

Pearson Edexcel GCSE Religious Studies

Teaching Appraisal

The interview

About this resource:

This teaching resource helps GCSE Religious Studies 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'.**

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Example interview:

Below is a transcript outlining how this activity might work in practise. Notice how the **emboldened** lines of questioning used by the interviewer encourage the interviewee to craft a more developed answer. The discussion builds upon and enhances the original argument and parts of this can be added to the initial argument to improve it, once the 'interview' is complete.

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.

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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.

Final thoughts:

In the example above, the student has referred to their notes, including examples, evidence and appraisal, which they have used to enhance their original answer. This activity may offer support to students as they practise the higher-level skills outlined in the levels-based questions for GCSE Religious Studies.

***Please note that while a section (such as the one above) can be used to determine the level a student is working at, a whole essay would be necessary to determine the final level awarded.**

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.

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!

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