world on assessment and quality teaching materials.

There is a choice of two specifications

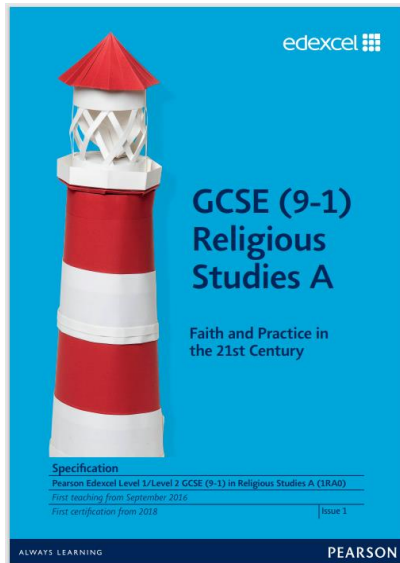


The two specifications

Specification A:

Faith and Practice in the 21st Century

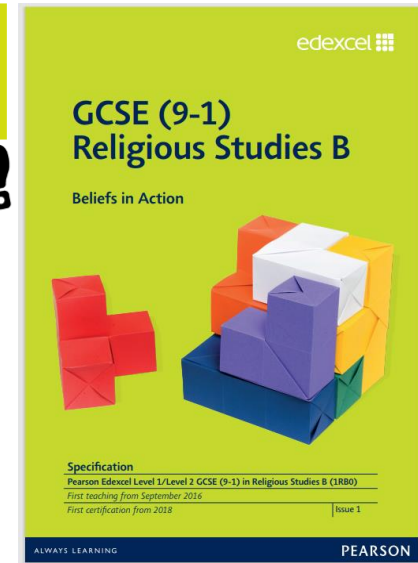
Download
Spec A



Specification B:

Beliefs in Action

Download
Spec B



Specifications: structure and content

The criteria were divided into two parts (A and B) to allow specifications to be designed with two different approaches:

- Specification A offers a 75:25 split between two religions
- Specification B offers a 50:50 split between two religions.

Assessment Objectives

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

Candidates must study two religions

They have a choice from:

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

Christianity and Catholic Christianity cannot be studied **together**.

Specification A

Faith and Practice in the 21st Century

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GCSE (9-1) Religious Studies A

Faith and Practice in
the 21st Century

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Religious Studies A (1RA0)

First teaching from September 2016

First certification from 2018

Issue 1

Specification A: Faith and Practice

Paper 1 (50%)	Four Questions	split into four sub questions a, b, c, d
Paper 2 (25%)	Two Questions	split into four sub questions a, b, c, d
Paper 3 or 4 (25%)	Two Questions	split into four sub questions a, b, c, d

Specification A: Area of study 1

Paper 1 (50%) – Four Questions split into four parts

Duration: 1 hour 45 minutes

Choice of Christianity, Catholic Christianity or Islam.

The four sections are:

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Specification A: Area of study 2

Paper 2 (25%) – Two Questions split into four parts

Duration: 50 minutes

Choice of Christianity, Catholic Christianity, Islam, Buddhism, Hinduism, Judaism, Sikhism – but it must be a different religion that studied in area of study one.

*** *Prohibited combination: Christianity and Catholic Christianity***

The two sections are:

- Beliefs and Teachings
- Practices

Specification A: Area of study 3/4

The third area of study provides a choice of papers to suit the needs and interests of your students.

Option 1 (Paper 3): Philosophy and Ethics	Option 2 (Paper 4): Textual Study
From the perspective of the area of study one chosen religion.	A textual study
One 2-question paper	One 2-question paper
50 minutes	50 minutes
25%	25%
<p>The two sections are:</p> <ul style="list-style-type: none">• Existence of God• Marriage and the Family	<p>St Mark's Gospel</p> <p>The two sections are:</p> <ul style="list-style-type: none">• Who is Jesus?• The Nature of Discipleship <p>or</p> <p>The Qur'an</p> <p>The two sections are:</p> <ul style="list-style-type: none">• Beliefs and Teachings in Islam• Lives of Prophets

Specification B

Beliefs in Action

GCSE (9-1) Religious Studies B

Beliefs in Action



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Religious Studies B (1RB0)

First teaching from September 2016

First certification from 2018

Issue 1

Specification B: Beliefs in Action

- The specification is split into two 'Areas of Study' (out of a choice of three), each studied from a different religion (choice of seven):
 - Area of Study 1 (50%) – Four Questions split into four parts
 - Area of Study 2 (50%) – Four Questions split into four parts
 - Area of Study 3 (50%) – Four Questions split into four parts
- Each area of study is divided into smaller 'Sections' (e.g. living the religious life).
- These are then divided into eight bullet points to study.
- All examination questions stem from the requirements in the bullet points **only**.

Specification B: Area of study 1

Religion and Ethics

One 4-question paper (50%)

Duration: 1 hour 45 minutes

Choose from Christianity, Catholic Christianity, Islam, Buddhism, Hinduism, Judaism, Sikhism.

**** Prohibited combination: Christianity and Catholic Christianity across the papers***

The four sections from one of your chosen religions are:

- Beliefs
- Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

Specification B: Area of study 2

Religion, Peace and Conflict

One 4-question paper (50%)

Duration: 1 hour 45 minutes

Choose from Christianity, Catholic Christianity, Islam, Buddhism, Hinduism, Judaism, Sikhism.

**** Prohibited combination: Christianity and Catholic Christianity across the papers***

The four sections from one of your chosen religions are:

- Beliefs
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

Specification B: Area of study 3

Religion, Philosophy and Social Justice

One 4-question paper (50%)

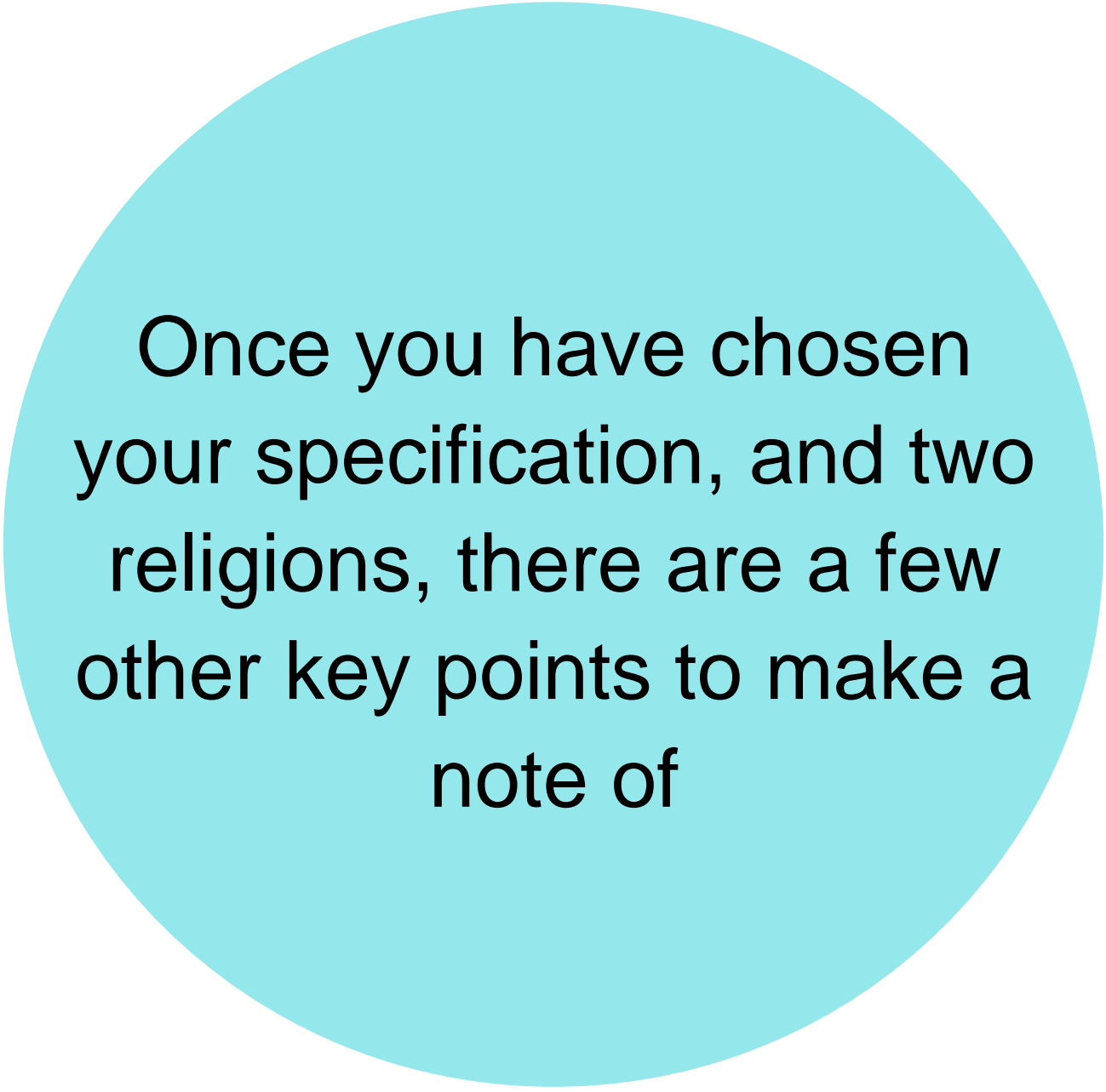
Duration: 1 hour 45 minutes

Choose from Christianity, Catholic Christianity, Islam, Buddhism, Hinduism, Judaism, Sikhism.

**** Prohibited combination: Christianity and Catholic Christianity across the papers***

The four sections from one of your chosen religions are:

- Beliefs
- Philosophy of Religion
- Living the Religious Life
- Equality



Once you have chosen
your specification, and two
religions, there are a few
other key points to make a
note of

The structure of both specifications

Section 1: Beliefs and Teachings

Students should have an understanding of:

1.1	The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: God as the Father, Son and Holy Spirit; how this is reflected in worship and belief in the life of a Catholic today.
1.2	Biblical understandings of God as a Trinity of Persons: the nature and significance of God as a Trinity of Persons, including reference to the baptism of Jesus (Matthew 3: 13–17) and historical development of the doctrine of the Trinity, including reference to the First Council of Nicaea and the First Council of Constantinople.
1.3	Creation: the nature and significance of the biblical account of Creation, including Genesis 1–3; and how it may be understood in divergent ways in Christianity, including reference to literal and metaphorical interpretations; the significance of the Creation account for Catholics in understanding the nature and characteristics of God, especially as Creator, benevolent, omnipotent and eternal.
1.4	The significance of the Creation account in understanding the nature of humanity: the nature and significance of the nature of humanity being created in the image of God, including reference to Genesis 1–3 and divergent understandings of humanity's relationship with Creation (dominion and stewardship); the implications of these beliefs for Catholics today.
1.5	The Incarnation: Jesus as incarnate Son, the divine Word, including John 1, both fully God and fully human; the scriptural origins of this belief, including John 1:1–18 and its importance for Catholics today.
1.6	The events in the Paschal Mystery: Catholic teachings about the life, death, resurrection and ascension of Jesus, including reference to Luke 24; the redemptive efficacy of these events and their significance for Catholics today.
1.7	The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace, including John 3:10–21 and Acts 4:8–12; the implications and significance of these events for Catholic practice today.
1.8*	Catholic beliefs about judgment, heaven, hell and purgatory, including reference to 2 Corinthians 5:1–10; divergent Christian beliefs about life after death, with reference to purgatory and the nature of resurrection; why belief in life after death is important for Catholics today.

Each area of study has sections. This is an example of section 1: *Catholic Christianity Beliefs and teachings*

The section is divided into eight bullet points. All exam questions and mark schemes are based on these bullet points only. Avoid relying on text books or social media.

The asterisk is to identify a question which will require knowledge and understanding between two religions in the UK.

Students should recognise that Christianity is one of the many religious traditions in Great Britain which include Buddhism, Hinduism, Islam, Judaism and Sikhism. This knowledge may be applied throughout the assessment of the specified content. Students should compare and contrast two areas of belief and practice within Christianity with one of these religions practiced in Great Britain:

- Beliefs about the afterlife and their significance (1.6)*
- The practice and significance of worship (2.1)*.

Assessment



(a) Question format

The a) questions will usually:

- Ask candidates to ‘Outline **three...**’
- Require candidates to provide three one-sentence answers to the question.
- On rare occasions candidates will be asked to ‘State three...’, these answers do not need detail and can be presented in a list.
- An outline question can use the words ‘Outline three...’

Features, ways, beliefs, responses, events, reasons, teachings, elements, types... or other terms that are appropriate to access the information in the specification .

(a) Question mark scheme

Outline...	Reject	Mark
<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of 3.</p> <ul style="list-style-type: none">• AO1 in a sentence (1)• AO1 in a sentence (1)• AO1 in a sentence (1)• AO1 in a sentence (1)• AO1 in a sentence (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none">• Lists (maximum of one mark)	<p>3</p>

Candidates do not have to develop points but they do have to outline in a sentence.

A correct list of three things is awarded 1 mark.

(a) Question marking example

1 (a) Outline **three** beliefs about holy books in Islam.

(3)

One belief about the Quran in Islam is that muslims should recite it.
Another belief about Holy books in Islam is that they teach muslims how to become good Muslims.
One other belief about kutub in Islam is that all the words in each #kutub is true as it has come from Allah.

The candidate answers providing three correct beliefs about holy books in Islam as an outline and is awarded 3 marks.

(a) Question marking example

3 (a) Outline **three** objects found in a synagogue.

(3)

- Torah
- yad
- pulpit

The candidate answers by providing a list of the names of three correct objects found in a synagogue, they are named rather than outlined and the answer is awarded 1 mark as per the mark scheme for a list.

(b) Question format

The b) questions will:

- Ask candidates to ‘Explain **two**...’ or ‘Describe **two**...’

When **explaining**, the candidates are required to provide two developed points.

When **describing**, the candidates will be comparing two religions in the UK across this component. These topics are highlighted in the specification with an asterisk *.

Candidates will receive one mark for each correct point and a further mark for the development of the point to a maximum of 4 marks.

(b) Question mark scheme

Question number		Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none">• Example reason* (1) example development (1)• Example reason (1) example development (1)• Example reason (1) example development (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none">• Repeated reason/ development• development that does not relate both to the reason given and to the question	4

(b) Question example

(b) Explain **two** beliefs about life after death shown in the Bible.

(4)

One belief about life after death is that for the good doers they will go to heaven and the people who believed in Jesus. (1) This is evident in bible where it says, "we have a eternal house in heaven." This means the believers of Jesus and good doers will be in heaven forever. (1)

Another belief about life after death is the wrong doers and people who committed sin will go to hell. (1) This is evident in the Bible where it says, "there will be everlasting destruction." Therefore, will have everlasting punishment. (1)

The candidate answers by providing two beliefs and developing each and is awarded 4 marks.

(c) Question format

These questions require candidates to demonstrate knowledge and understanding of religion and belief, including:

- beliefs, practices and sources of authority
- influence of individuals, communities and societies
- similarities and differences within and/or between religions and beliefs.

They require **a source of wisdom and authority.**

(c) Sources of wisdom and authority

Section 1: Beliefs and Teachings

Students should have an understanding of:	
1.1	The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of the Persons individually: God as the Father, Son and Holy Spirit; how this is reflected in worship and belief in the life of a Catholic today.
1.2	Biblical understandings of God as a Trinity of Persons: the nature and significance of God as a Trinity of Persons, including reference to the baptism of Jesus (Matthew 3: 13-17) and historical development of the doctrine of the Trinity, including reference to the First Council of Nicaea and the First Council of Constantinople.
1.3	The nature and significance of the biblical account of Creation, including Genesis 1-3; and how it may be understood in divergent ways in Christianity, including reference to literal and metaphorical interpretations; the significance of the Creation account for Catholics in understanding the nature and characteristics of God, especially as Creator, benevolent, omnipotent and eternal.
1.4	The significance of the Creation account in understanding the nature of humanity: the nature and significance of humanity being created in the image of God, including reference to Genesis 1-3 and divergent understandings of humanity's relationship with Creation (dominion and stewardship); the implications of these beliefs for Catholics today.
1.5	The Incarnation: Jesus as incarnate Son, the divine Word, including John 1, both fully God and fully human; the scriptural origins of this belief, including John 1:1-18 and its importance for Catholics today.
1.6	The events in the Paschal Mystery: Catholic teachings about the life, death, resurrection and ascension of Jesus, including reference to Luke 24; the redemptive efficacy of these events and their significance for Catholics today.
1.7	The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace, including John 3:10-21 and Acts 4:8-12; the implications and significance of these events for Catholic practice today.
1.8*	Catholic beliefs about eschatology: life after death; the nature of resurrection, including reference to hell and purgatory, including reference to John 11:17-27 and 2 Corinthians 5:1-10; divergent Christian beliefs about life after death, with reference to purgatory and the nature of resurrection; why belief in life after death is important for Catholics today.

The Creed

The Bible

The Catechism

These are suggestions, other sources can be used. Students do not have to learn them off by heart but must be able to use them to support their answers.

Marking advice – sources of wisdom

- If you are unsure check it using a search engine. Enter the gist of the paraphrase and 'Bible' or 'Christian teaching', Jewish scriptures etc.
- If the candidate tells you that it is in John, and then paraphrases or quotes something else, for example, from Genesis do not credit it.
- If the candidate gives the paraphrase and then puts (John 1:18) in brackets the paraphrase can be awarded and ignore the bracketed reference.
- If a candidate quotes Jesus and it was Paul or vice versa; and the quote is not accredited to them, do not credit it.
- The candidate does not have to reference a quote or quote it word for word.
- If a candidate gives the right book but the wrong chapter/verse then the reference can still be awarded the mark – we do not need chapter and verse.

(c) Question mark scheme

	Reject	Mark
<p>AO1 5 marks</p> <p>Award one mark for each reason/belief*. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Example reason (1) example development (1) Source of wisdom (1) • Example reason (1) example development (1) Source of wisdom (1) • Example reason (1) example development (1) Source of wisdom (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Please note that the source of wisdom must be part of the reasoning can be any part of the answer and cannot be an isolated point

(c) Question example

(c) Explain **two** ways in which revelation might prove the existence of Allah.

In your answer you must refer to a source of wisdom and authority.

(5)

One way in which revelation ~~can~~ might prove the existence of Allah is that ~~is that~~ it contains certain information that has not yet been discovered. For example, the Quran is a revelation and it contains many things which are beneficial ~~for~~ us, which scientists are only finding out to be true now. ⁽¹⁾ This proves the existence of Allah as ~~who~~ ⁽¹⁾ whose ~~will~~ ^{is good} knows everything and has the power to be able to know what ~~will~~ ^{is good} ~~help~~ and bad for us before it is discovered, ~~if so~~ ⁽¹⁾ God must exist.

Another way in which revelation might prove the existence of Allah is that it predicts stuff that will happen in the future. ⁽¹⁾ and it does happen. In the Quran ⁽¹⁾ it says that Allah is the knower of the unseen. No one has the power to tell the future so precisely except Allah. So Allah must exist. ⁽¹⁾

The candidate is awarded 5 marks.

(d) Question format

There will be a statement – one which provokes a divided opinion either within the religion or between the religious tradition and non-religious people.

This is followed by support for students in identifying the elements of the question needing to be covered.

Evaluate this statement considering arguments for and against.

In your response you **must**:

- refer to (chosen religion) teachings
- reach a justified conclusion.

As identified on the specification for example.

This must be recognised by the candidate in their answer. Candidates must provide two points of view from within the religion they have studied. This is the 'divergent views' indicated on the specification bullet point.

1.6

Sanctity of life: the nature and importance of Pikuach Nefesh (primacy of life); why human life is holy by Jewish people; how life is shown as special and taking precedence over everything, including Talmud Yoma 83–84; divergent understandings of how and why the principle of Pikuach Nefesh is applied by Jews today.

(d) Question format

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to (chosen religion) teachings
- refer to different (chosen religion) points of view.
- reach a justified conclusion.

This may be added as an extra bullet to further remind students to give diverse religious points of view

- In the Textual Studies papers (4A and 4B this will refer to Mark's Gospel or refer to the Qur'an – there is a slightly different mark scheme for this).

(d) Question format

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to (chosen religion) teaching
- refer to non-religious points of view
- reach a justified conclusion.

As identified on the specification for example.

This indicates the discussion of arguments should be between the religious teachings/viewpoint and non-religious views

Miracles as proof of the existence of Allah: the nature and importance of miracles in Islam; the Qur'an as a miracle including Surah 17: 84–89; examples of miracles; reasons why they might lead to belief in the existence of Allah; Muslim responses to non-religious arguments (including atheist and Humanist) which maintain that miracles can be scientifically explained and provide no proof that Allah exists; divergent understandings of what miracles show about the nature of Allah for Muslims.

(d) Question format

Evaluate this statement considering arguments for and against.

In your response you must:
refer to chosen religion teaching

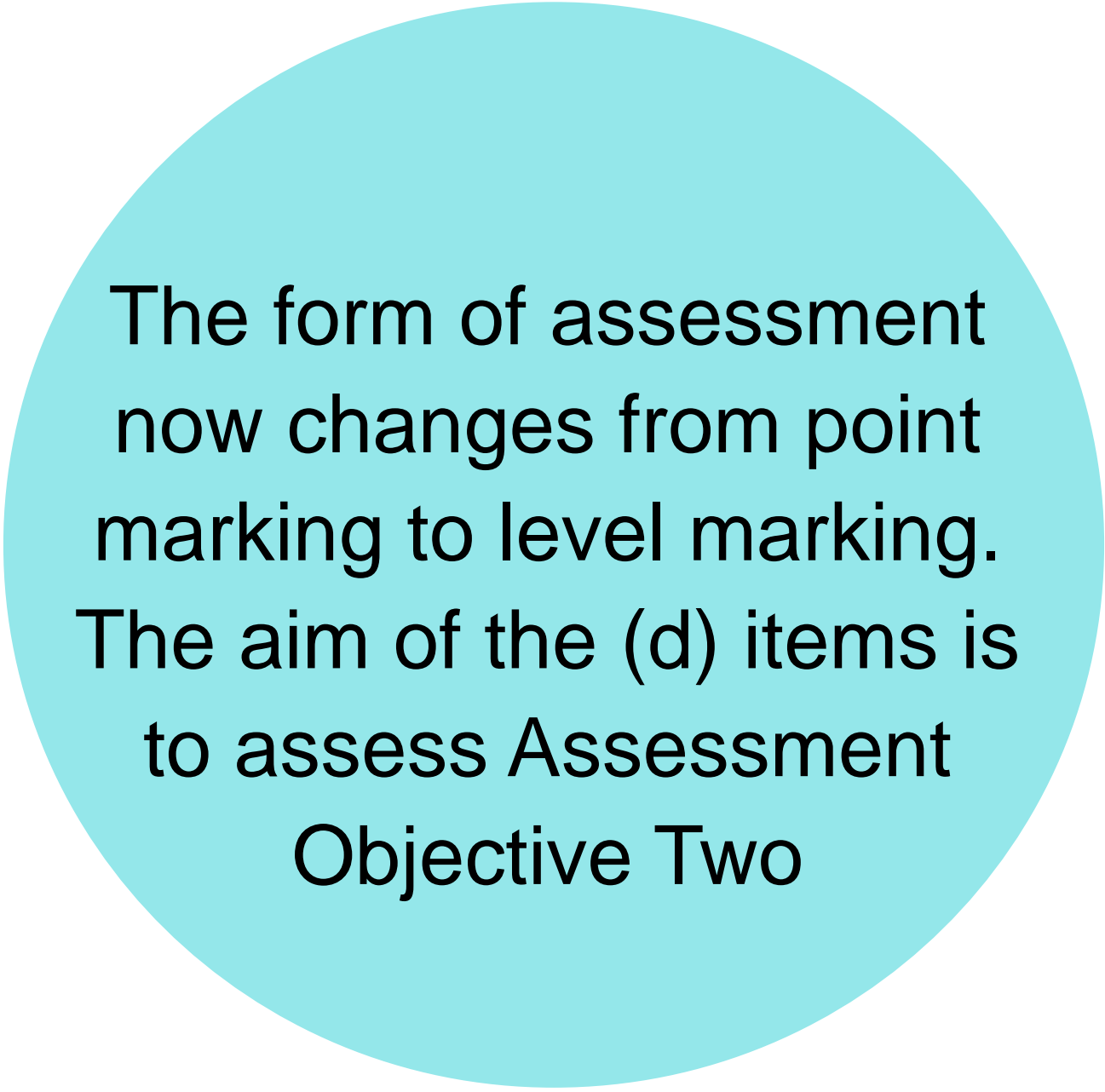
- refer to relevant ethical arguments/or refer to relevant philosophical arguments reach a justified conclusion
- reach a justified conclusion.

As identified on the specification for example.

This indicates that during the discussion of arguments an ethical or philosophical argument should be referred to.

2.5

Christian teaching about family planning and regulation of births: divergent Christian attitudes about contraception and family planning, including teachings about the artificial methods of contraception by some Protestant Churches and the Catholic Church, with reference to *Humanae Vitae*; different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories, such as situation ethics, and Christian responses to them.



The form of assessment
now changes from point
marking to level marking.
The aim of the (d) items is
to assess Assessment
Objective Two

(d) Question mark scheme

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7–9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10–12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

There is a clear progression from Level 1 to Level 4.

Level mark schemes cannot be point marked. We are looking for best fit.

There is no one correct way to reach Level 4. The descriptors can be met in many ways.

There are two lines within each level.

The first line is about the quality of understanding for religion and belief. The arguments either side of the issue.

The second line is about the judgement/evaluation of the arguments given and their value; and a conclusion.

Conclusions may be made throughout the answer rather than the end.

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7–9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10–12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

Level	Mark	Descriptor
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Level 4	10–12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

There is no easy way to award a level.

It is not tick mark marking

You must read the response first and see where it fits best within the level descriptors.

'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

Starting to mark d)
questions

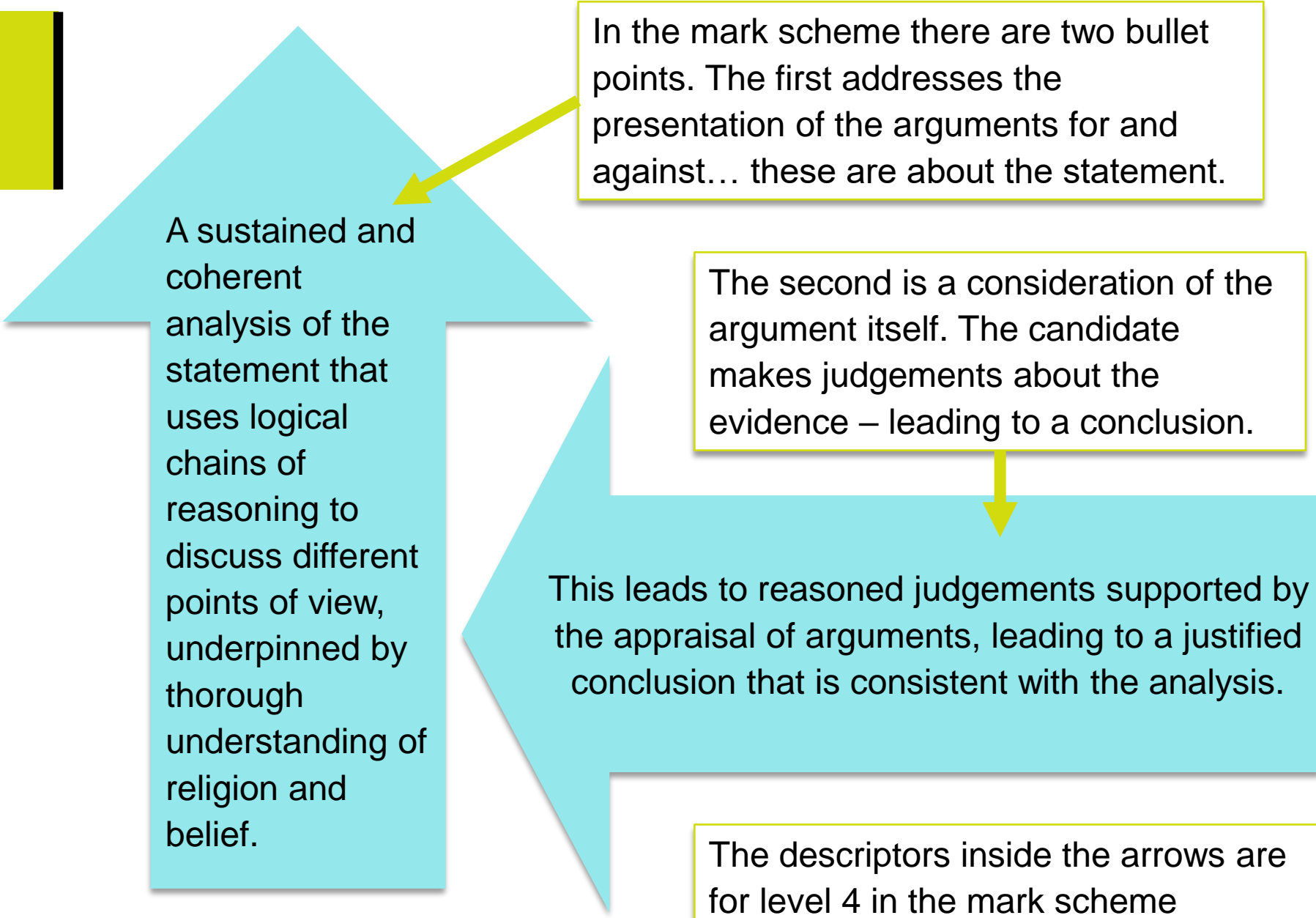
Does the candidate
demonstrate

'isolated' pieces of
understanding or
limited or sound or
thorough
understanding?

Has the candidate
made judgements
about the value of
the arguments they
have presented?

Are they asserted /
made some links/
clearly link or
appraised

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7–9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10–12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.



A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief.

In the mark scheme there are two bullet points. The first addresses the presentation of the arguments for and against... these are about the statement.

The second is a consideration of the argument itself. The candidate makes judgements about the evidence – leading to a conclusion.

This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

The descriptors inside the arrows are for level 4 in the mark scheme

Spelling Punctuation and Grammar

Spelling, Punctuation and Grammar (SPaG) are an essential part of the assessment of GCSE Religious Studies Qualifications. It is assessed by separate criteria to the content and Assessment Objectives within the qualifications. SPaG is assessed on 50% of the AO2 12-mark questions.

Marks		Descriptors	Clarification
0 marks	No marks awarded	<ul style="list-style-type: none"> The candidate writes nothing. The candidate's response does not relate to the question. The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	<ul style="list-style-type: none"> No marks for Religious Studies content means 0 marks for SPaG. The answer is not in English. The answer needs reading several times to decipher content because of SPaG (not handwriting). The answer is less than 25 words long.
1 mark	Threshold performance	<ul style="list-style-type: none"> Candidates spell and punctuate with reasonable accuracy. Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Candidates use a limited range of specialist terms as appropriate. 	<ul style="list-style-type: none"> Reasonable accuracy means that the spelling and punctuation does not interrupt the flow of reading. Rules of Grammar used with some control means that the response may be a one paragraph response. Limited range of specialist terms means they may have a secular meaning or be in mentioned in the question.
2 marks	Intermediate performance	<ul style="list-style-type: none"> Candidates spell and punctuate with considerable accuracy. Candidates use rules of grammar with general control of meaning overall. Candidates use a good range of specialist terms as appropriate. 	<ul style="list-style-type: none"> Considerable accuracy means that spelling and punctuation inaccuracies do not hinder with the understanding of the content. Rules of Grammar used with general control means paragraphs have been used. Good range of specialist terms should be appropriate to the stimulus used.
3 marks	High performance	<ul style="list-style-type: none"> Candidates spell and punctuate with consistent accuracy. Candidates use rules of grammar with effective control of meaning overall. Candidates use a wide range of specialist terms as appropriate. 	<ul style="list-style-type: none"> Consistent accuracies means that a couple of spelling and punctuation inaccuracies are acceptable. Rules of Grammar used effectively for a GCSE student means accurate use of sentences and paragraphs. Wide range of specialist terms should be appropriate to the stimulus used. Any specialist terms must be used accurately.

Summary



Summary

- Use the specification terminology in teaching and preparing candidates for examinations; the language in the specification will be used in the examination questions.
- Candidates should write in sentences for all questions on the paper.
- Candidates should read the question carefully and answer the question asked.
- When a candidate uses a source of wisdom it should be integral to the candidate's answer and used accurately, not artificially inserted.
- Appraisal on the value of arguments is essential on evaluation questions.

Places to get Pearson Edexcel material and advice

The Pearson Edexcel website contains lots of materials, which have been checked by senior examiners, including:

- course planners
- exemplar material and examiner guidance
- explanation of command words
- marking guidance
- definitions of useful terminology
- recordings of past training events
- schemes of work.

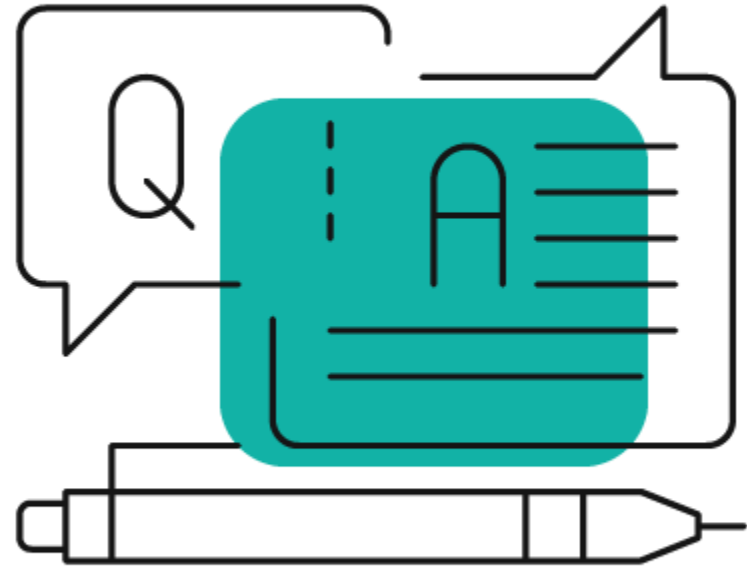
<https://qualifications.pearson.com/en/subjects/religious-studies.html>

Questions



Questions

If you have any further questions, please add these to the Q&A/chat as appropriate?



Thank you for your participation

Religious Studies Subject Advisor

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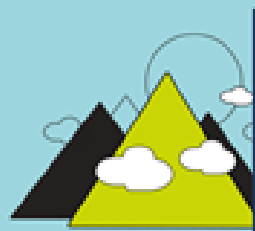
Phone: UK: 0344 463 2817

(Mon – Fri, 9am – 5pm GMT)

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