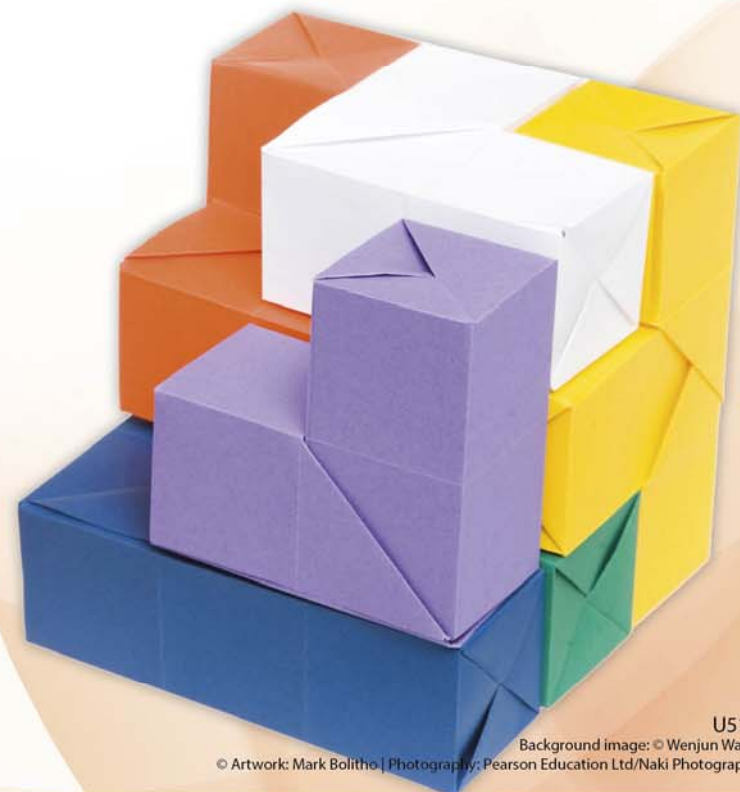


GCSE 2016 Religious Studies

**GCSE Religious Studies
Specification B –
Getting Ready to Teach
15GBAR02**



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Agenda

09:30–10:00	Welcome, registration and coffee
10:00–11:00	Session 1 Specification structure and content overview
11:00–11:45	Session 2 Part (a) questions: Structure and assessment
11:45–12:30	Session 3 Part (b) questions: Structure and assessment
12:30–13:15	Lunch
13:15–14:00	Session 4 Part (c) questions: Structure and assessment
14:00–15:00	Session 5 Part (d) questions: Structure and assessment
15:00–15:25	Session 6 Resources and support
15:25–15:30	Feedback and finish



Session 1

Specification structure and content overview



Inspiring great teaching

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- **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 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)



Timeline

Specification	2015	2016	2017	2018
Current Specification		Summer series as normal	Last assessment	
New 2016 Specification	First teaching of three-year GCSE	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 have been split into two parts (A & B) to allow specifications to be designed with two different approaches:
 - one allows a 75/25 split between two religions
 - one allows a 50/50 split between two religions.



The GCSE reforms: Religions

Students must study **two** religions, chosen 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 trialling. This research helps 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.



Specification B: Beliefs in Action

- A choice of two religions from a list of seven*, 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
- A choice of two components from a list of three to help you engage your students

*The two religions cannot be Christianity and Catholic Christianity



Specification B: Full Course overview

Religion and Ethics	Religion, Peace and Conflict	Religion, Philosophy and Social Justice
Choice of 7 religions (must be different to Papers 2 or 3)	Choice of 7 religions (must be different to Papers 1 or 3)	Choice of 7 religions (must be different to Papers 1 or 2)
Beliefs 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"> Philosophy of Religion
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 take 2 of the 3 papers *The two religions can not be Christianity and Catholic Christianity		



Specification B Full Course: Assessment structure

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

- Short open, open response and extended writing questions for **questions 1–4**
- SPaG and technical language assessed in Part (d) of questions 1 and 3, totalling 6 marks
- **102 marks in total**



Specification B: Short Course overview

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Paper 1 Religion and Ethics	Paper 2 Religion, Peace and Conflict
Choice of 7 religions (must be different to Paper 2)	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	
• Marriage and the Family	• Crime and Punishment
50% exam (50 mins)	50% exam (50 mins)
Both papers must be taken *The two religions cannot be Christianity and Catholic Christianity	



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 is also very similar, with Short Course students focusing solely on Beliefs + Marriage and the Family (Paper 1), or Beliefs + Crime and Punishment (Paper 2).
- Paper 3 is not available for Short Course students.



Session 2

Part (a) questions: Structure and assessment



Specification B assessment:

Paper 1: Christianity

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Question 1: Beliefs

- a) State **three** religious traditions, other than Christianity, in Great Britain. **(3)**
- b) Explain **two** reasons why the Trinity is important to Christians. **(4)**
- c) Explain **two** ways Christians respond to the problem of evil and suffering. In your answer you must refer to a source of wisdom and authority **(5)**
- d) 'Jesus had to die.' Evaluate this statement, considering arguments for and against. In your response you should
- refer to Christian teachings;
 - reach a justified conclusion

(15 - 3 for SPaG)



Part (a) questions

- These questions are designed to test **AO1**.
- They 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.



Part (a) questions

Part (a) questions will *generally* follow a set format:

- They will ask candidates to 'Outline **three**...'.
• They will require candidates to provide three one-sentence answers to the question.
- Candidates receive one mark per correct response to a maximum of three marks.



Part (a) questions format

Some part (a) questions could also assess the student's ability to recognise other religious traditions in Great Britain.

These questions will only need single word responses and the command word for these questions will be 'State'. For example:

a) State **three** of the religious traditions, other than Christianity, in Great Britain



Example question and mark scheme

Question: Outline **three** Christian beliefs about marriage.

Indicative content:

- Some believe it is a sacrament which blesses the union (1)
- It is the proper place to have sex (1)
- It is a demonstration of love and commitment (1)
- It is the place to have and raise Christian children (1)

Accept any other alternative valid response.



Example question and mark scheme

Question: State **three** of the religious traditions, other than Christianity, in Great Britain.

AO1 3 marks:

Judaism (1)
Islam (1)
Buddhism (1)
Sikhism (1)
Hinduism (1)



What do 'outline' and 'state' mean?

Simple!

- Provide knowledge of religion and belief by recalling factual information
- No more than one sentence per mark is required for **outline**; no more than one word per mark is required for **state**.

'Outline' and 'state' do not require:

- development
- added description
- added examples
- added quotations.



What will students be asked to 'outline'?

This can vary:

- Features
- Ways
- Beliefs
- Responses to something
- Events in
- Reasons
- Teachings
- Elements
- Types
- Activities



Examples of different 'outline' questions

- Outline three Buddhist teachings about conflict.
- Outline three things that Muslims believe about suffering.
- Outline three ways the Sikh community tries to support families.
- Outline three Hindu beliefs about the nature of the divine.
- Outline three activities a Christian might do on pilgrimage.



Activity 1: Write a possible Part (a) question

- Ensure you have blank paper, a pen, a copy of the specification and a copy of the SAMs.
- Select one section of the specification that you are likely to teach.
- Select a bullet point in that section.
- Attempt to write a Part (a) question for that bullet point: it cannot be non-religious, and it cannot show the religion in a negative light.
- Swap it with the person next to you to check.



Session 3

Part (b) questions: Structure and assessment



Specification B assessment: Paper 1: Christianity

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Question 1: Beliefs

- a) State **three** religious traditions, other than Christianity, in Great Britain. **(3)**
- b) Explain **two** reasons why the Trinity is important to Christians. **(4)**
- c) Explain two ways Christians respond to the problem of evil and suffering. In your answer you must refer to a source of wisdom and authority **(5)**
- d) 'Jesus had to die.' Evaluate this statement, considering arguments for and against. In your response you should
- refer to Christian teachings;
 - reach a justified conclusion

(15 - 3 for SPaG)



Part (b) questions

They will ask students to 'Explain **two** ...'

For example:

- Explain **two** reasons why the Trinity is important to Christians.
- Explain **two** reasons why prophets are important for Muslims.
- Explain **two** Sikh attitudes to contraception.

There will be some variation in the way these are asked, but they are essentially asking the same thing.



Part (b) questions

- The questions are designed to test **AO1**.
- They 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.



Answering Part (b) questions ^{edexcel}

- Part (b) questions have **four** marks.
- Candidates give two reasons; **they will not be credited for giving more than 2 reasons.**
- They need to demonstrate a higher level of understanding by giving a reason and then by developing it.



Development: Answering Part (b) questions

- Marks are awarded for the reason (1) and for the development of the reason (1). It is therefore important candidates understand what development is.
- Development must address both the question set and the reason already given; they must link clearly.
- The best forms of development are quotations, exemplification and evidence which support the reason.
- To get full marks, candidates need to:
 - give a reason and then develop it
 - give a second (different) reason and develop it in a way different from the first reason.



Development: Answering Part (b) questions

Development must link to the reason given and give more information about the question asked.

For example, when dealing with the question:

Explain two reasons why the Trinity is important to Christians.

- An acceptable reason is **'because the Trinity is shown in the Bible'**.
- An acceptable development would be **'it is seen in the Baptism of Jesus where all three persons of the Trinity are present'**.
- It is **not acceptable** to develop by saying 'and the Bible is important to Christians because it contains the word of God'. The question is about the Trinity, not about the Bible, so this is not relevant development.



Example question and mark scheme

Question: Explain **two** reasons why the Lord's Prayer is important for Christians.

Acceptable content:

- Jesus gave the Lord's Prayer to his disciples (1) as an example of how they should pray. (1)
- It joins Christians together as a community (1) which strengthens their faith. (1)
- It reminds Christians that God's Kingdom will eventually come to this earth (1) which gives life purpose. (1)



Comparison of Christianity and other religions

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- Students will be expected to study their chosen religion with the context of the wider British society whose religious traditions are, in the main, Christian.
- Students should compare and contrast the areas of belief and practice within other religions with Christianity
- The two areas of content where this is a requirement are marked with an asterisk * in the specification. For example, in Area of Study 1 for Islam they are:
 - Beliefs about the afterlife and their significance*
 - The practice and significance of worship*



Example of a Part (b) question ^{edexcel}

Question: Describe **two** differences in forms of worship between Islam and the main religious tradition of Great Britain.

AO1 – 4 marks

Students are required to recognise that Christianity is the main religious tradition of Great Britain

Award one mark for describing a relevant Christian belief/practice.
Award a second mark for a contrasting description from the named religion up to a maximum of four marks

- Muslims must wash before worship (1), Christians are not commanded to prepare for worship by washing (1).
- Muslims have prescribed times for worship (1). Christians can choose their own times for communal worship (1).
- Muslims worship facing Makkah (1), in most Christian Churches, worshippers face East (1)



Activity 2: Part (b) question practice

- Ensure you have sticky notes or your activity booklet, a pen, a copy of the specification and a copy of the SAMs.
- Select one section of the specification that you are likely to teach.
- Select a Part (b) question from the SAMs.
- Write a reason that answers the question on your sticky note or in your booklet.
- Swap with the person next to you; they have to write a development on your reason.
- Check each other's answers.



Lunch

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We will resume at 13:15 for Session 4.



Session 4

Part (c) questions: Structure and assessment



Specification B assessment:

Paper 1: Christianity

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Question 1: Beliefs

- a) State **three** religious traditions, other than Christianity, in Great Britain. **(3)**
- b) Explain **two** reasons why the Trinity is important to Christians. **(4)**
- c) Explain two ways Christians respond to the problem of evil and suffering. In your answer you must refer to a source of wisdom and authority **(5)**
- d) 'Jesus had to die.' Evaluate this statement, considering arguments for and against. In your response you should
- refer to Christian teachings;
 - reach a justified conclusion

(15 - 3 for SPaG)



Part (c) questions: Structure and assessment

Part (c) questions will ask candidates to **'Explain two'**

For example:

- Explain two reasons why pilgrimage is important to Christians
- Explain two Hindu beliefs about euthanasia
- Explain two reasons it is important for Jews to keep all the Mitzvot
- Explain two Sikh teachings about rebirth

There will be some variation in the way these are asked, but candidates will need to respond in the same way.

Candidates must also refer to a source of wisdom and authority in their response

The sources of wisdom provided in the specification and on the MS are there to assist teachers and other sources will be accepted as valid responses



Part (c) questions

- The questions are designed to assess **AO1**.
- One mark will be awarded for each reason/belief
- Further marks will be awarded for each development of the reason/belief up to a maximum of four marks
- One further mark will be awarded for any relevant source of wisdom or authority



Answering part (c) questions

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Question: Explain two ways Christians respond to the problem of evil and suffering. In your answer you must refer to a source of wisdom and authority

Indicative content:

- They will teach that God knows why people suffer (1) he uses suffering to show his love and faithfulness to people (1) he promises to comfort his servants (Psalm 119:66-76) (1)
- Christians respond in a practical way to the suffering of others (1) and try to relieve suffering in whichever way is needed (1) this is in response to the parable of the sheep and the goats where Jesus says 'inasmuch as ye do it unto one of one of the least of these...ye have done it unto me' (Matthew 25:31-46) (1)



Activity 3: Part (c) question practice

- Ensure you have paper, a pen, a copy of the specification, a copy of the SAMs, and a copy of the exemplar in your delegate booklet.
- Write notes on the exemplar. We will go through it on the board as part of this presentation.
- Check your assessment of the exemplar with the trainer and the person sitting next to you.



Activity 3: Exemplar

Explain **two** reasons why Christians believe in life after death. In your answer you must refer to a source of wisdom and authority.

Christians believe in life after death because the Bible talks about life after death, for example when Jesus forgave the criminal he told him he would be with him in Paradise; this shows the reality of the afterlife.

Christians believe that there must be a reward for living a good life and therefore for it to make sense the reward it must be eternal.



Activity 3: Exemplar - marked

Explain **two** reasons why Christians believe in life after death. In your answer you must refer to a source of wisdom and authority.

Christians believe in life after death because the Bible talks about life after death, for example when Jesus forgave the criminal he told him he would be with him in Paradise; this shows the reality of the afterlife.

Christians believe that there must be a reward for living a good life and therefore for it to make sense the reward it must be eternal.



Session 5

Part (d) questions: Structure and assessment



Specification B assessment:

Paper 1: Christianity

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Question 1: Beliefs

- a) State **three** religious traditions, other than Christianity, in Great Britain. **(3)**
- b) Explain **two** reasons why the Trinity is important to Christians. **(4)**
- c) Explain two ways Christians respond to the problem of evil and suffering. In your answer you must refer to a source of wisdom and authority **(5)**
- d) 'Jesus had to die.' Evaluate this statement, considering arguments for and against. In your response you should
- refer to Christian teachings;
 - reach a justified conclusion

(15 - 3 for SPaG)



Part (d) questions: Structure and assessment

Part (d) questions will ask candidates to 'evaluate'.

For example:

'Family is central to Hindu life.' Evaluate this statement, considering arguments for and against. In your response you should:

- refer to Hindu teachings
 - refer to different Hindu points of view
 - reach a justified conclusion
-
- This is from a Hindu paper, but the format is the same on all Part (d) questions.
 - There is a stimulus quotation, which is meant to allow discussion of two views, and allow candidates to reach a conclusion.
 - There is a requirement to refer to the religion which candidates have studied for this examination paper.



Part (d) questions: Structure and assessment

Part (d) questions will ask candidates to 'evaluate'.

For example:

'There is lots of evidence for life after death" Evaluate this statement, considering arguments for and against. In your response you should:

- refer to Muslim teaching
 - refer to non-religious points of view
 - reach a justified conclusion
- This is from a Islam paper, but the format is the same on all Part (d) questions.
 - There is a stimulus quotation, which is meant to allow discussion of two views, and allow candidates to reach a conclusion.
 - There is a requirement to refer to the religion and non-religious points of views which candidates have studied for this examination paper, as indicated in some of the bullet points within the specification.



Part (d) questions: Structure and assessment

Part (d) questions will ask candidates to 'evaluate'.

For example:

'Euthanasia should not allowed'. Evaluate this statement, considering arguments for and against. In your response you should:

- refer to Catholic teachings
 - refer to non-religious points of view
 - refer to relevant ethical arguments
 - reach a justified conclusion
- This is from a Catholic paper, but the format is the same on all Part (d) questions.
 - There is a stimulus quotation, which is meant to allow discussion of two views, and allow candidates to reach a conclusion.
 - There is a requirement to refer to the philosophical and ethical responses to certain topics which candidates have studied for this examination paper, as indicated in some of the bullet points within the specification.



Part (d) questions

- These questions are designed to assess **AO2**.
- For AO2, students are required to:
 - Analyse and evaluate aspects of religion and belief, including their significance and influence.



Answering Part (d) questions

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Part (d) questions are marked using a levels based mark scheme. To get the top level candidates need to:

- critically deconstruct religious information/issues, leading to coherent and logical chains of reasoning
- consider more than one point of view
- demonstrate a sustained, accurate and thorough understanding of religion and belief.
- make connections are made among the full range of elements in the question.
- construct coherent and reasoned judgements of the full range of elements in the question.
- ensure judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.



Activity 4 – part (d) questions

- Ensure you have paper, a pen, a copy of the specification, a copy of the SAMs, and a copy of the exemplar in your delegate booklet.
- Write notes on the exemplar. We will go through it on the board as part of this presentation.
- Check your assessment of the exemplar with the trainer and the person sitting next to you.



Activity 4: Exemplar

'All Christians should give money to charity.'

I think that all Christians should give money to charity because Jesus said that love of God and your neighbour were the most important commandments and this means that if you're not helping others you are not a good Christian. The giving to charity can be used to do God's work.

Also many churches teach love for the poor and run things like soup kitchens, therefore giving to charity is an important way to care for the poor and fulfil their duty as part of their role as stewards.

On the other hand some people may not be able to give money which would be fine as the parable of the sheep and the goats shows how Christians should help those people who are hungry, lonely, and sick which can be done in other ways than giving money.

Indeed, sometime people give money which makes them feel better whereas if a person gives time it is actually able to have a long term effect on another's life. In conclusion all Christians should not give money to charity, as there are far better ways to support those in need.



Activity 5: Part (d) question practice

- Ensure you have paper, a pen, a copy of the specification and a copy of the SAMs.
- Work in a small group.
- Write one of the Part (d) question stimuli on the piece of paper.
- Write anything you feel might be appropriate – reasons, quotations, strengths, weaknesses.
- As a group, link up the ideas to make a coherent argument with a line.
- This shows what a candidate's answer could be like.
- What is your group's conclusion?



SPaG for Q1 and Q3: Part (d) questions

- Each paper will assess spelling, punctuation and grammar (SPaG), as well as use of specialist terminology.
- SPaG contributes to a minimum of 5% of marks towards the overall weighting of the paper.
- Each paper has six marks for SPaG.
- The Part (d) question on Q1 and Q3 has three marks awarded for SPaG.



SPaG: Mark grid

		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The learner writes nothing• The learner's response did not relate to the question• The learner's achievement in SPaG did not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning
1 mark	Threshold performance	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate
2 marks	Intermediate performance	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
3 marks	High performance	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate



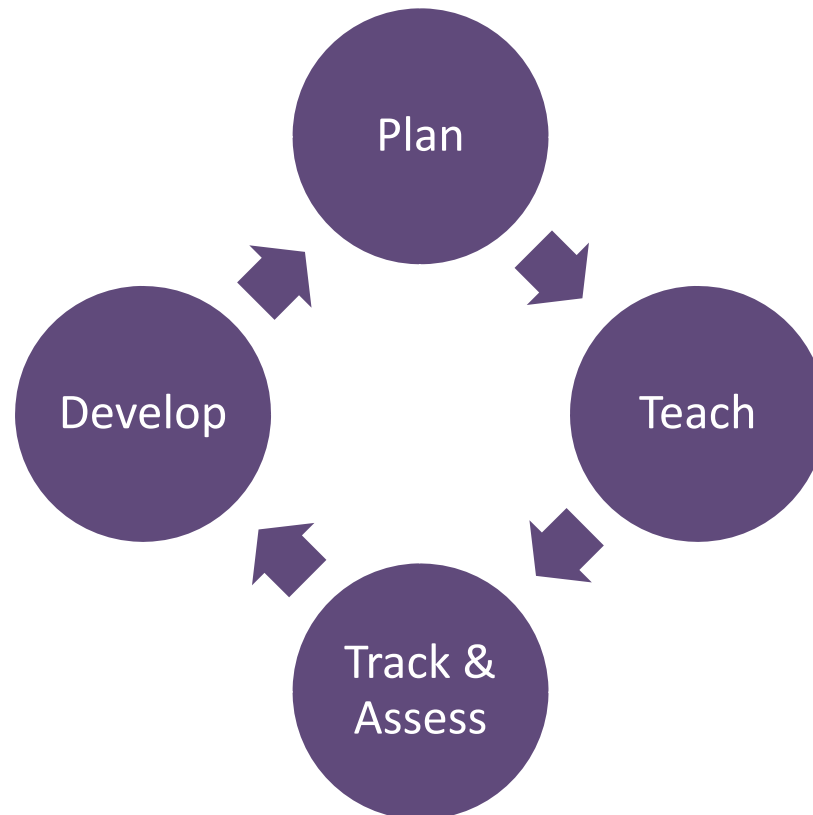
Session 6

Resources and support



Supporting great Religious Studies teaching

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Free qualifications support:
www.edexcel.com/RS16Support

Pearson paid-for resources:
www.Pearsonschools.co.uk/gcsers16



Free support for planning

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- Course planners for two- and three-year courses
- Schemes of work following two-year course planners



Free support for teaching

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- Mapping documents to current GCSE content
- Mapping to the Catholic Directory
- Getting Started guide



Published resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers. However, it is not necessary to purchase endorsed resources to deliver our qualifications.



Resources published by Pearson



- Brand new resources **written to support the 2016 Edexcel GCSE (9-1) Religious Studies specification B***, including the new GCSE requirement to teach more than one religion.
- **Two student books** provide coverage of the specification content for schools that wish to study Christianity paper 1 and Islam paper 2.
- **Sign up** to get a glimpse of the new resources at www.pearsonschoools.co.uk/gcsers16

These resources have not yet been endorsed.

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



Other published 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 students' books.
- **OUP:** Oxford is publishing new resources for Edexcel GCSE RS. Visit the OUP website to find out more.
- **ZigZag:** Photocopiable and digital resources for the new GCSE and A level RS specifications, for learning, revision and exam practice.

*These resources have not yet been endorsed. This information is correct as of January 2016, but may be subject to change.

No paid-for products or services are required to deliver Pearson Edexcel qualifications.



Support for tracking and assessment

- Additional specimen papers so you can get to grips with the format of the new papers and the level of demand as quickly as possible, and have extra papers to use with students for exam preparations
- Student exemplars with commentary
- Mock-exam marking training



ResultsPlus and examWizard

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- **ResultsPlus** provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of Religious Studies.
- **examWizard** is a free exam preparation tool containing a bank of past Edexcel Religious Studies exam questions, mark schemes and examiners' reports, so you can create mock papers, homework or practice tests in minutes.



Contact details

- Contact the Religious Studies team with any questions:
 - Email: TeachingReligiousStudies@pearson.com
 - Tel: 0844 463 2817
- Webpage: www.edexcel.com/gcsereligiousstudies16
- Sign up for Religious Studies emails to get the latest news.
- AS and A level Religious Studies are also being redeveloped for 2016.



AS and A level Religious Studies

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- Redeveloped for first teaching September 2016
- First assessment AS – 2017, A level – 2018
- Students choose three out of four components:
 - Philosophy of Religion
 - Religion and Ethics
 - New Testament Studies
 - Study of Religion – from a choice of six



Pearson is recruiting



- Pearson is recruiting for GCSE and GCE Religious Studies.
- We have exciting opportunities for those wishing to become an examiner for Religious Studies:
 - Get closer to the qualification you are teaching
 - Gain insight on National Standards
 - Grow your career
 - Apply via the Pearson website



Next steps

- Please complete your evaluation form (in your pack) for today's event.
- Sign up to our updates by email:
TeachingReligiousStudies@pearson.com
- Visit the website to download copies of the draft specification and support materials:
www.edexcel.com/gcsereligiousstudies16
- **Would you like to help produce exemplars?**
Please note on the evaluation form if so.



Questions?