



GCSE Religious Studies Support and Guidance

Welcome to this session

This training is for teachers of the Pearson Edexcel Religious Studies and will explore the support, guidance and resources available to centres and how to access them.

We will:

- explore the support and qualification services available for Pearson Edexcel Religious Studies
- learn how to book professional development events and access past events and materials
- explore the range of free teaching and learning resources available and where to find them
- look at some new teaching and learning resources focused on (d) item questions
- learn about optional paid-for resources available through Pearson Edexcel.

Resources discussed in this event

- As well as signposted links to resources, on various slides you will notice the icon below, displayed in the top right corner of the screen:



- Clicking this icon, when it appears in pages of the PDF version of this presentation will take you directly to resources being discussed on the slide.

Subject Advisor and qualification services

Subject Advisor Support



Our subject advisors are experts in their fields and are here to support you throughout the year.

Email: TeachingReligiousStudies@pearson.com

Phone: +44 (0) 344 463 2535 (Mon–Fri, 9:00–17:00)

[Book an appointment with your Subject Advisor](#)

[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

Follow our [Facebook page](#) and join the Pearson Edexcel Religious Studies [teacher group](#) for private, professional discussions managed by your Subject Advisor.

Religious Studies
Jenna Wyatt



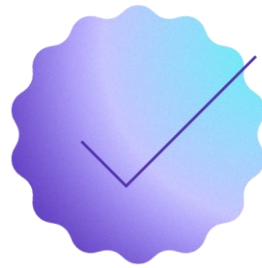
Qualification Services

The following services are included as part of your qualification fees:



examWizard

An online resource bank of past paper questions and support materials, enabling you to create customised mock exams and tests tailored to your students' needs.



ResultsPlus

An online results analysis tool that provides a detailed breakdown of students' performance in our exams, helping you identify areas for improvement and track progress effectively.



Access To Scripts

An online service that allows you to view and download your candidates' marked scripts. This tool offers transparency and insight into the marking process.

Pearson Edexcel's Professional Development Academy (PDA)

Pearson Edexcel's PD Academy

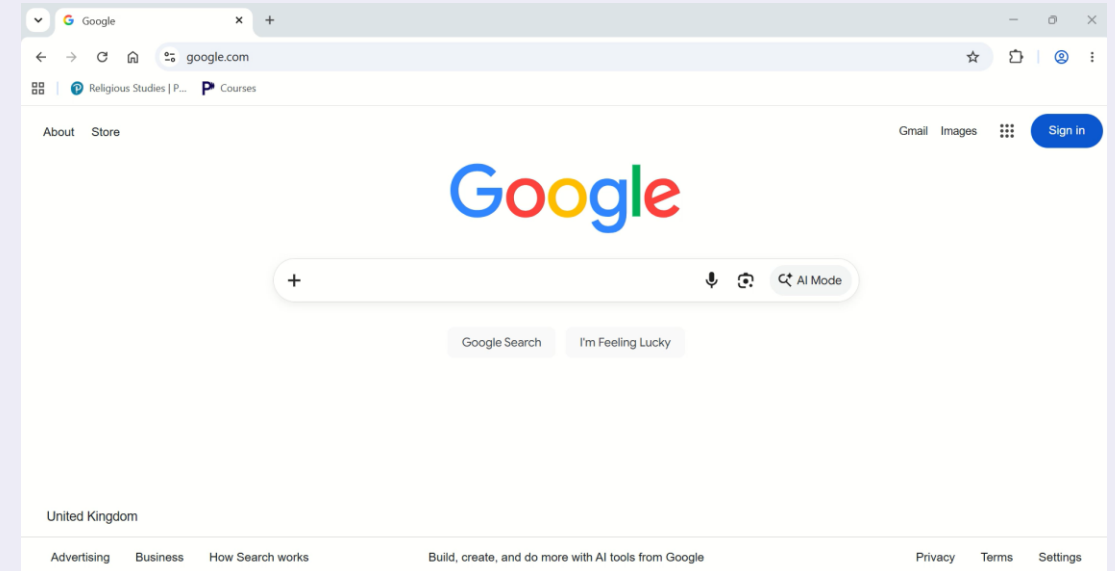
- Accessing the PD Academy
- Filtering content and booking events
- Viewing past training events and materials
- RS Professional Development calendar for 2026-27



Accessing the PD Academy



- Open any web browser
- Type '**Pearson Edexcel**' into the search bar
- From 'Subjects' choose 'Religious Studies'
- Optionally Bookmark/favourite this page for later access
- Select a qualification and choose 'Training'
- Click the PD Academy logo
- Choose '**Secondary, FE and Work-based Learning UK**'
- Optionally bookmark/favourite this page for later access



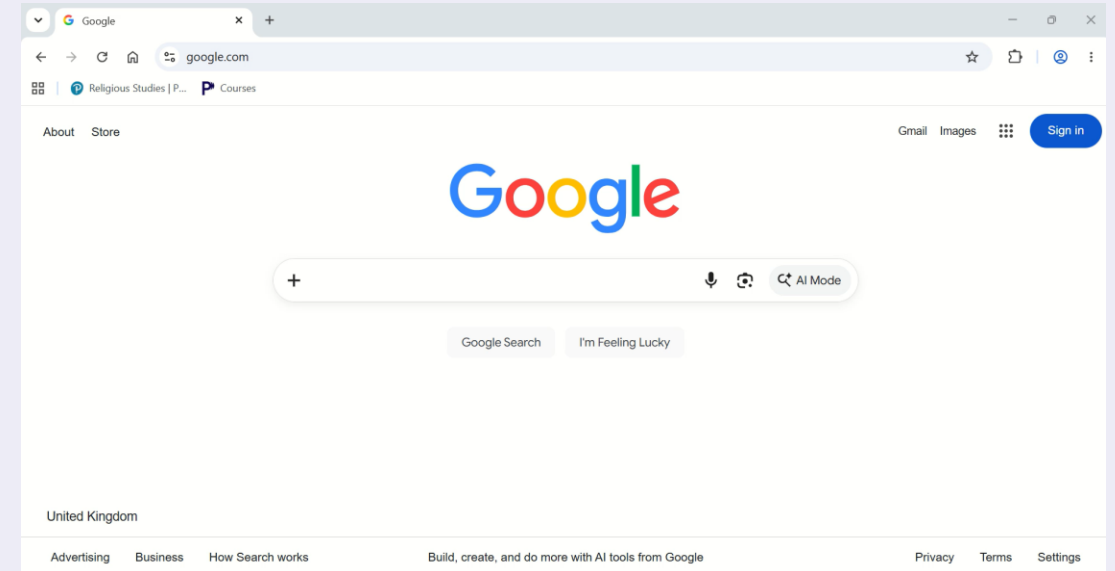
Useful links:

- [Pearson Edexcel Qualifications Website](#)
- [GCSE Religious Studies A](#)
- [GCSE Religious Studies B](#)
- [A Level Religious Studies](#)
- [Professional Development Academy \(PD Academy\)](#)

Filtering Content & Booking Events



- Open the PDA
- Choose '**Secondary, FE and Work-based Learning UK**'
- Select '**Religious Studies**' from the '**Subject**' drop down menu
- If you want to specify a '**Level**' choose this in the drop down also
- To book a live event, select the event you wish to attend, then choose **Register/Sign in**
- If prompted, sign in using your **Username** and **Password** or **Sign in with Microsoft** to complete your booking



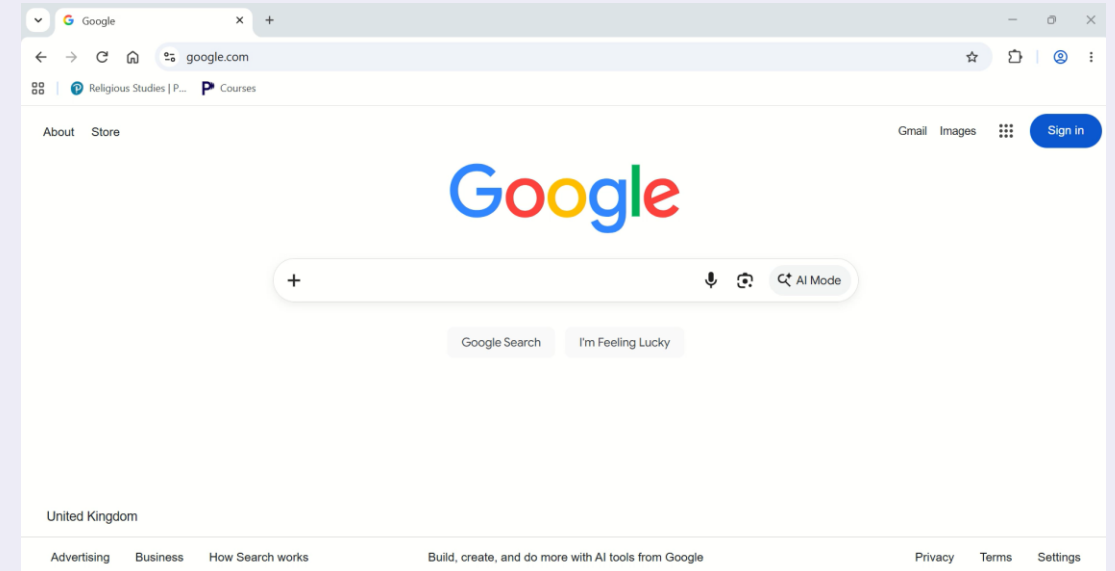
Useful Links:

- [PD Events for GCSE Religious Studies \(& Entry Level Certificate\)](#)
- [PD Events for A Level Religious Studies](#)

Viewing Past Training Events and Materials



- Find the **Subject** and **Level** you wish to access the **Training Playlist** for, from the PDA
- To view the recordings open the **Training Playlist** for GCSE Religious Studies A or B or A Level Religious Studies
- From here you can choose to **open the playlist to explore recordings**
- You can also choose to **download the accompanying delegate materials**, from the teaching and learning area of the 'qualifications' website.



Useful Links:

- [GCSE Religious Studies A Recordings](#)
- [GCSE Religious Studies A Delegate Materials](#)
- [GCSE Religious Studies B Recordings](#)
- [GCSE Religious Studies B Delegate Materials](#)
- [A Level Religious Studies Recordings](#)
- [A Level Religious Studies Delegate Materials](#)

RS Professional Development Calendar for 2026–27



Course	Date and Time	Booking link
GCSE Religious Studies A: Exam Insights Summer 2026	12 October 2026 at 16:30 – 18:00 BST	https://pearson.cventevents.com/Y0byl0
GCSE Religious Studies B: Exam Insights Summer 2026	15 October 2026 at 16:30 – 18:00 BST	https://pearson.cventevents.com/V2X8mK
GCSE Religious Studies: Marking Live	23 November 2026 at 16:30 – 18:00 GMT	https://pearson.cventevents.com/zdXD4l
GCSE Religious Studies B: Christianity – Insight into the Teaching of Matters of Life and Death	07 December 2026 at 16:30 – 18:00 GMT	https://pearson.cventevents.com/DdW33q
GCSE Religious Studies: Judaism – Insight into the Teaching of Jewish Practices / Living the Jewish life	22 February 2027 at 16:30 – 18:00 GMT	https://pearson.cventevents.com/rEMeqE
GCSE Religious Studies B: Islam – Insight into the Teaching of Crime and Punishment	29 June 2027 at 16:30 – 18:00 BST	https://pearson.cventevents.com/lWPya9

Find out more

For more professional development courses please see [Pearson's Professional Development Academy](#).



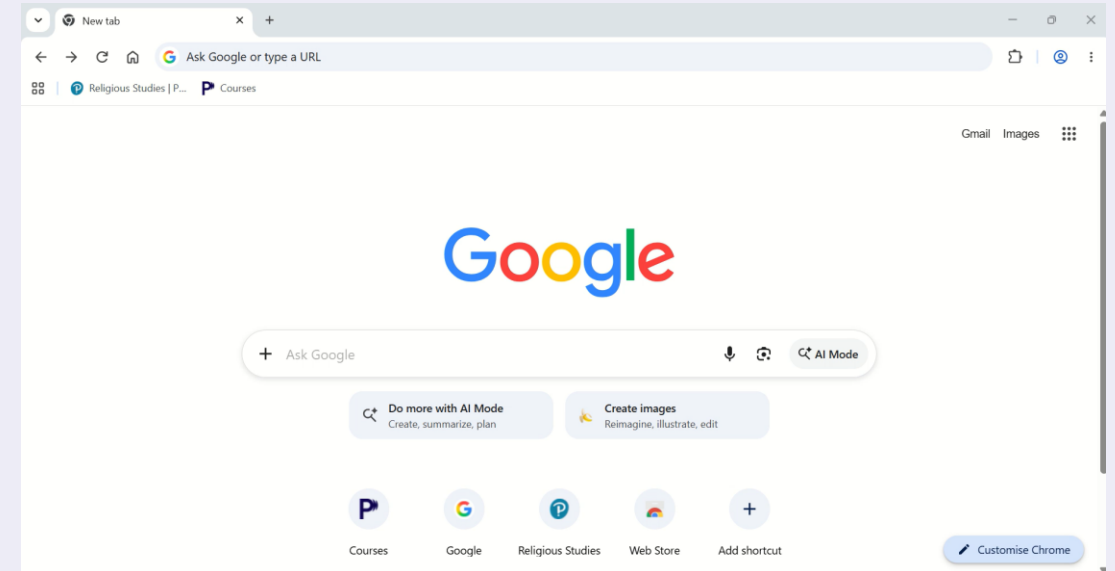
Following this event, you will receive a survey to share your thoughts about the session. Please let us know what you'd like to see more of and what areas could be improved.



How to access our Free Teaching and Learning Materials

How to access our Free Teaching and Learning Materials

- Open the qualifications page for GCSE Religious Studies (A or B) or A Level Religious Studies
- From '**Course materials**' choose **Teaching and learning materials**
- Under '**Content Type**', **show more** and choose the materials which you would like to access (e.g. **Exemplar material**)



Useful Links:

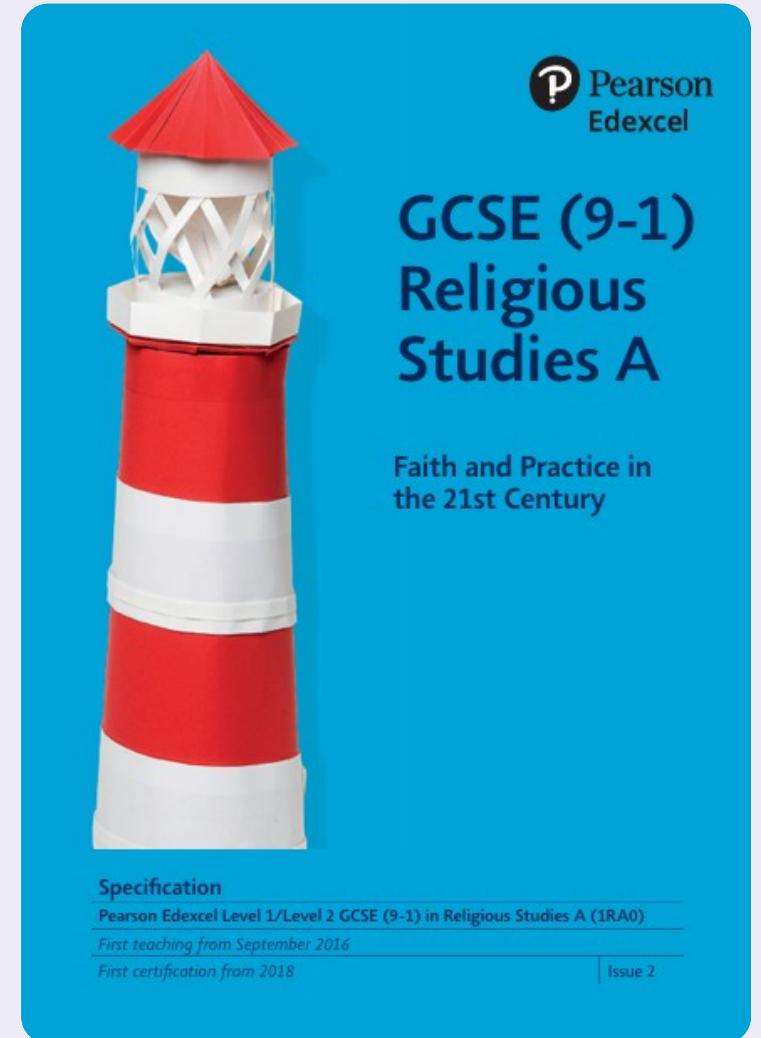
- [Pearson Edexcel Qualifications Website](#)
- [GCSE Religious Studies A - Exemplar materials](#)
- [GCSE Religious Studies B - Exemplar materials](#)
- [A Level Religious Studies - Exemplar materials](#)

Key documents for new centres

GCSE Religious Studies A: Getting started



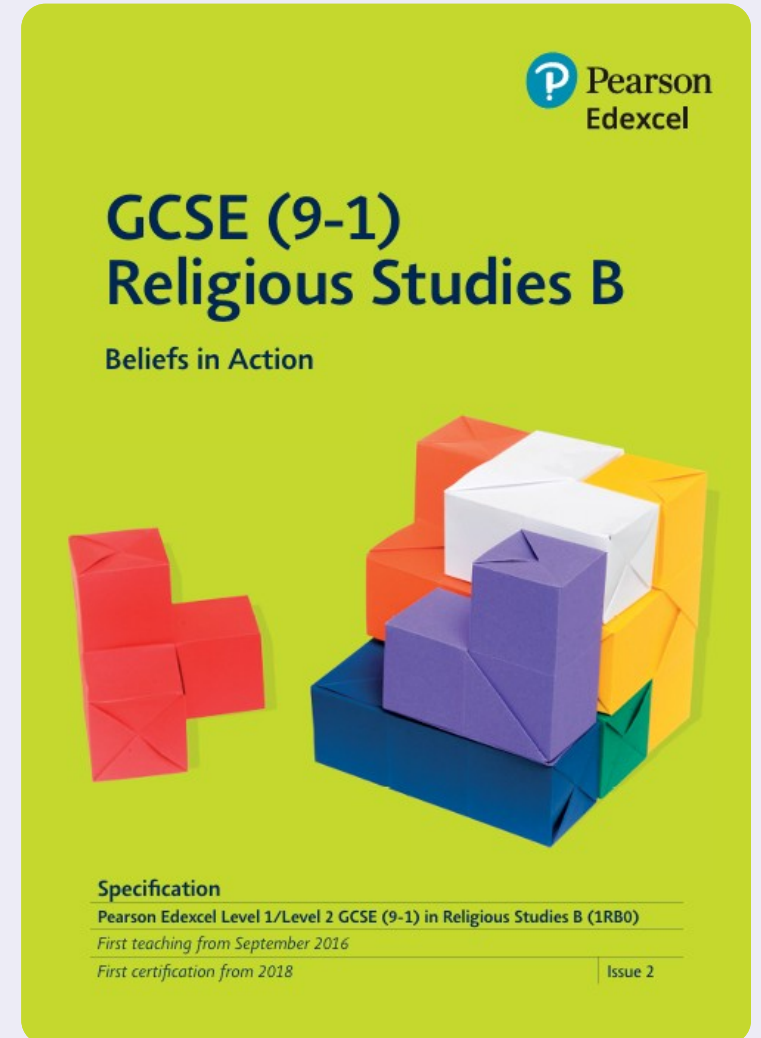
- [GCSE RS A: Specification](#)
- [GCSE RS A: Getting started teachers guide](#)
- [GCSE RS A: Schemes of work](#)
- [GCSE RS A: Past training](#) (Including New to Edexcel)
- [Book an appointment with your Subject Advisor](#)
- [Sign up for Subject Update](#)



GCSE Religious Studies B: Getting started



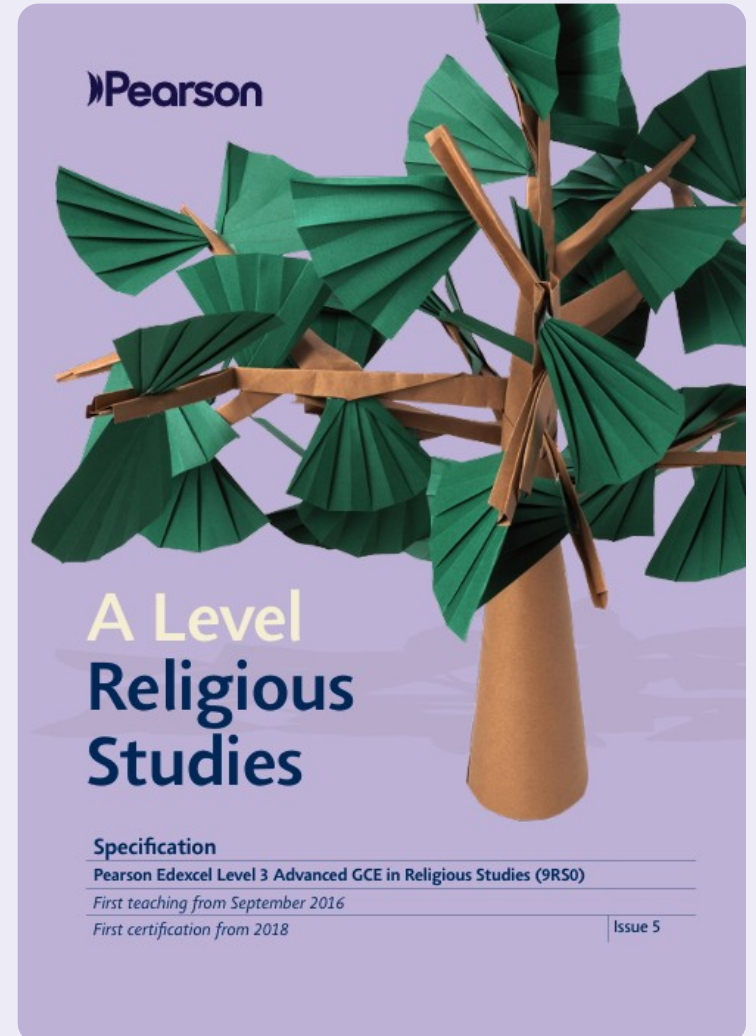
- [GCSE RS B: Specification](#)
- [GCSE RS B: Getting started teachers guide](#)
- [GCSE RS B: Schemes of work](#)
- [GCSE RS B: Past training](#) (Including New to Edexcel)
- [Book an appointment with your Subject Advisor](#)
- [Sign up for Subject Update](#)



A Level Religious Studies: Getting started



- [A Level RS: Specification](#)
- [A Level RS: Getting started teachers guide](#)
- [A Level RS: Schemes of work](#)
- [A Level RS: Past training](#) (Including New to Edexcel)
- [Book an appointment with your Subject Advisor](#)
- [Sign up for Subject Update](#)



Overview of free teaching and learning resources

Free teaching and learning resources



Topic of the month:

- Released monthly (from January 2022–present)
- Aims to stimulate discussion at Key Stages 4 and 5
- Based on a current news article, which teachers may read and integrate into their teaching practice

Religious Studies Topic of the Month April 2024

What impact might religion have on the business world?

Topic of the month aims to stimulate discussion at Key Stages 4 and 5 and bring religion to life. This can be achieved by considering religion's relevance in our vast modern world. We have selected a current news article, which you may wish to read and integrate into your teaching practice, using the discussion prompts provided.



Disclaimer:

This topic relates to an article, written by Lord Karan Bilimoria for Management Today* and is entitled "Why business leaders must back religious education in schools".

Introduction

This article explores how providing students with strong understanding of different beliefs, found across the world, may benefit businesses.

- [\(Click here to access the article\)](#)

Discussion prompts

- To what extent do you agree or disagree that businesses should support the teaching of Religious Education in schools?
- How might a person's worldview, religious or otherwise, influence their behaviour in a business environment?
- Why is understanding a range of diverse beliefs, crucial for a workplace to function?
- What challenges might arise when businesses need to accommodate the range of religious beliefs and practices in the workplace?
- Religious literacy involves understanding religious traditions, beliefs, practices, and their cultural. How could this be promoted in the workplace?

Links to topics featured in our specifications:

- **GCSE:**
 - Overarching topic, concerning religious beliefs within the wider context of the wider British society.
- **A-Level:**
 - Social and historical developments
 - Religion and society

*Any views and opinions expressed through materials linked to this document are solely those of the external provider. These views and opinions do not necessarily represent those of Pearson. Please be aware that the link provided contains third party video content, which may contain advertisements.

Free teaching and learning resources



Assessment Materials:

- Collection of all questions (SAMs & 2018–2026)
- Easily accessible for teachers
- Available for Specifications A and B

GCSE Religious Studies Specification B (1RB0) Exam Question Overview									
		Paper 1A: Catholic Christianity							
		Specimen paper		2018		2019			
		SAMs							
Question 1: Beliefs and Teachings	04	State three religious traditions, other than Christianity, in Great Britain.	[3]	04	Outline three Catholic teachings about the resurrection of Jesus.	[3]	04	Outline three Catholic beliefs about the Incarnation.	[3]
	05	Describe the two differences in forms of worship between Catholic Christianity and other forms of the main religious traditions of Great Britain.	[4]	05	Explain two ways belief in the Trinity is used in Catholic worship.	[4]	05	Explain two characteristics of God shown in the biblical account of Creation.	[4]
	03	Explain two Catholic teachings about the ascension of Jesus. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two reasons why it is important that humans are created in the image of God. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two Catholic beliefs about salvation. In your answer you must refer to a source of wisdom and authority.	[5]
	08	"Belief in the Trinity is the most essential belief about God." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to different Christian points of viewreach a justified conclusion	[12] +3 SPAG	08	"Jesus is fully God." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to different Christian points of viewreach a justified conclusion	[12] +3 SPAG	08	"Believing in purgatory is essential for all Christians." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to different Christian points of viewreach a justified conclusion	[12] +3 SPAG
Question 2: Marriage and the Family	04	Outline three ways the local Catholic parish supports family life.	[3]	04	Outline three Catholic teachings about divorce.	[3]	04	Outline three purposes of Catholic marriage.	[3]
	09	Explain two reasons why the Catholic Church opposes artificial contraception.	[4]	09	Explain two reasons why Catholics are against gender discrimination.	[4]	09	Explain two Catholic teachings about homosexual relationships.	[4]
	03	Explain two reasons why the family may be important in Catholic life. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two ways Catholics regard the different types of families found in society today. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two reasons why parishes support Catholic families. In your answer you must refer to a source of wisdom and authority.	[5]
	08	"Marriage is a lifelong commitment." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to non-religious points of viewreach a justified conclusion	[12]	08	"Sex outside of marriage is always wrong." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to non-religious points of viewreach a justified conclusion	[12]	08	"Couples should not use fertility planning." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to relevant ethical argumentsreach a justified conclusion	[12]
Question 3: Living the Religious Life	04	Outline three features of the sacrament of reconciliation.	[3]	04	Outline three ways CAFOD works to help others.	[3]	04	Outline three of the Stations of the Cross.	[3]
	09	Explain two reasons why Eucharistic adoration is important for Catholics.	[4]	09	Explain two reasons why the funeral rite is important for Catholics.	[4]	09	Explain two ways a Catholic can evangelise in the world today.	[4]
	03	Explain two reasons why working for justice is important for Catholics. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two reasons why prayer is important for Catholics. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two reasons why Baptism is important for Catholics. In your answer you must refer to a source of wisdom and authority.	[5]
	08	"The most important duty of all Catholics is to worship God." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to different Christian points of viewreach a justified conclusion	[12] +3 SPAG	08	"Everyone should go on pilgrimage." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to different Christian points of viewreach a justified conclusion	[12] +3 SPAG	08	"Worship should always have a formal structure." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to different Christian points of viewreach a justified conclusion	[12] +3 SPAG
Question 4: Matters of Life and Death	04	Outline three Catholic beliefs about the origin of life.	[3]	04	Outline three Catholic teachings about abortion.	[3]	04	Outline three Catholic teachings that support the existence of life after death.	[3]
	09	Explain two reasons why the Catholic Church does not agree with abortion.	[4]	09	Explain two Catholic responses to arguments against life after death.	[4]	09	Explain two Catholic responses to animal rights.	[4]
	03	Explain two reasons why Catholics may work for animal rights. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two Catholic teachings about euthanasia. In your answer you must refer to a source of wisdom and authority.	[5]	03	Explain two Catholic responses to the theory of evolution. In your answer you must refer to a source of wisdom and authority.	[5]
	08	"Euthanasia should not be allowed." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to non-religious points of viewrefer to relevant ethical argumentsreach a justified conclusion	[12]	08	"Humans are good towards the world." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to relevant ethical argumentsreach a justified conclusion	[12]	08	"Hospice care is the best way to show love for those who are terminally ill." Evaluate this statement considering arguments for and against. In your response you should: <ul style="list-style-type: none">refer to Catholic teachingsrefer to relevant ethical argumentsreach a justified conclusion	[12]

Free teaching and learning resources



Knowledge Organisers / KOs:

- For specifications A&B
- Bolsters published support
- Current provision covers areas of Christianity, Islam, Buddhism and Judaism
- The Christian 'Beliefs' section also has an accompanying video version for watching/listening back with recap questions.
 - [Recorded Content Support](#)

1.1: The Six Beliefs of Islam	
What are the Six Beliefs of Islam?	<p>1. Belief in the oneness of Allah (Tawhid), which is the most important belief.</p> <p>2. Belief in the existence of angels as messengers of Allah (Malaikah). They are created from light and don't have free will. They communicate messages from Allah to the prophets.</p> <p>3. Belief in the authority of holy books, e.g. the Qur'an, the Hadith, and other revealed books shared with the Abrahamic religions of Christianity and Judaism (Kutub).</p> <p>4. Belief in Allah's prophets, who are the link between Him and humans (Risalah). It is the Islamic term for prophethood and refers to the communication channel between Allah and humans.</p> <p>5. Belief in the Day of Judgement and the afterlife (Akhirah). On that day, humans will account for their actions and Allah will reward them with al-jannah (Paradise) or will punish them in Jahannam (Hell).</p> <p>6. Belief in predestination/divine decree (Al-Qadr). Allah is all-knowing and knows what will happen.</p>
What is the nature of the Six Beliefs of Islam?	<p>The Six Beliefs of Islam, known as the Articles of Faith, are found in the Kitab al-Iman ('The Book of Faith'), written in the 13th century by Islamic scholar Ibn Taymiyya.</p> <p>It has been used by many Muslim scholars throughout history to understand and explain the key Islamic beliefs.</p>
What is the history of the Six Beliefs?	<p>The Six Beliefs come from a Hadith about the Archangel Jibril. He asked Prophet Muhammad to summarise the Islamic faith, and Prophet Muhammad responded by listing these specific beliefs.</p>
How are the Six Beliefs of Islam understood and expressed in Sunni and Shi'a Muslim communities today?	<p>The Six Beliefs of Islam are mainly used by Sunni Muslims. Shi'a Muslims accept the Six Beliefs of Islam but may have a different understanding of them. Some of the Six Beliefs from Sunni Muslims are shared beliefs with Shi'a Muslims, but sources of authority for Sunni and Shi'a Muslims are slightly different. Shi'a Muslims have a different summary of beliefs (the Five Roots of 'Usul ad-Din - see point 1.2).</p> <p>For example, the second root for Shi'a Muslims is Adalat, the idea that Allah is fair and just. Sunni Muslims accept this idea is important, but don't place the same emphasis on it as Shi'a Muslims.</p>
What is their importance and purpose for Muslims?	<ul style="list-style-type: none">• They summarise the shared beliefs of Islam and help Muslims understand their religion better.• They unite Sunni Muslims from all over the world and make them feel part of the same community (ummah).• They give direction and a reason for why Muslims behave and carry out their worship and practices.
Sources of Wisdom and Authority	
The Six Beliefs of Islam: "That you affirm your faith in Allah, His angels, His Books, His meeting, His Messengers and that you affirm your faith in the Resurrection hereafter." (Hadith of Prophet Muhammad - Kitab al-Iman 1:4).	

Free teaching and learning resources



'Recall' Question Worksheets:

- Support for Specifications A and B
- Useful practice covering key areas of the specification
- Can be set for homework, starter activities, exam practice etc.

GCSE Religious Studies B (a) Question Revision Resource: Christianity Section 1		
Topic 1.1: The Trinity		
Question	Answer	Mark
Recall three Christian beliefs about the nature of God		/1
		/1
		/1
Recall three beliefs about the Trinity as shown in the Nicene Creed		/1
		/1
		/1
Recall three Christian beliefs about the Trinity		/1
		/1
		/1
Recall three parts of the Trinity		/1
		/1
		/1
Recall three ways the Trinity is shown in Christian worship		/1
		/1
		/1
Total Mark:		/15
Name/Date:		



**A preview of our (d) item
worksheets**

- SPaG Guidance
- GCSE Exemplar Material
- Worksheets
- Interactive (d) item marking resource
- Professional Development

[illegible]

Free teaching and learning resources



Guidance on the application of SPaG:

- Focussed on d/evaluation questions
- Supports centres and their students with regards to the application of marks awarded for spelling, punctuation and grammar
- Aims to reinforce the practice which will occur at marking

Pearson Edexcel GCSE Religious Studies Guidance on the Application of SPaG Marks		
SPaG descriptors and clarification		
The table below provides a description of what a candidate would be expected to provide for 0, 1, 2 and 3 marks to be awarded.		
Marks	Descriptors	What might this look like?
No marks awarded	0 marks	<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.
Threshold performance	1 mark	<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.
Intermediate performance	2 marks	<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.
High performance	3 marks	<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.

Pearson Edexcel Religious Studies GCSE: Guidance on the Application of SPaG Marks
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GCSE Exemplar Material



Available exemplar materials:

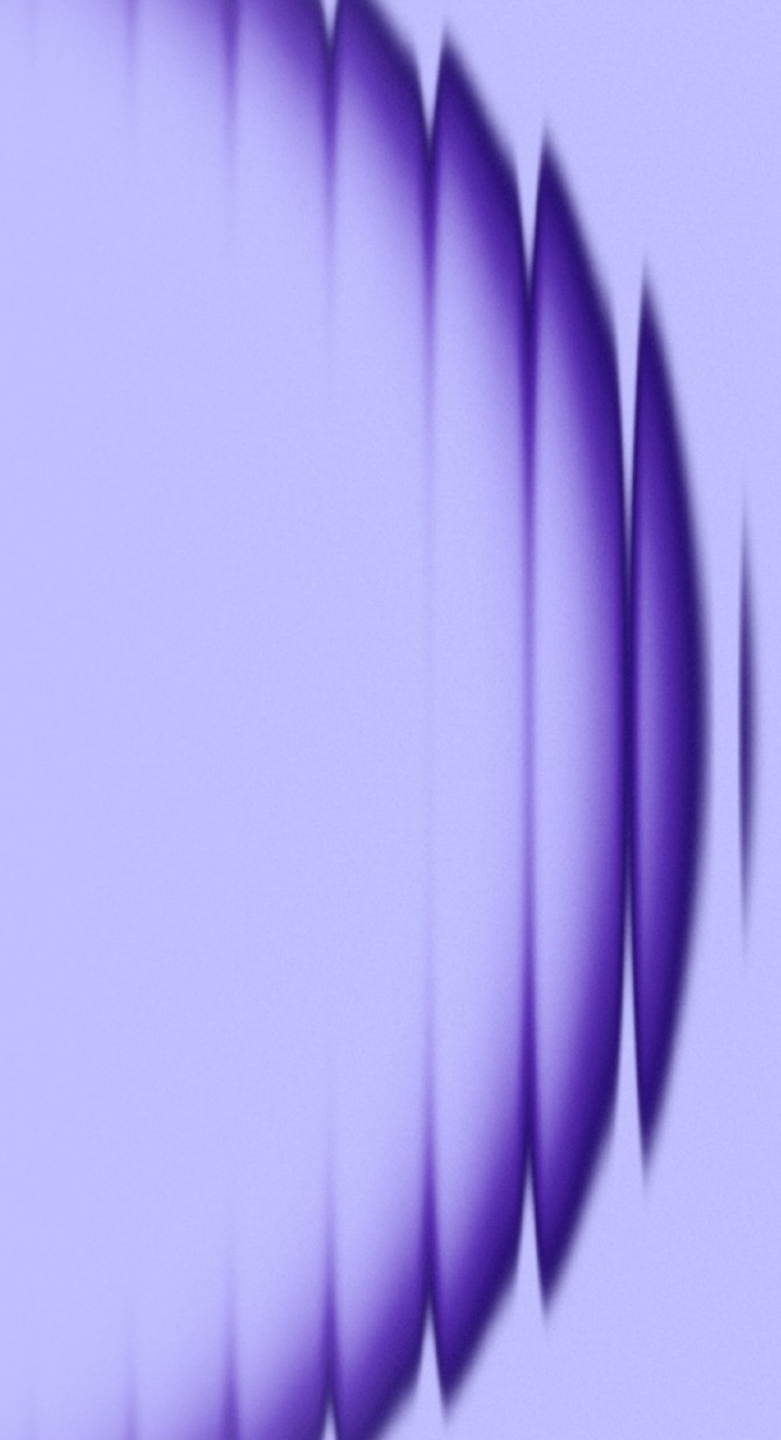
- Level 4 exemplars (10-12 Marks)
- Catholic Christianity exemplars (Level 1-4)
- Christianity exemplars (Level 1-4)
- Islam exemplars (Level 1-4)
- Judaism exemplars (Level 1-4)
- Marking exercises/training pack (8 exemplars across the mark range)

Links to exemplars:

- [Level 4 exemplars \(10-12 Marks\)](#)
- [Catholic Christianity exemplars \(Level 1-4\)](#)
- [Christianity exemplars \(Level 1-4\)](#)
- [Islam exemplars \(Level 1-4\)](#)
- [Judaism exemplars \(Level 1-4\)](#)
- [Marking exercises/training pack \(8 exemplars across the mark range\)](#)

**A preview of our (d) item
worksheets**

Teaching Appraisal Worksheet 1



Worksheet 1: 'Paper Chains' of reasoning

About this resource:

- Developing logical chains of reasoning, is a crucial skill for Religious Studies students. It helps them succeed in b, c and d exam questions by constructing rational and persuasive arguments based on religious evidence. This resource aims to explain what logical chains of reasoning are and how you might wish to practice writing them with your students.

Pearson Edexcel GCSE Religious Studies Analysis: Developing logical chains of reasoning

Paper Chains (of reasoning)

About this resource:

Developing logical chains of reasoning, is a crucial skill for Religious Studies students. It helps them succeed in b, c and d exam questions by constructing rational and persuasive arguments based on religious evidence. This resource aims to explain what logical chains of reasoning are and how you might wish to practice writing them with your students.

How to use this resource:

- Select a 12-mark statement from an existing d) question and share this with your students
- Cut a series of strips of paper and provide these to each group
- Instruct one student to begin by writing an original point on one 'chain'
- Then instruct others in the group to each write developments on separate 'chain links' so that arguments can be built up.
- When all developments are exhausted, link your arguments to make a 'chain of reasoning'. As an extension to his task for your most able, ask students to appraise the arguments made in your chain



Example (Based on: "The main purpose of a Muslim's life is to achieve paradise.")

Point: Some Muslims may agree with the statement because the Prophet Muhammad (pbuh) taught the importance of aspiring to attaining a place in Jannah.

Development 1: This can be seen in many of his teachings where Jannah is the result of righteous living, through acts such as marriage and respecting your parents.

Development 2: These can be ways Muslims strive to achieve Paradise through Allah's will.

Development 3: The purpose and reward of following these teachings are emphasised throughout Muhammad's teachings.

Development 4: This is shown in the Qur'an where it states, "those whose scales are heavy [with good deeds] it is they who are the successful".

Development 5: This emphasises that the main purpose of a Muslim's life is to achieve Paradise.

Worksheet 1: 'Paper Chains' of reasoning

How to use this resource:

- Select a 12-mark statement from an existing d) question and share this with your students:

“The main purpose of a Muslim’s life is to achieve paradise.”

Evaluate this statement considering arguments for and against.

In your response you should:

- *refer to Muslim teachings*
- *reach a justified conclusion*

Worksheet 1: 'Paper Chains' of reasoning

How to use this resource:

- Cut a series of strips of paper and provide these to each group

Point / Development:

P Pearson

Point / Development:

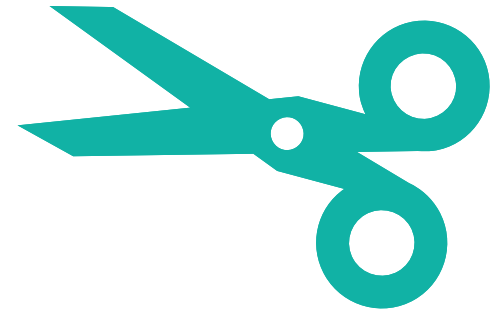
P Pearson

Point / Development:

P Pearson

Point / Development:

P Pearson



Worksheet 1: 'Paper Chains' of reasoning

How to use this resource:

- Instruct one student to begin by writing an original point on one 'chain'

Point: *Some Muslims may agree with the statement because the Prophet Muhammad (pbuh) taught the importance of aspiring to attaining a place in Jannah.*

- Then instruct others in the group to each write developments on separate 'chain links' so that arguments can be built up.

Development 1: *This can be seen in many of his teachings where Jannah is the result of righteous living, through acts such as marriage and respecting your parents.*

Worksheet 1: 'Paper Chains' of reasoning

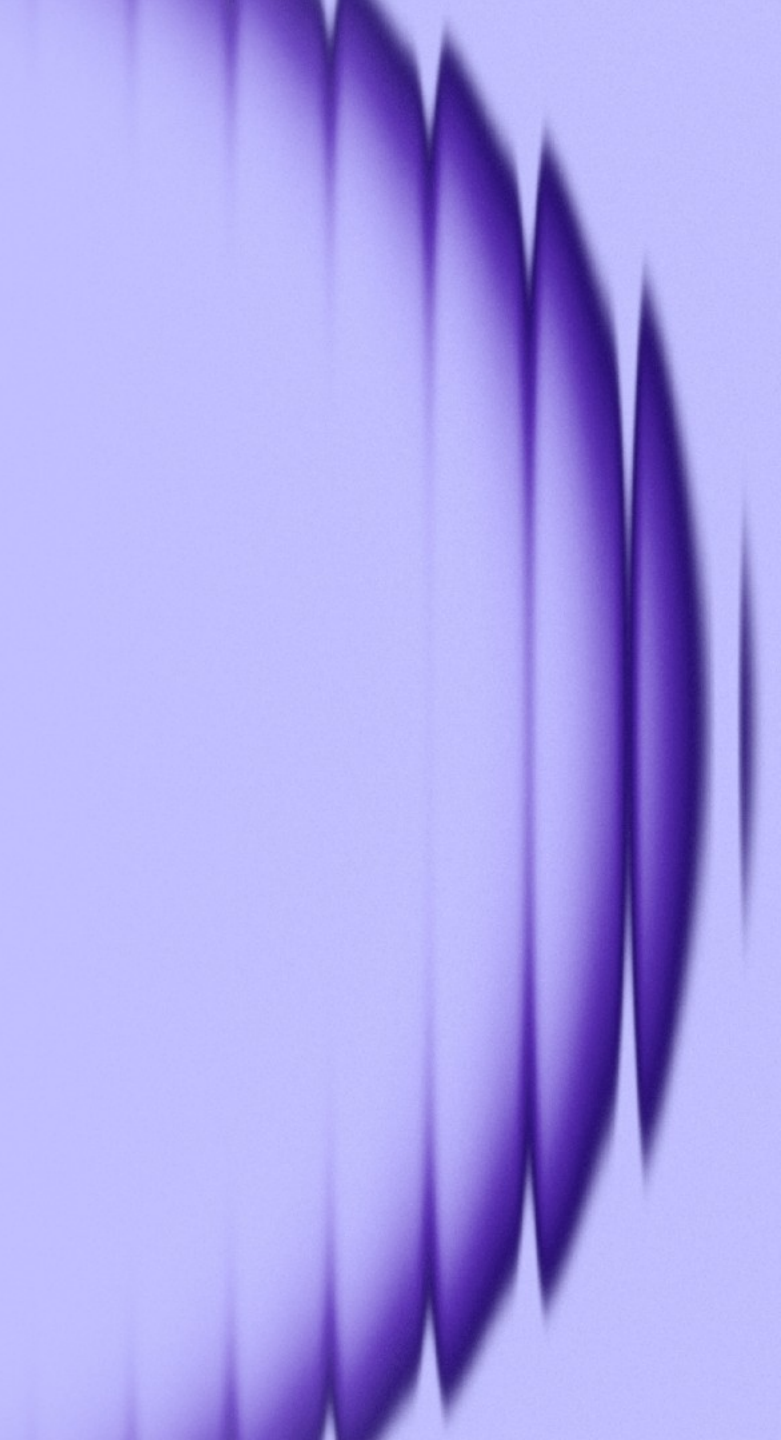
How to use this resource:

- When all developments are exhausted, link your arguments to make a 'chain of reasoning'.

Some Muslims may agree with the statement because the Prophet Muhammad (pbuh) taught the importance of aspiring to attaining a place in Jannah. This can be seen in many of his teachings where Jannah is the result of righteous living, through acts such as marriage and respecting your parents. These can be ways Muslims strive to achieve Paradise through Allah's will. The purpose and reward of following these teachings are emphasised throughout Muhammad's teachings. This emphasises that the main purpose of a Muslim's life is to achieve Paradise.

Teaching Appraisal

Worksheet 2



Worksheet 2: Appraisal sentence starters

About this resource:

This resource offers a range of sentence starters to encourage students to appraise their arguments. By using these starters, students can focus on content, thereby enhancing their critical thinking and writing skills.

Pearson Edexcel GCSE Religious Studies Teaching Appraisal

Appraisal sentence starters

About this resource:

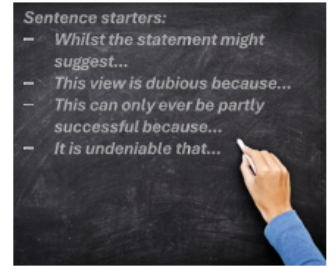
This resource offers a range of sentence starters to encourage students to appraise their arguments. By using these starters, students can focus on content, thereby enhancing their critical thinking and writing skills.

How to use this resource:

- Give students the sentences on the next page along with a practice question.
- Have them choose from the list to integrate appraisal into their arguments.
- As they improve, encourage them to create their own appraisal sentence starters.

Sentence starters:

- Whilst the statement might suggest...
- This view is dubious because...
- This can only ever be partly successful because...
- It is undeniable that...



Example Question – Specification B, Paper 1C, June 2024:

"Euthanasia may be the most loving response to suffering."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

Example Answer Excerpt:

...However, **other Muslims challenge the notion that*** euthanasia is never the most loving response in times of suffering as in the Qur'an it commands "do not take life, which God has made sacred". This means only Allah should have control of when someone's life ends as all life is special even when suffering, this **is strengthened by*** the religious belief in the sanctity of life. Sanctity of life reinforces that you should not euthanise someone as a response to suffering but know that your life is made sacred by Allah. **This is credible as*** it is supported consistently in Muslim scripture. For instance, Prophet Muhammad (pbuh) says "whoever kills a sparrow or anything bigger than that without a just cause, Allah will hold him accountable on the Day of Judgement" meaning a killing would be for a just cause if it was for food, which further supports the idea that euthanasia is not allowed nor a loving response to suffering. **It is clear to see this line of reasoning*** supports the belief of Al-Qadr, as Allah has predestined everything within a Muslims life as Sunni Muslims believe and therefore, they should not interrupt the way of predestination even if it was a response to end suffering. The former scripture is **open to many interpretations*** however, as one may see euthanasia as a response to suffering as a "just cause". **This is based on the assumption that*** some people think that euthanasia can be a loving response as it is not fair or just to allow someone to suffer.

*Notice how the highlighted sentences in the answer excerpt above, serve to enhance the answer by encouraging the appraisal of arguments raised.

Worksheet 2: Appraisal sentence starters

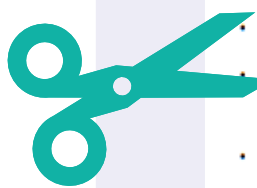
How to use this resource:

- Give students the appraisal sentence starters (right) along with a practice question:

“Euthanasia may be the most loving response to suffering.” Evaluate this statement considering arguments for and against.

In your response you must:

- *refer to Muslim teachings*
- *refer to relevant ethical arguments*
- *reach a justified conclusion.*

- 
- Whilst the statement might suggest...
 - Other religious people challenge the notion that... / make the claim that
 - The religious text (e.g. Bible, Torah etc) makes a strong contribution through...
 - The approach provides the opportunity to...
 - The argument is not entirely convincing because...
 - Several crucial questions are left unanswered...
 - It would have been more appropriate to have stated that...
 - The authors efforts can be considered as...
 - Less convincing is the generalisation that...
 - This appears to be interpreted differently by some believers, indicating that...
 - This could be considered of limited success because...
 - This is open to many interpretations...
 - This is clearly open to criticism...
 - This argument may appear valid on the surface, however...
 - This is well-grounded...
 - The logic of this position is clear...
 - However, this view does not conform with...

Worksheet 2: Appraisal sentence starters

How to use this resource:

- Have them choose from the list to integrate appraisal into their arguments.

...However, **other Muslims challenge the notion that*** euthanasia is never the most loving response in times of suffering as in the Qur'an it commands "do not take life, which God has made sacred". This means only Allah should have control of when someone's life ends as all life is special even when suffering, this **is strengthened by*** the religious belief in the sanctity of life. Sanctity of life reinforces that you should not euthanise someone as a response to suffering but know that your life is made sacred by Allah. **This is credible as*** it is supported consistently in Muslim scripture. For instance, Prophet Muhammad (pbuh) says "whoever kills a sparrow or anything bigger than that without a just cause, Allah will hold him accountable on the Day of Judgement" meaning a killing would be for a just cause if it was for food, which further supports the idea that euthanasia is not allowed nor a loving response to suffering. **It is clear to see this line of reasoning*** supports the belief of Al-Qadr, as Allah has predestined everything within a Muslims life as Sunni Muslims believe and therefore, they should not interrupt the way of predestination even if it was a response to end suffering. The former scripture is **open to many interpretations*** however, as one may see euthanasia as a response to suffering as a "just cause". **This is based on the assumption that*** some people think that euthanasia can be a loving response as it is not fair or just to allow someone to suffer.

***Notice how the highlighted sentences in the answer excerpt above, serve to enhance the answer by encouraging the appraisal of arguments raised.**

Worksheet 2: Appraisal sentence starters

How to use this resource:

- As an extension, you may wish to encourage students to create their own appraisal sentence starters:

“For instance, in many religious traditions...”

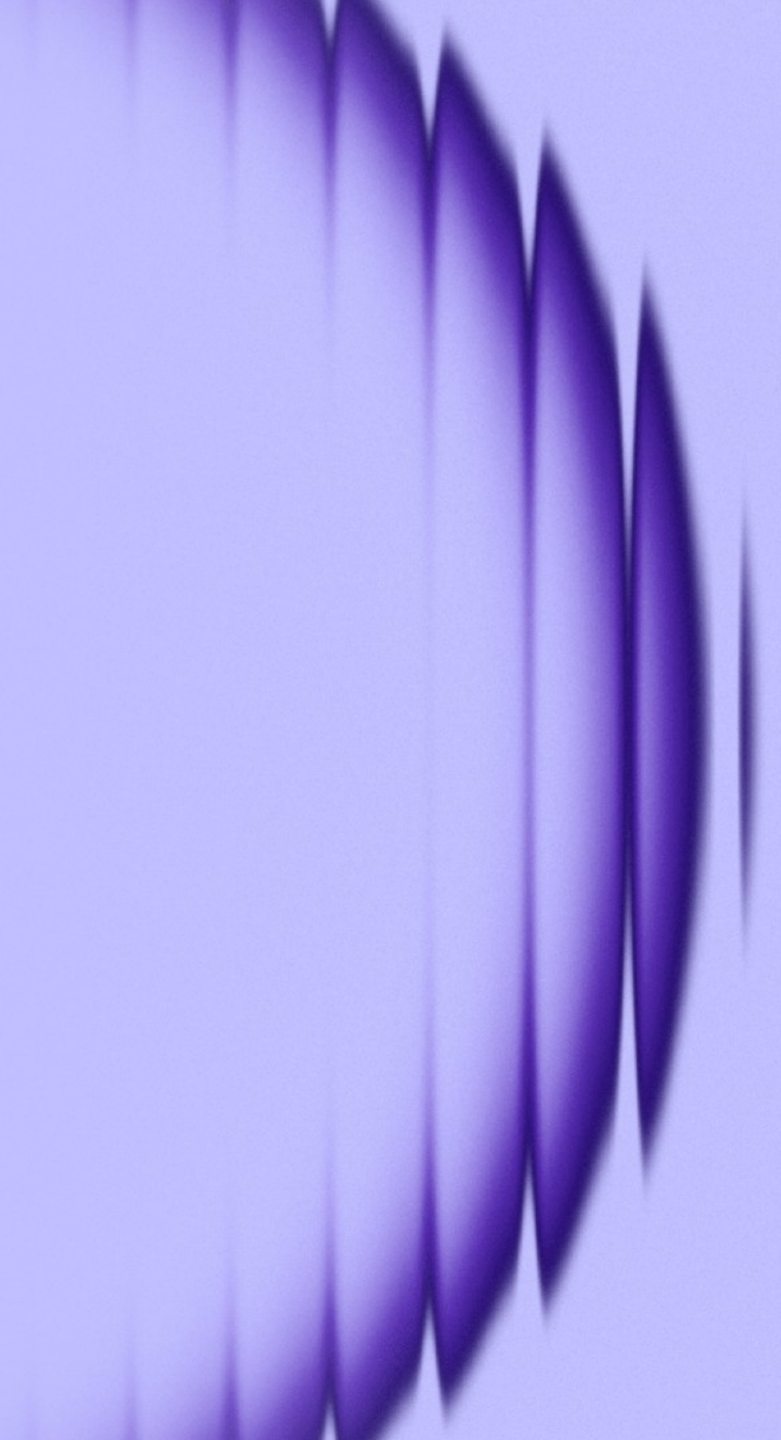
“To understand this concept better, it’s important to consider...”

“Comparing this belief with another religion’s perspective highlights...”

“Philosophically, this raises questions about...”

Teaching Appraisal

Worksheet 3



Worksheet 3: The interview

About this resource:

This teaching resource helps GCSE Religious Studies students to improve their ability to construct convincing arguments. One student creates an argument for or against a question, and another student asks challenging questions to help strengthen and refine the argument.

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The interview

About this resource:

This teaching resource helps GCSE Religious Studies students improve their ability to construct a convincing argument. One student creates an argument for or against a question, and another student asks challenging questions to help strengthen and refine the argument.

How to use this resource:

1. Pair up students and provide them with a question.
2. Ask each student to produce a 1st draft of their argument.
3. Decide who will act as the interviewer and interviewee first.
4. Instruct the interviewee to read out their initial argument. When complete, the interviewer will select and ask probing questions from the question bank provided.
5. As the interview takes place, the interviewee should record the answers they provide, which will later be used as improvements to the initial argument.
6. When complete, students can swap roles and repeat the process.
7. When both students have had a turn, ask them to write up and/or present the argument, including the new points raised in the 'interview'.

Example Question – Specification B, Paper 1B, 2023:

'Both men and women should be leaders in the Church'

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- refer to different Christian points of view
- reach a justified conclusion

Example 1st draft of argument:

*Some Christians may agree with the statement because Christianity promotes equality for all, including gender. This is supported by the belief that Christians were made in the image of God and therefore how people are treated in the church and what roles of leadership there are in the church don't depend on your gender.

*Turn the page to see how the activity might play out, using this initial argument as the starting point for 'the interview'.



Worksheet 3: The interview

How to use this resource:

- Pair up students and provide them with a question:

'Both men and women should be leaders in the Church'

Evaluate this statement considering arguments for and against.

In your response you must:

- *refer to Christian teachings*
- *refer to different Christian points of view*
- *reach a justified conclusion*

Worksheet 3: The interview

How to use this resource:

- Ask each student to produce a 1st draft of their argument decide who will act as interviewee first and have them read this out to their partner:



*Some Christians may agree with the statement because Christianity promotes equality for all, including gender. This is supported by the belief that Christians were made in the image of God and therefore how people are treated in the church and what roles of leadership there are in the church don't depend on your gender.

Worksheet 3: The interview

How to use this resource:

- Then ask the interviewer to select and ask probing questions from the question bank provided.



Interview questions

After listening to your partners initial argument, ask questions from the list below to help them develop their argument further. Remind them to record their answers as at the end, they could use these as developments to their original argument and/or read out the improved argument.

1. **What do you mean by...?**
2. **How do you know that...?**
3. **Can you give me an example of...?**
4. **Do you have any evidence for...?**
5. **Can you explain ... further?**
6. **Why do/would... believe that...?**
7. **What authority is behind ... argument?**
8. **What does ... mean in practise?**
9. **How does ... affect people?**
10. **Is there a counter argument which could be made here?**

If you have completed this process, consider swapping roles and try it again!

Worksheet 3: The interview

How to use this resource:

- As the interview takes place, the interviewee should record the answers they provide, which will later be used as improvements to the initial argument.

Some Christians may agree with the statement because Christianity promotes equality for all, including gender. This is supported by the belief that Christians were made in the image of God and therefore how people are treated in the church and what roles of leadership there are in the church don't depend on your gender.

What do you mean by 'Christians were made in the image of God'?

It refers to the Christian belief that women and men are created in the likeness to God.

That's interesting, but **how do you know that?**

I know this because in the Bible it says, "let us make man in our image, in our likeness" and so humans are to grow to be like God.

Ok and **can you give me an example of** how this supports the statement please?

Yes, many churches adapt teachings from the Bible to modern society and as a result have given women more leadership in the church and given the opportunity to become potential bishops

Hmm, so **do you have any evidence** for this?

Libby Lane became the first female Church of England bishop to be consecrated. However, this wasn't until 2015 and therefore suggests that not every Christian today is in favour of both men and women being leaders in the church.

Why would some Christians believe that?

This is due to a teaching from St Paul who stated "women should remain silent in the Churches. They are not allowed to speak". However, some Christians may argue that this line of argument is unconvincing and view some of the teachings in the Bible, such as this one outdated due to being written in a different time-period and therefore does not reflect modern society.

Worksheet 3: The interview

How to use this resource:

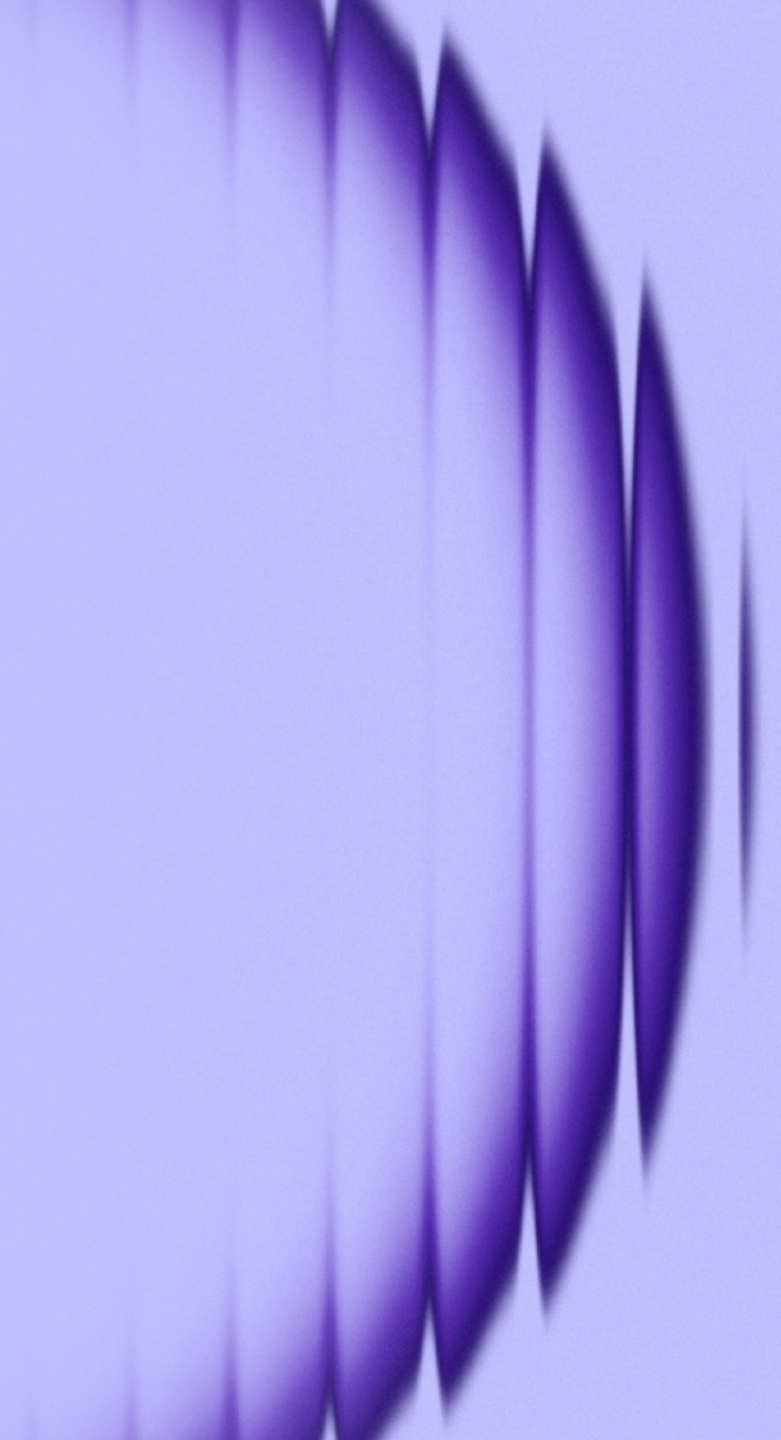
- When both students have had a turn as interviewer, ask them to write up and/or present the argument, including the new points raised in the 'interview'.

Example of improved argument*:

Some Christians may agree with the statement because Christianity promotes equality for all, including gender. This is supported by the belief that Christians were made in the image of God and therefore how people are treated and what roles of leadership there are in the church don't depend on your gender. The image of God refers to the Christian **belief that women and men are created in the likeness to God, in the Bible it says, "let us make man in our image, in our likeness" and so humans are to grow to be like God.** In addition to this, **many churches try to adapt teachings from the Bible to modern society and as a result have given women the role of becoming potential bishops** such as Libby Lane. However, it **wasn't until 2015 when Libby Lane became the first female Church of England bishop to be consecrated and therefore suggests that not every Christian today is in favour of both men and women being leaders in the church.** This is due to teachings from St Paul who stated "women should remain silent in the Churches. They are not allowed to speak". However, some Christians may argue that this line of argument is unconvincing and view some of the teachings in the Bible, such as this one outdated due to being written in a different time-period and therefore does not reflect modern society.

Teaching Appraisal

Worksheet 4



Worksheet 4: 'Chains of reasoning' checklist

About this resource:

This resource helps GCSE Religious Studies students develop effective 'chains of reasoning'. Students write a response to a 12-mark statement, then exchange their work with a peer. The peer then reviews the answer using a checklist and provides an "Even Better If" (EBI) suggestion for improvement.

Pearson Edexcel GCSE Religious Studies Teaching Appraisal

Chains of Reasoning Checklist

About this resource:

This resource helps GCSE Religious Studies students develop effective 'chains of reasoning'. Students write a response to a 12-mark statement, then exchange their work with a peer. The peer then reviews the answer using a checklist (shown below) and provides an "Even Better If" (EBI) suggestion for improvement.

How to use this resource:

1. Provide students with a question and have them write an answer.
2. Pair up the students.
3. Instruct students to swap answers and use the checklist to mark off included points, highlighting in the answer where each point is addressed.
4. If any points on the checklist are missing, instruct students to write an "Even Better If" (EBI) suggestion.
5. After reviewing and completing the checklist, students return the answers.
6. Instruct students to read their partner's checklist and EBI comments, then make the suggested improvements to their answer.



The Checklist*

Chain of reasoning checklist		
Does this answer...	Yes	No
Refer to specific religious believers?		
Include a religious argument in relation to the statement?		
Include a reason to support this argument?		
Offer an additional statement which clarifies/explains the argument further?		
Provide further evidence, such as an example or quote?		
Explain the example/quote and how it links to the question?		
Conclude with a judgement explaining how the chain of reasoning links to the question?		
EBI:		

The points on this checklist are provided as suggestions to help students construct effective chains of reasoning. You may wish to modify this checklist to better suit your teaching groups, offering greater stretch/challenge or to make them more accessible.

You may also wish to instruct students to highlight the positive features present in the answer, to build student confidence.

On the next slide, we have included an example script, marked against the checklist and which offers an 'even better if' comment, which you may wish to share with your class.

The final slide provides a printable version of the resource which you can provide to your class.

Worksheet 4: 'Chains of reasoning' checklist

How to use this resource:

- Pair up students, again providing them with a question:

'The Bible holds the complete truth about Creation'

Evaluate this statement considering arguments for and against.

In your response you must:

- *refer to Christian teachings*
- *reach a justified conclusion*

Worksheet 4: 'Chains of reasoning' checklist

How to use this resource:

- Then ask each to read through and mark off included points on the checklist, highlighting these on the answer:

Does this answer...	Yes	No
Refer to specific religious believers?	✓	
Include a religious argument in relation to the statement?	✓	
Include a reason to support this argument?	✓	
Offer an additional sentence which clarifies/explains the argument further?	✓	
Provide further evidence, such as an example or quote?	✓	
Explain the example/quote and how it links to the question?		✓
Conclude with a judgement explaining how the chain of reasoning links to the question?	✓	
EBI: <i>You have attempted to explain how the source of wisdom links to the question but have not explained what it means.</i>		

Example Answer:

Firstly, some Christians would agree with this statement and think that the world was created in 6 days according to the Biblical account of Creation found in the book of Genesis. This is because the Bible is a source of authority for Christians. Some Christians believe that every word in the Bible is true and understand it as the literal word of God. Genesis 1 shows how God is the Creator and that he created light simply by his word. God is omnipotent, all knowing and all loving so there is no reason not to believe this account is the complete truth. In the Bible it says, "God said let there be light". This supports the idea that some Christians believe the Bible explains to humanity why the world was created as well as how. In addition to this, some Christians would argue science can only explain how, it does not explain why the events took place, or the purpose of life on earth. Therefore, this clearly shows that some Christians believe the Bible holds the complete truth about Creation as they would argue that God is omnipotent enough to create the world in only 6 days.

Worksheet 4: 'Chains of reasoning' checklist

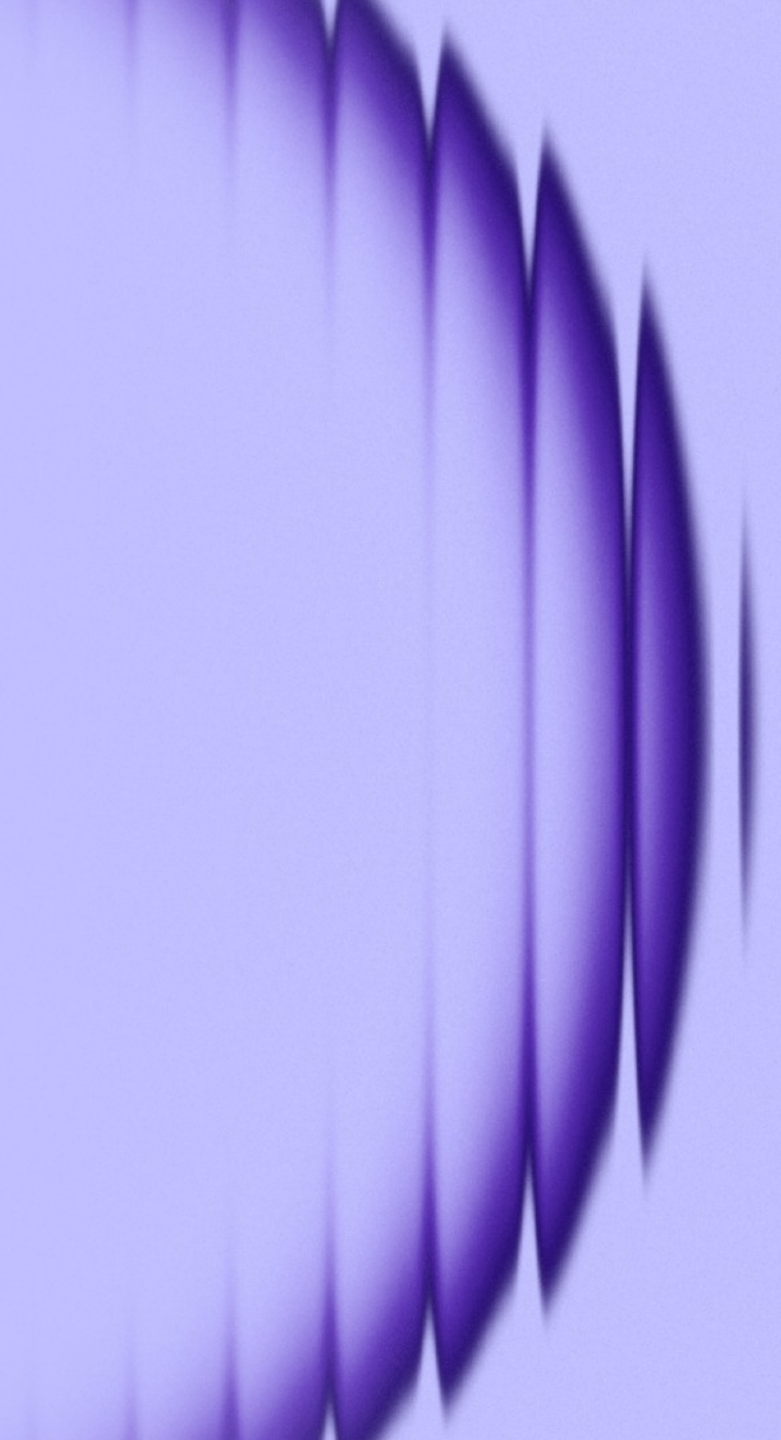
How to use this resource:

- Instruct students to read their partner's checklist and EBI comments, then make the suggested improvements to their answer.



Teaching Appraisal

Worksheet 5



Worksheet 5: 'Chains of reasoning' flowchart

About this resource:

This resource aids GCSE Religious Studies students in developing logical chains of reasoning.

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Chain of reasoning flowchart

About this resource:

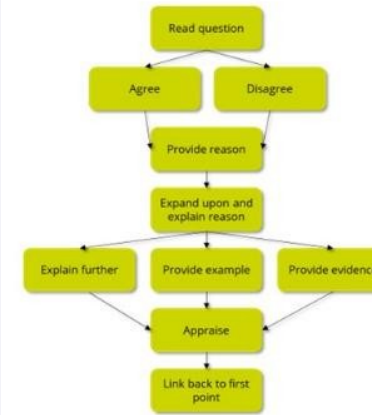
This resource aids GCSE Religious Studies students in developing logical chains of reasoning. By using a flow chart approach, students are guided through various branches, selecting the most suitable method to refine their answers at each stage. This systematic process also promotes their critical thinking at each stage and comprehension of logical progression.

How to use this resource:

1. Provide students with a question and a copy of the flowchart.
2. Instruct students to decide whether they want to start by agreeing or disagreeing with the statement and draft their opening sentence accordingly.
3. Once the opening sentence is drafted, guide students to follow the remaining stages of the flowchart, choosing the branches most appropriate and adding to their answer based on the prompts at each stage*.



The Flow chart*



*The instructions provided at each stage on this Flowchart are provided as suggestions to help students construct a paragraph which contains effective chains of reasoning. You may wish to add to or adapt the instructions at each stage to better suit your teaching groups, offering greater stretch and challenge or to make them more accessible.

On the next slide, we have included an example, offering one part of an answer created by following one path through the flowchart.

The final slide provides a printable version of the resource which you can provide to your class.

***Once students have gone through this process once, they may wish to consider working on a different line of argument, again using the prompts to develop further chains of reasoning.**

Worksheet 5: 'Chains of reasoning' flowchart

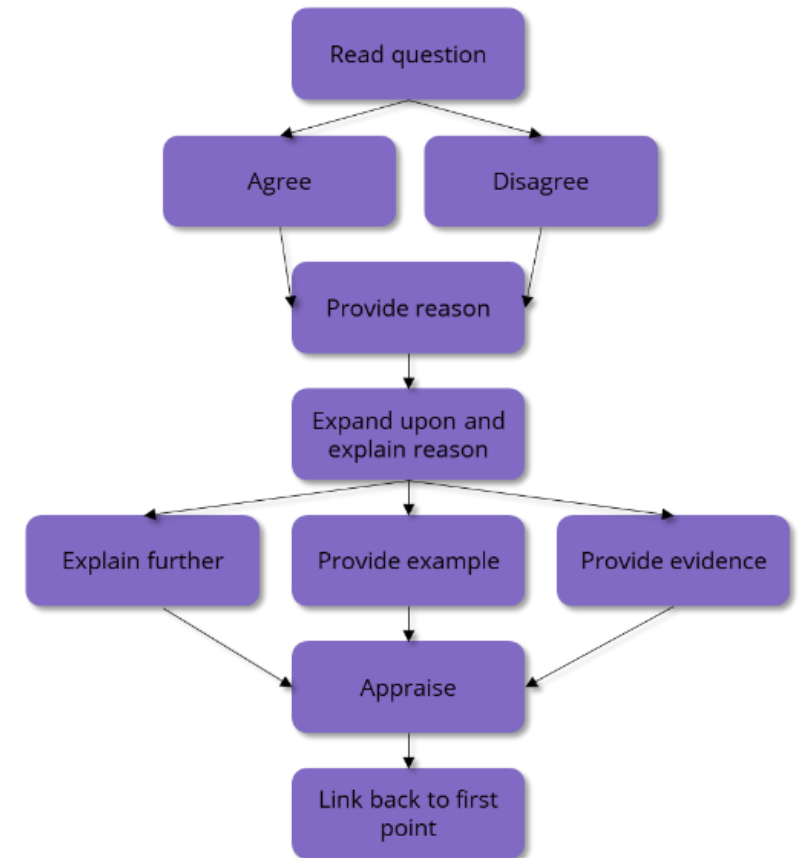
How to use this resource:

- Provide students with a question to read and a copy of the flowchart:

'Jerusalem is the only place Christians need to go on pilgrimage'

*Evaluate this statement considering arguments for and against.
In your response you must:*

- *refer to Catholic teachings*
- *refer to different Christian points of view*
- *reach a justified conclusion*



Worksheet 5: ‘Chains of reasoning’ flowchart

How to use this resource:

- After reading the question, instruct students to decide whether they want to start by agreeing or disagreeing with the statement and draft their opening sentence accordingly.

In the example shown, we begin by disagreeing in the opening statement...

Disagree



“Some Catholics would disagree because there are many other places such as Lourdes that are equally as significant as Jerusalem to Christians”.

Worksheet 5: ‘Chains of reasoning’ flowchart

How to use this resource:

- Once the opening sentence is drafted, guide students to follow the remaining stages of the flowchart, choosing the branches most appropriate and adding to their answer based on the prompts at each stage*.

We then provide a reason...

**Provide
reason**



“Pilgrimage to Lourdes allows Catholics to visit the grotto where Mary appeared to St Bernadette”.

Worksheet 5: ‘Chains of reasoning’ flowchart

How to use this resource:

- Once the opening sentence is drafted, guide students to follow the remaining stages of the flowchart, choosing the branches most appropriate and adding to their answer based on the prompts at each stage*.

Next, we expand upon and explain this reason...

**Expand upon
and explain
reason**



“Many Catholics now go on pilgrimage here as when the vision of Mary appeared, a sacred spring with healing powers also appeared. Some miracles are claimed to have been performed due to the water”.

Worksheet 5: 'Chains of reasoning' flowchart

How to use this resource:

- Once the opening sentence is drafted, guide students to follow the remaining stages of the flowchart, choosing the branches most appropriate and adding to their answer based on the prompts at each stage*.

Before providing evidence...

**Provide
evidence**



*“The Catechism states that pilgrimage 'evokes our earthly journey to heaven'.
The Catechism recognises the importance of pilgrimage as a chance for Catholics to build on their faith”.*

Worksheet 5: 'Chains of reasoning' flowchart

How to use this resource:

- Once the opening sentence is drafted, guide students to follow the remaining stages of the flowchart, choosing the branches most appropriate and adding to their answer based on the prompts at each stage*.

Offering appraisal...

Appraise



“This is a persuasive argument as the Catechism states pilgrimage brings salvation but also increases strength in faith. The Catechism is the inspired word of God and holds authority through apostolic tradition through the magisterium. Arguably making Jerusalem not the only pilgrimage a Catholic needs to go on”.

Worksheet 5: ‘Chains of reasoning’ flowchart

How to use this resource:

- Once the opening sentence is drafted, guide students to follow the remaining stages of the flowchart, choosing the branches most appropriate and adding to their answer based on the prompts at each stage*.

And finally, link back to the first point made...

**Link back to
first point**



“Therefore, some Catholics believe that pilgrimage to Lourdes is just as significant as going to Jerusalem due to the chance of being healed by the water and as a result not the only place they’re required to go”.

Worksheet 5: 'Chains of reasoning' flowchart

How to use this resource:

- The instructions at each stage are provided as suggestions to help students paragraphs contain effective chains of reasoning so, you may wish to add to or adapt the instructions at each stage.
- Once students have gone through this process once, you may wish to consider working on a different line of argument, again using the prompts to develop further chains of reasoning.



Thank you!