

# INTERNATIONAL GCSE

## Religious Studies (9-1)

### GETTING STARTED GUIDE

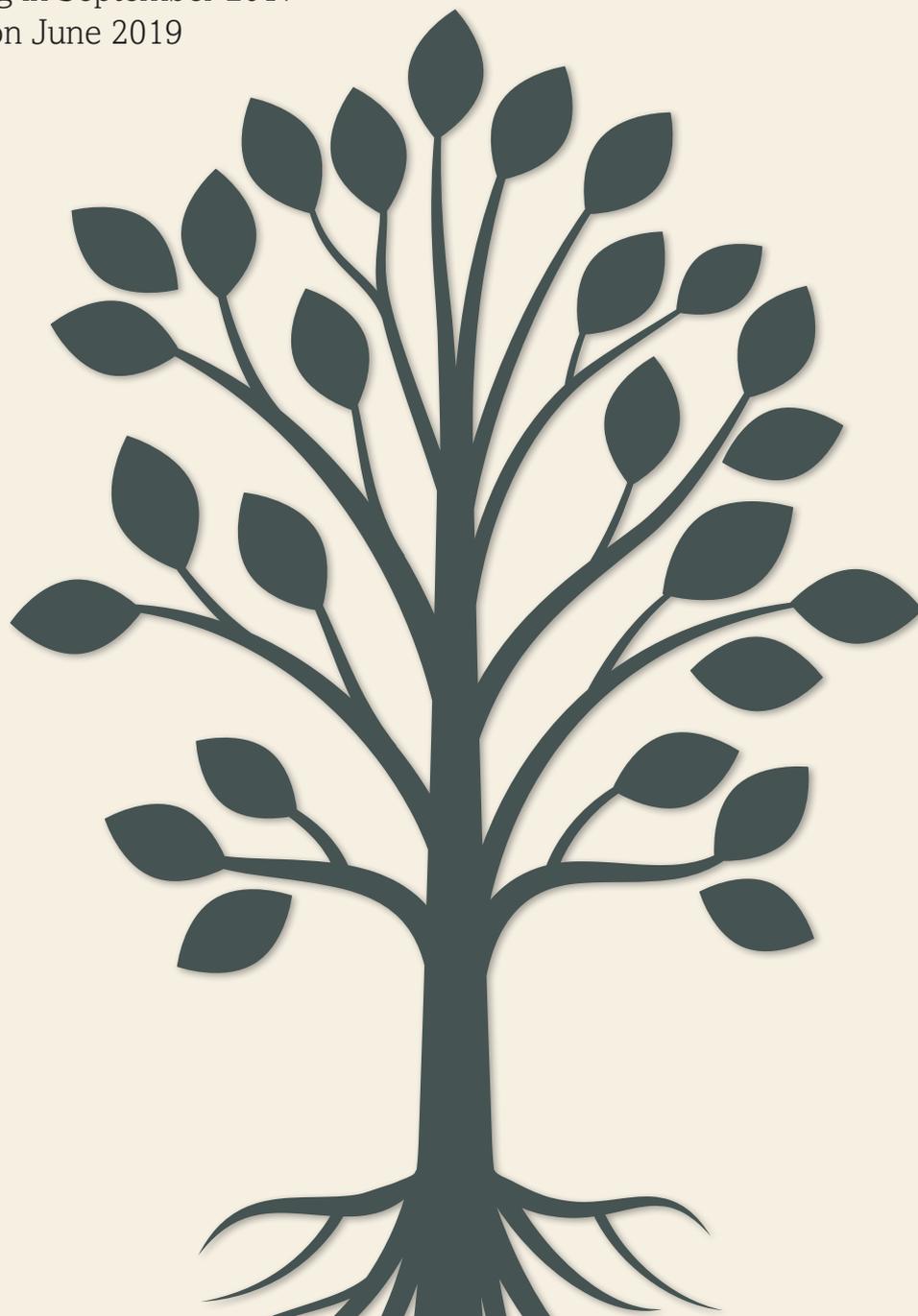
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Pearson Edexcel International GCSE in Religious Studies (4RS1)

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## Introduction

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The Pearson Edexcel International GCSE in Religious studies is part of a suite of qualifications offered by Pearson. This Getting Started Guide provides an overview of the new International GCSE specification, to help you to get to grips with the changes to content and assessment, and to help you to understand what these mean for you and your students.

### **Support for delivering the new specification**

Our package of support to help you plan and implement the new specification includes:

**Planning** – We will provide a course planner and an editable scheme of work that you can adapt to suit your department. We also provide both face-to-face and online training for international and UK-based schools.

**Teaching and learning** – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

**Tracking learner progress** – ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify topics and skills where students could benefit from further learning.

**Support** – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. Email our subject advisor at [TeachingReligiousStudies@pearson.com](mailto:TeachingReligiousStudies@pearson.com)

## Key features of the qualification

### Why choose the Pearson Edexcel International GCSE in Religious Studies?

We've listened to feedback from all parts of the international school and UK independent school subject community, including a large number of teachers. We've made changes that will engage international students and give them the skills to support progression to further study of religious studies and a range of other subjects.

The content and assessment approach for this qualification have been designed to meet students' needs in the following ways.

**Two-paper assessment** – through a new, two-paper written examination model, we will test knowledge, understanding and analytical and evaluation skills around Beliefs and Values and The Religious Community.

**Flexible approach in teaching choice** – we have designed the paper to enable students to study topics from the perspective of at least one major world religion. Students will also study ideas not specific to any one religion and non-religious beliefs. This gives centres greater flexibility to choose areas of study that they will enjoy teaching.

**Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

**Broad and deep development of students' skills** – the design of the revised International GCSE aims to extend students' knowledge and understanding by broadening and deepening skills, for example students develop the ability to:

- analyse and evaluate content through realistic and contextualised tasks
- construct well-argued and well-informed, structured written arguments
- engage with questions of belief, value, purpose and truth and their influence on human life
- develop their own values, beliefs and attitudes.

**Progression to A Level** – International GCSEs enable successful progression onto A Level and beyond. Through our world-class qualification development process we have consulted with teachers as well as professors from the top five global universities to validate the appropriateness of this qualification, including its content, opportunities for skills development and assessment structure.

More information about all of our qualifications can be found on our Pearson Edexcel International GCSE pages at: [qualifications.pearson.com](http://qualifications.pearson.com)

## Assessment overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each of the examined papers.

<b>Paper 1 (60%)</b> <b>1 hour and 45 minutes</b>	<b>Paper 2 (40%)</b> <b>1 hour 30 minutes</b>
<p><b>Beliefs and Values</b></p> <p><b>This paper assesses knowledge and understanding of four key topic areas from a chosen religion.</b></p> <ul style="list-style-type: none"> <li>■ The Universe, Creation and the Place of Human Beings</li> <li>■ Life and Death</li> <li>■ Peace and Conflict</li> <li>■ Rights, Equality and Social Justice</li> </ul>	<p><b>The Religious Community</b></p> <p><b>This paper assesses knowledge and understanding of three key topic areas from a chosen religion.</b></p> <ul style="list-style-type: none"> <li>■ Origins and their Impact on the Community</li> <li>■ Celebration and Pilgrimage</li> <li>■ Worship and Practice</li> </ul>

## Assessment objectives

			<b>% in International GCSE</b>
Each paper has 50% AO1 and 50% AO2	<b>AO1</b>	Demonstrate knowledge and understanding of religion, beliefs and values	50%
	<b>AO2</b>	Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence	50%

## What's new ?

### The Pearson Edexcel International GCSE Religious Studies is changing: what should your students expect?

- International GCSEs are being reformed to ensure their demand is comparable to GCSE 9-1, that they are internationally appropriate and that they support progression to A Level/International A Levels.
- The new model will have two papers rather than one to make it more comparable with Pearson Edexcel regulated GCSEs.
- The weighting of the two examination papers is now 60/40 with slightly more emphasis on the more philosophical and ethical questions.
- Much of the content is still there, although it has been reorganised into more a logical format so that it is easier to teach; for example Life and Death is now a whole section rather than a bullet point in Section 1 and lots of parts of other bullet points.
- There is a clear structure to both papers, with a similar format to give candidates confidence in the examination.
- Although there is a requirement to study only one religion, students are encouraged to study other religions in the world today as this will give them a broader knowledge and outlook.

<b>International GCSE Religious Studies Paper 1</b>
<b>Section 1: The Universe , Creation and the Place of Human Beings</b>
1.1 The Universe and the Place of Human Beings
1.2 Human Nature and the Human Condition
1.3 Selfishness, Greed, Ignorance and Sin
1.4 Free Will, Determinism and Predestination
1.5 Ultimate Reality
1.6 Belief, Uncertainty and Unbelief
1.7 The Problem of Evil and Suffering
<b>One question (a,b,c and d) chosen from two = 25 marks</b>
<b>Section 2: Life and Death</b>
2.1 Death and Life after Death
2.2 The Meaning and Purpose of Life
2.3 The Sanctity of Life, Abortion and Euthanasia
2.4 Human Relationships
2.5 Marriage and Partnership
2.6 Divorce and Remarriage

2.7 Family Structures and Responsibilities
2.8 Childlessness and Celibacy
<b>One question (a,b,c and d) chosen from two = 25 marks</b>
<b>Section 3: Peace and Conflict</b>
3.1 Conflict and War
3.2 Peace, Reconciliation and Forgiveness
3.3 Bullying
3.4 Sin and Crime
3.5 Punishment
3.6 Capital Punishment
<b>One question (a,b,c and d) chosen from two = 25 marks</b>
<b>Section 4: Rights, Equality and Social Justice</b>
4.1 Human Rights
4.2 Equal Rights and Equal Opportunities
4.3 The Multi-Ethnic Society and Racial Harmony
4.4 The Multi-Faith Society and Interfaith Relationships
4.5 Relationships between Rich and Poor
<b>One question (a,b,c and d) chosen from two = 25 marks</b>
<b>International GCSE Religious Studies Paper 2</b>
<b>Section 1: Origins and their Impact on the Community</b>
1.1 Religious Texts
1.2 Founders and Leaders
2.1 Festivals and Celebrations
2.2 Places of Pilgrimage
<b>One question (a,b and c) = 20 marks</b>
<b>Section 3: Worship and Practice</b>
3.1 Places of Worship
3.2 Forms of Worship
<b>One question (a,b and c) = 20 marks</b>

## Changes at a glance

Religious Studies 4RS0	Religious Studies 4RS1
Graded A*-G	Graded 9-1
Two sections in one paper	Two papers, one with four sections and one with three
Paper = 100%	Paper 1= 60% Paper 2 = 40%

## Content guidance

### Assessment Objectives

			% in International GCSE	Covered by:
Each paper has 50% AO1 and 50% AO2	<b>AO1</b>	Demonstrate knowledge and understanding of religion, beliefs and values	50%	Paper 1 a) b) c) d) Paper 2 a) b) c)
	<b>AO2</b>	Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence	50%	Paper 1 c) d) Paper 2 b) c)

Due to its very nature, each question partly covers AO1 as it would not be possible to analyse and evaluate unless there was some knowledge and understanding of the beliefs and values. Paper 1 has a) and b), which are solely marked for knowledge and understanding, and c) has a split with 2 marks for AO1 and 4 for marks AO2, and d) allows just 1 mark for knowledge and understanding. This is in line with the level of challenge set for this paper.

Paper 2 also has AO1 in all questions; a) asks the candidate to outline which is purely AO1, whereas b) asks them to explain, a more difficult skill and split with 3 marks for AO1 and 3 marks for AO2. Again, the final question is more challenging, with an evaluation skill where only 2 marks are for AO1 and there are 7 given for AO2.

### Examples

#### Paper 1: The Universe, Creation and the Place of Human Beings

##### (a) Identify three examples of moral evil.

This is AO1 and requires students to name three examples of moral evil such as murder, bullying and hitting someone. Students are not expected to write more than this and no explanation is required. As moral evil is subjective, all examples of what could be considered moral evil are accepted.

##### (b) Outline two characteristics of God.

This is also AO1 as it is asking for the student's knowledge.

God is omnipotent (1), which means he is all powerful (1). God is omniscient (1), which means he is all seeing and all knowing (1). God is omnibenevolent (1), which means he loves everyone (1). As with most questions, alternative answers to the mark scheme will be accepted and students are not given more marks for knowing specific words.

**(c) Explain three ways in which the world appears to be designed.**

This question asks for some knowledge and understanding, but also asks students to use that to explain how this knowledge shows how the world appears to be designed. The mark scheme’s indicative content is:

There are many ways to answer this and the levels will be used by examiners. Candidates must show how their knowledge answers the question asked.

Question number	Indicative content
1(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>■ evolution could not have happened by accident as it is far too detailed, e.g. the food chain</li> <li>■ the human body is clearly designed, e.g. the human eye is far too complex for it not to have been</li> <li>■ human beings appreciate beauty; there is no evolutionary reason for this and therefore they must be designed</li> <li>■ Paley’s Watch shows how the world is clearly designed by using the analogy of a pocket watch.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>■ No rewardable material</li> </ul>
Level 1	1–3	<ul style="list-style-type: none"> <li>■ Limited use of religious terms (AO1).</li> <li>■ Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>■ Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>■ Use of religious terms is appropriate and shows understanding (AO1).</li> <li>■ Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>■ Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

**(d) If God is omnipotent then we have no free will. Do you agree? Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.**

This is a more challenging question and therefore is awarded more marks for AO2. Weaker candidates will be able to get some marks from knowing what omnipotent means and how this may affect free will, whereas stronger candidates will be able to fully evaluate the argument. The indicative content in the mark scheme gives some possible arguments but, as always, it will be marked according to the levels.

Question number	Indicative content
1(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>■ if God is all powerful, he has the power to do anything and therefore humans are not making choices</li> <li>■ free will allows people to choose between right and wrong, otherwise humans would be no more than puppets</li> <li>■ human beings not only have the ability to choose what to do, they also have the responsibility to choose wisely</li> <li>■ free will is what makes humans different from each other</li> <li>■ it is how we use free will that will decide what happens after death</li> <li>■ there is no real free will; God has a plan for each person, he knows their past and their future and is in control of everything.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>■ No rewardable material</li> </ul>
Level 1	1–3	<ul style="list-style-type: none"> <li>■ Demonstrates isolated elements of understanding of religion and belief.</li> <li>■ Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>■ Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>■ Demonstrates limited understanding of religion and belief.</li> <li>■ Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>■ Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>■ Demonstrates accurate understanding of religion and belief.</li> <li>■ Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many but not all of the elements in the question.</li> <li>■ Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>■ Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>■ Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>■ Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

## Paper 2: Origins and their Impact on the Community

### (a) Outline two ways in which a Buddhist you have studied has contributed to Buddhism.

This question asks candidates to identify a Buddhist and say how they have contributed to Buddhism. It is not asking them to comment on this. The mark scheme uses the example of the Dalai Lama.

Question number	Answer	Reject	Mark
1(a)	<p>The student may choose any Buddhist who has contributed to Buddhism.</p> <ul style="list-style-type: none"> <li>■ The Dalai Lama is a Buddhist monk who is the spiritual leader of Tibet (1); an enlightened being who has chosen to serve humanity (1).</li> <li>■ The Dalai Lama works for peace in the world (1) by holding peace conferences with the leaders of the most powerful countries (1).</li> <li>■ The Dalai Lama was awarded the Nobel Peace prize (1) for his non-violent struggle for a free Tibet (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>■ Any person who does not identify as Buddhist.</li> </ul>	<b>(4)</b>

### (b) Explain why the early life of the Buddha is important.

This question is asking candidates to do more than merely retell information and gains both AO1 and AO2 marks. If a candidate writes about the early life of the Buddha without linking it to why it is important, they will only be eligible for the AO1 marks. The mark scheme says:

Question number	Answer	Reject	Mark
1(b)	<p>The student may use a variety of the Buddha's experiences, or only one experience, but they must clearly link and explain why the experience is important.</p> <ul style="list-style-type: none"> <li>■ The Buddha lived a privileged life which insulated him from suffering, sickness and death (1), so when he was faced with</li> <li>■ them, he was very shocked and this changed the course of his life (1).</li> <li>■ The Buddha met a monk and saw this as a sign that he must abandon his life (1) and become a homeless, holy man, studying with other religious men (1).</li> <li>■ The Buddha encountered an Indian ascetic (1) who encouraged him to follow a life of self-denial and discipline (1).</li> <li>■ Without the extremes in his life (1), he would not have reached enlightenment (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>■ Repeated reason/</li> <li>■ development.</li> <li>■ Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

This clearly shows how knowledge and understanding is then linked to its importance.

**(c) The Tripitaka is the only teaching a Buddhist needs.**

**Discuss this statement, considering the arguments for and against.**

**In your answer you should include:**

- **reference to teachings**
- **other (divergent) points of view – either within the religion or from other religions**
- **your opinion/point of view using reasoned arguments**
- **a balanced conclusion.**

This is an example of the more challenging question on Paper 2 and is designed to help candidates develop their evaluative and analytical skills. The majority of these marks are AO2 so weaker candidates who only give knowledge and understanding will only be eligible for a portion of the marks available. The bullet points are a guide for candidates and do not need to be done in that order. The mark scheme is as follows:

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>■ The Tripitaka is the earliest collection of Buddhist teachings (1) and therefore the most authentic (1).</li> <li>■ It is a vast collection of sacred writings (1) accepted by all Buddhists (1)</li> <li>■ They include the rules of conduct as well as the teachings of the Buddha and treatises on those teachings (1).</li> <li>■ Different schools of Buddhism wrote their own canons (1) so the Tripitaka is not the most important for every Buddhist (1).</li> <li>■ The Buddha did not authorise one version in particular (1).</li> <li>■ Each Buddhist must come to their own understanding of Buddhism (1) to reach enlightenment (1).</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

This indicative content is just that. It is not written as an answer to be given and would not fit the criteria for the highest level as it does not have the candidate's thoughts and opinions, nor a fully justified conclusion. There is no perfect template to work to for these questions, and examiners are not expecting to see one way of answering **them**.

### Activities to support teaching around AO1

#### Activity 1

The first question on Paper 1 is always an 'identify' question.

An activity could be an odd one out starter: give students a topic, and a list of words, with three being correct and one being incorrect.

For example

Topic: Characteristics of God

*Omnipotence*

*Transcendence*

*Judgemental*

*Omniscience*

They can then say why the one they have chosen is not a characteristic – in this example they could say that God is forgiving rather than judging (or they could argue that God is judgemental and that could lead to a discussion...).

#### Activity 2

Give students cards with subject specific words on one side and their definition on the other and lie them down on the table with the word on them showing. In pairs, take it in turns to say a definition and then turn it over. The one who can turn over the most is the winner.

#### Activity 3

Snowball fight

Ask students to write a question on a piece of paper and screw it up. Once they are all ready, they have a snowball fight. Each person must pick up one piece of paper and ask the question to the person standing nearest (or the teacher can ask them individually.) This can be done repeatedly!

#### Activity 4

Write words on stickers and stick one to each student's forehead. They must then go around and ask questions until they find out what word they have.

#### Activity 5

Give students a piece of text and ask them to do 50 – 10 – 1 to it. First, summarise to 50 words, then to 10, then what is the most important word. This means they read the text many times.

**Activity 6**

Give students a word search where they have to solve the clues before they can find the words. Students can either solve the clues, or look for words and then link it to the clue.

**Activities to support teaching around AO2****Activity 1**

Look at how to develop answers. Give students words or simple pieces of knowledge and they must develop them, give examples, explain further what they mean, link them to a wider picture.

**Activity 2**

Give students a model answer to a question, and the mark scheme, and ask them to mark it, showing where they would give the marks. This is particularly useful for showing where development is.

**Activity 3**

Once students are used to the layout of the exam paper, give them a blank question (a,b,c,d) and ask them to write the questions and mark schemes. This is much harder than it looks as they cannot double up on content and must follow the rules. They can then swap and answer each other's.

**Activity 4**

Write the content for an evaluation question but without any evaluation or analysis, and ask them to turn it into a full mark answer. The sample materials could be used here.

**Activity 5**

Practise writing conclusions. Any piece of writing could be given, such as newspaper articles or a piece of classwork. A good conclusion should sum up the points made, often with a personal viewpoint, and answer the original question.

**Activity 6**

Pull apart the mark scheme levels. Give them a copy of the levels and ask them first to identify what they think are the important words and phrases in each level. Then go through each one and highlight the words and phrases. Look at three answers previously written (student work could be used here, or the teacher could write three answers) and ask students to decide where they should be levelled. They must give evidence for their answers.

## A Getting started for teachers

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting A02 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>■ Wesak celebrates the birth of the Buddha (1) and is therefore the most important festival (1).</li> <li>■ Most Buddhists also celebrate Buddha's enlightenment (1) and his death at Wesak, making it a major celebration (1).</li> <li>■ Buddhists may celebrate by the Bathing the Buddha ceremony (1), which purifies their minds from greed and ignorance (1).</li> <li>■ Gifts are offered to show respect and gratitude to the Buddha (1). Gifts are also offered to orphans and those less well off (1).</li> <li>■ Nirvana Day is more important for Buddhism as it remembers the day Buddha died and reached Nirvana (1), which is the aim of all Buddhists (1).</li> <li>■ Nirvana Day reminds Buddhists that all life is temporary and impermanent (1), which is the central point of the religion (1).</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>■ Demonstrates isolated elements of understanding of religion and belief.</li> <li>■ Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>■ Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>■ Demonstrates limited understanding of religion and belief.</li> <li>■ Deconstructs religious information/issues and makes superficial connections between many but not all of the elements in the question.</li> <li>■ Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified</li> </ul>
7–8	<ul style="list-style-type: none"> <li>■ Demonstrates accurate understanding of religion and belief.</li> <li>■ Deconstructs religious information/issues leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> <li>■ Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>■ Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>■ Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question,</li> <li>■ Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal, leading to a fully justified conclusion.</li> </ul>

## Delivery of the qualification – transferable skills

### Why transferable skills?

Ensuring that International GCSE qualifications will help improve student outcomes through the acquisition of transferable skills, as well as subject content and skills, is a key aim for Pearson.

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Through our teaching materials and support offered we want to:

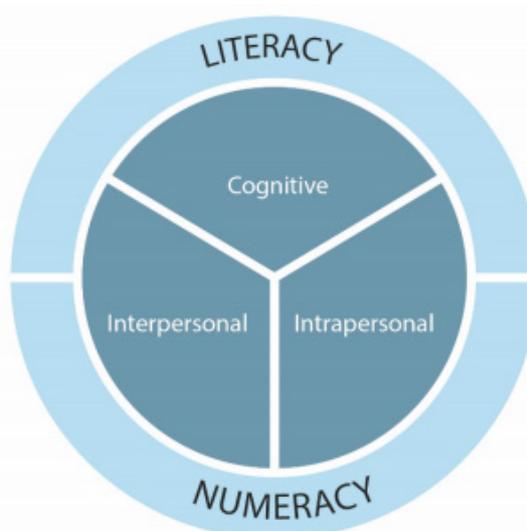
1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students.

### What are transferable skills?

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework<sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



[1] (OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDskillsStrategyFINALENG.pdf>)

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council)

## Course planner

This section contains a course planner for each of the papers within the qualification.

The course planner follows the specification in topic order.

This is only a suggested course planner and it does not need to be followed. However, it may be useful when working through the specification for the first time.

### International GCSE Religious Studies

#### Two-year course planner

##### Planner at a glance

This course planner assumes one or two teaching sessions each week depending on the length of the lessons. If there is less time allocated to Religious Studies than other curriculum subjects, it is advised to use home learning opportunities well. Nominally, 15 hours have been given to each section but, depending on the school or college, there are some sections that could be given less class time and more individual study, such as the study of an individual person from the chosen religion.

Term	Year	Topic/Paper	Guided Learning Hours
Autumn	Y10	The Universe, Creation and the Place of Human Beings; Start of Life and Death	25
Spring	Y10	Life and Death; Peace and Conflict	20
Summer	Y10	Rights, Equality and Social Justice; the start of Origins and their Impact on the Community	20
Autumn	Y11	Origins and their Impact on the Community; Celebration and Pilgrimage	25
Spring	Y11	Worship and Practice	20
Summer	Y11	Worship and Practice Revision	15

## Year 10

Term	Year	Topic/Paper	Guided Learning Hours	Notes
Autumn 1	Y10	The Universe, Creation and the Place of Human Beings A range of religious and non-religious beliefs and values relating to the universe and human beings	15	There is allowance for two hours per bullet point, although some may take less (e.g 1.2) and some may use more (e.g 1.7).
Autumn 2	Y10	Life and Death A range of religious and non-religious beliefs and values relating to life and death issues	10	Students may like to take more time to study the issues of abortion and euthanasia as well as marriage and divorce.
Spring 1	Y10	Life and Death continued	5	
Spring 2	Y10	Peace and Conflict A range of religious and non-religious beliefs and values relating to peace and conflict	15	In this section, students could study areas of conflict in the world as a research project. They often find capital punishment fascinating.
Summer 1	Y10	Rights, Equality and Social Justice A range of religious and non-religious beliefs and values relating to rights, equality and social justice	15	This is all about communities and what makes them. How this is taught will largely depend on where the centre is.
Summer 2	Y10	Origins and their Impact on the Community Founders and texts	5	This section is the start of Paper 2 and looks at the founders of the chosen religion, their life and works.

## Year 11

Term	Year	Topic/Paper	Guided Learning Hours	Notes
Autumn 1	Y11	Origins and their Impact on the Community continued	10	
Autumn 2	Y11	Celebration and Pilgrimage How festivals are celebrated and what happens on a pilgrimage	15	This section is a study of named festivals (see the specification for the religion chosen) and places of pilgrimage.
Spring	Y11	Worship and Practice Places of worship and what happens there; forms of worship	20	This section is a look at how the followers of the chosen religion follow their faith on a day- to- day basis.
Summer	Y11	<b>Revision – focus on timings and exam paper</b>	15	There is time built in here for revision purposes. Depending on the time given to Religious Studies, this time may be needed to finish the course.

## Suggested resources

We recognise that new resources will become available throughout the lifetime of a qualification. We will therefore supply a version of this resource list on our website, which will be updated on an ongoing basis.

Name of resource	Link	Notes
<i>Hodder: Edexcel Religious Studies for GCSE (9-1): Catholic Christianity</i> (Specification A) (ISBN 9781471866548) Written by Victor W. Watton and Kevin O'Donnell		Produced for GCSE but helpful for International GCSE
<i>Hodder: Edexcel Religious Studies for GCSE (9-1): Beliefs in Action</i> (Specification B) (ISBN 9781471866593) Written by Victor W. Watton and Robert M. Stone		Produced for GCSE but helpful for International GCSE
Pearson Edexcel: Edexcel GCSE (9-1) Religious Studies Paper 1 Christianity Student Book Edexcel GCSE (9-1) Religious Studies Paper 2 Islam Student Book	<a href="http://www.pearsonschoolsandcolleges.co.uk/Secondary/ReligiousEducationandCitizenship/14-16forEdexcel/EdexcelGCSE91ReligiousStudiesSpecB/Buy/Buy.aspx">http://www.pearsonschoolsandcolleges.co.uk/Secondary/ReligiousEducationandCitizenship/14-16forEdexcel/EdexcelGCSE91ReligiousStudiesSpecB/Buy/Buy.aspx</a>	Produced for GCSE but helpful for International GCSE
<i>Oxford University Press:</i> Catholic Christianity with Islam and Judaism Religion, Philosophy and Social Justice through Christianity Religion and Ethics through Islam Religion and Ethics through Christianity Religion, Peace and Conflict through Islam Religion, Peace and Conflict through Christianity Religion, Philosophy and Social Justice through Islam	<a href="https://global.oup.com/education/secondary/subjects/re/?facet_age_range_facet=14-16&amp;facet_examboard_facet=Edexcel&amp;region=uk&amp;view=ProductList">https://global.oup.com/education/secondary/subjects/re/?facet_age_range_facet=14-16&amp;facet_examboard_facet=Edexcel&amp;region=uk&amp;view=ProductList</a>	Produced for GCSE but helpful for International GCSE
GCSE schemes of work	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials">http://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials</a>	Produced for GCSE but helpful for International GCSE

# B Getting started for students

## Student guide

### Why study the Pearson Edexcel International GCSE in Religious Studies?

This course will enable you to:

- analyse and evaluate content through realistic and contextualised ideas
- construct well-argued and well-informed, structured written arguments
- develop your own values, beliefs and attitudes.

### What do I need to know, or able to do, before taking this course?

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages, otherwise there are no prior learning requirements for this qualification.

### Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, [students@pearson.com](mailto:students@pearson.com) to discuss any outstanding questions you might have?

You could also have a look <http://qualifications.pearson.com/en/campaigns/pearson-qualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

We also offer GCSEs in Religious Studies and you may feel that the approach used in these specifications is more suitable for you.

### How will I be assessed?

This qualification is assessed through 100% written examination.

### What can I do after I've completed the course?

You can progress from this qualification to:

- the GCE Advanced Subsidiary (AS) and Advanced Level in Religious Studies
- other equivalent, Level 3 qualifications
- further study in other areas where analysis, evaluation and argumentative skills are required
- further training or employment where knowledge of religion is required.

### What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html>

For information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

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