

EDEXCEL INTERNATIONAL GCSE (9-1)

Religious Studies Booklet issue 2

GETTING READY TO TEACH

Event code: 17IOAR01

First teaching in 2017, first assessment in 2019.



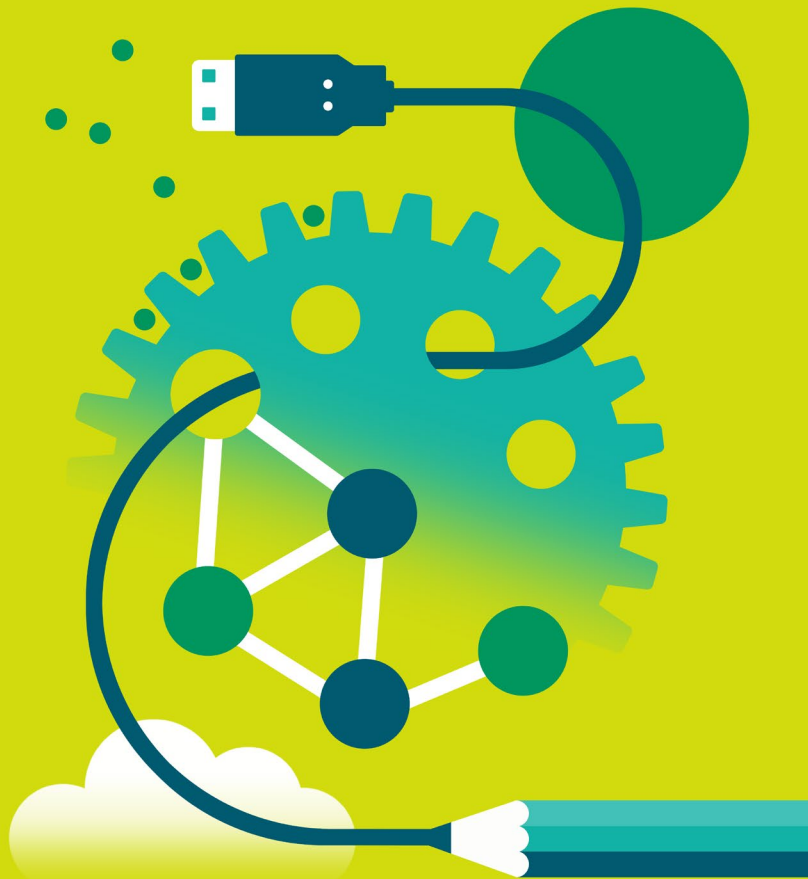
Updates to GRTT

March 2020

Please note that following the June 2019 examination session, the first examination for the redeveloped qualification, guidance on the approach to ***evaluate*** and ***explain*** questions has been updated to reflect closely the standard required (the previous version provided guidance on to the standard expected prior to first examination).

The following slides have been updated: 12, 17, 21, 22, 34, 41, 44, 46, 50 and 52.

Script Booklet has been updated accordingly.



Your Online Environment

XX Technical Difficulties & Support

XX Recording

XX Communication in an online environment

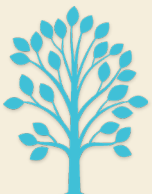
XX Asking Questions

XX Using Polls

XX Downloading Documents

Aims and Objectives

1. Consider the new two paper structure (content and assessment)
2. Consider the key changes from 4RS0
3. Learn about the new 9-1 grading scale
4. Explore possible teaching and delivery strategies for the new qualification



Agenda

08:00 Welcome and introductions

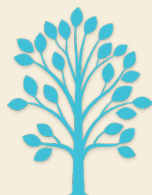
08:10 The new IGCSE, An
Introduction

08:40 Assessment structure: The
question types and exemplar
marking

09:40 The new grading system

09.50 Possible teaching strategies
and networking

10:00 Finish



Polls to get to know the delegates



Introduction to the Assessment

Content

Paper 1 (60%): Assesses knowledge and understanding of four key topic areas from a chosen religion.

Paper 2 (40%): Assesses knowledge and understanding of three key topic areas from a chosen religion.

Assessment Objectives / Skills Tested

AO1: Demonstrate knowledge and understanding of religion, beliefs and values (50%)

AO2: Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (50%)

Structure of Assessment

Paper 1 (60%)
1 hour and 45 minutes
Beliefs and Values

Paper 2 (40%)
1 hour 30 minutes
The Religious Community

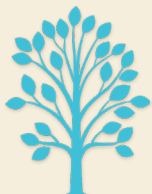


Similarities and Differences



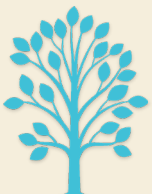
What stays the same?

- Much of the content is still there in a reorganised and more a logical format
- It remains possible to teach the entire specification from the perspective of a single religion, or from more than one, depending on the needs of your students
- There remains an emphasis on the consideration of alternative viewpoints both within and between religions and with non-religious views
- It retains the capacity to both broaden and deepen students skills in analysing and evaluating evidence
- Paper One retains the capacity for candidates to choose between two alternative questions
- Some familiar question styles.



What changes?

- There is a new two paper structure.
- The examination will be graded from 9 (equivalent to the best A*) to 1.
- The new Paper Two has compulsory questions from the religion chosen. There is no choice within the religion and students are expected to answer all the questions.
- There are some familiar question styles but there are some changes which will be considered later
- Weighting of the two examination papers is now 60/40 with slightly more emphasis on the more philosophical and ethical questions.



The Two Paper Structure



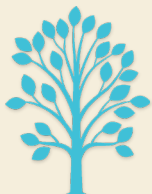
Paper 1: Beliefs and Values (60%)

This paper assesses knowledge and understanding of four key topic areas from a chosen religion. Candidates must indicate which of the two questions they have chosen to answer for each session.

- The Universe, Creation and the Place of Human Beings
- Life and Death
- Peace and Conflict
- Rights, Equality and Social Justice

Much of the content remains familiar though the content has been reorganised into more defined themes.

This is assessed by a single examination of one hour and forty five minutes.

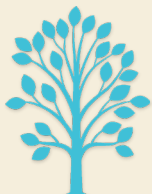


Paper 2: The Religious Community (40%)

This paper assesses knowledge and understanding of three key topic areas from a chosen religion. Candidates must indicate their religion of choice and then answer all the questions for this religion.

- Origins and their Impact on the Community
- Celebration and Pilgrimage
- Worship and Practice

This is assessed by a single examination of one hour and thirty minutes.



The Question Types

Paper 1



Identify.... Paper 1, 3 marks. AO1

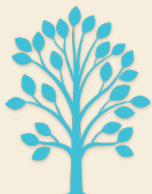
Students are required to give three facts about the topic in question. This may be specific to their chosen religion or on more general topics.

Responses do not need to provide either detail or development.

Examples include:

Identify three characteristics of God from your chosen religion.

Identify three aspects of the Just War theory.



Outline.... Paper 1, 4 marks, AO1/AO2

This is a familiar command word and requires candidates to '**outline ideas such as**':

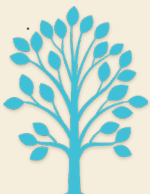
The candidate will be required to demonstrate knowledge and understanding of the specification by recalling factual information. To achieve the highest marks candidates will need to give more information than required for 'Identify'.

This could take the form of development, added description, added examples or added quotations

The questions may be specific to their chosen religion or on more general topics.

Example: Outline the teachings on forgiveness and reconciliation in your chosen religion.

(4 marks)



Explain (Paper 1, 6 marks) AO1/AO2

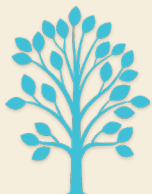
Students are required to give a range of developed reasons about the topic in question. Several developed reasons are required. Responses must be developed to gain all the marks.

The questions may be specific to their chosen religion or on more general topics.

This is a levels-based mark scheme, unlike outline questions.

Example:

Paper 1: Explain the attitudes to divorce in the religion you have chosen. (6 marks)



Evaluation questions Paper 1, 12 marks.

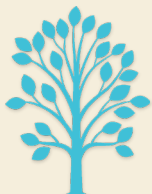
AO2.

A society that really cared about the terminally ill would allow euthanasia.

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.

We will consider the marking of evaluation questions later in the training.



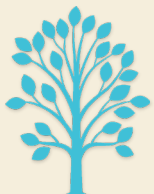
The Question Types

Paper 2



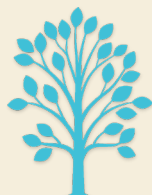
a Outline questions

These questions follow the same structure and require the same format of response as Paper 1.



Explain... (Paper 2, 6marks) AO1/AO2

These questions are marked to a levels-based mark scheme with the same level of demand as Paper 1. Candidates are therefore expected to develop their reasons and are credited on the overall quality of their explanations.



Evaluation questions Paper 2, 10 marks.

AO2.

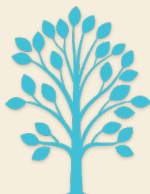
The Qur'an is the only teaching a Muslim needs.

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.

Unlike Paper One, these questions therefore require the candidates to give a personal point of view. Candidates should ensure they fulfil the demands of the question rubric for the two distinct types of evaluation questions.

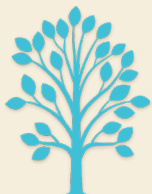


Marking evaluation questions – the mark scheme

These questions are marked using a levels based mark scheme. To get the top level candidates need to:

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

What does that mean?



For the student...

I can link my ideas together. I can see how the ideas relate to one another. I can refer to sources of wisdom used by the religious communities – in a logical way.

Recognising that there are two sides to the argument and after reflecting on and appraising the validity of both arguments coming to a justified conclusion.



Marking candidates' work

Identify questions





Marking activity: Example 1.

Identify three examples of moral evil.

Mark this script for the a question only. The mark scheme is also available.

Enter your mark in the poll.



Commentary: Example 1, 3 marks.

The candidate provided three clear examples of moral evil.



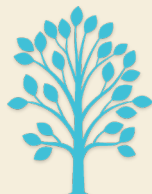


Marking activity: Example 2.

Identify three areas of conflict in the world today.

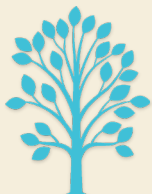
Mark this script for the a question only. The mark scheme is also available.

Enter your mark in the poll.



Commentary: Example 2, 0 marks.

The candidate suggested two types of conflict rather than three **areas** of conflict.



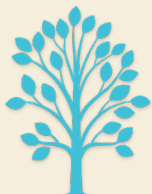


Marking activity: Example 3.

Identify three examples of moral evil.

Mark this script for the a question only. The mark scheme is also available.

Enter your mark in the poll.



Commentary: Example 3, 3 marks.

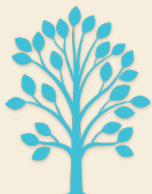
The candidate provided three clear examples of moral evil.

In this case the candidate provided far too much information.

The first belief was the non-religious view.

The second concerned the Judeo-Christian creation story.

The final belief was that of one of the Hindu creation stories and that was also credited demonstrating that beliefs from different faiths can be used unless the question specifies a particular religion.



Marking candidates' work

Outline questions



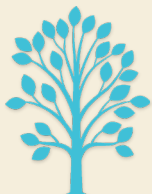


Marking Activity. Outline questions.

Example 1: Outline two teachings about greed in the religion you have chosen (4).

Mark this script for the b question only. The mark scheme is also available.

Enter your mark in the poll.



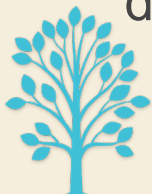


Commentary: Example 1. 4 marks.

Two developed reasons.

This was awarded full marks. The following developed reasons were credited.

1. Greed is a sin (1), developed by 'the greedy man curses and spurns God' (1).
2. Note that a specific scriptural reference is not required for the mark.
3. You should be thankful to avoid greed (1), developed by 'be content with your wages.' (1)
4. Note that a specific scriptural reference is not required for the mark. If a relevant quotation is used, it will be credited as a development.



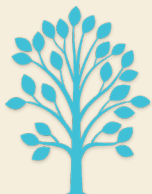


Marking Activity. Outline questions.

Example 2: Outline the roles of men and women in the family (4).

Mark this script for the b question only. The mark scheme is also available.

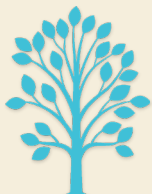
Enter your mark in the poll.



Commentary: Example 2. 2 marks. One developed role.

This was awarded two marks as one developed role.

The candidate outlines the 'traditional' roles for men and women in the family.



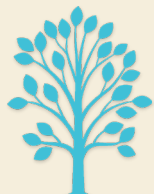


Marking Activity. Outline questions.

Example 3: Outline the roles of men and women in the family (4).

Mark this script for the b question only. The mark scheme is also available.

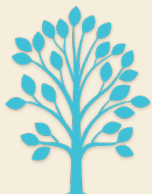
Enter your mark in the poll.



Commentary: Example 3. Four marks. Two developed roles.

This was awarded full marks.

1. Traditional role, men as breadwinner (1), developed by women responsible for the household and childcare (1).
2. Modern roles, women have a legal right to work (1), developed by more women are working and some men stay at home (1).



Marking candidates' work

Explain questions



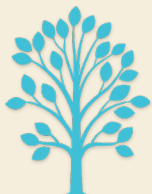


Marking Activity. Explain questions.

Example 1: Explain why there are different attitudes to homosexuality in the religion you have chosen (6).

Mark this script for the c question only. The mark scheme is also available.

Enter your mark in the poll.



Commentary: Example 1. Six marks.

1. Homosexuals were created by God (1), developed by, and are following their natural instincts (1).

2. Some laws in the Bible are not accepted in modern society (1), e.g. the laws on capital punishment, slavery and homosexuality (1).

3. God ordered that males and females should procreate (1).
Even in infertile couples sexual union are open to the production of children (1).

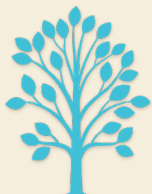
Homosexuality is condemned in the Bible (1), developed by the relevant quote from scripture (1).

The work of this candidate shows an appropriate level of both depth and breadth as demonstrated by the consistent use of developed reasons and a clear reference to a range of relevant attitudes.



Linking developed reasons and a levels markscheme for Explain questions.

The use of a range of developed reasons throughout an answer for a c question enables the candidate to show understanding with appropriate use of religious terms. It shows that their explanation is both assured and comprehensive as it considers three distinct aspects of the question.



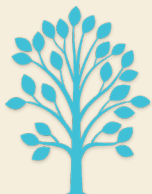


Marking Activity. Explain questions.

Example 2: Explain three ways in which the world appears to be designed (6).

Mark this script for the c question only. The mark scheme is also available.

Enter your mark in the poll.

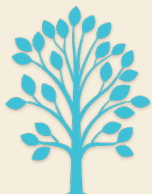


Commentary: Example 2. 5 marks.

Although the candidate suggests three ways that suggest the world was designed it cannot be described as assured and comprehensive.

It was credited as follows:

1. The structure of the earth (1), developed by, though earth floats in space we can still breathe (1).
2. The natural wonders of the world (1).
3. The way we were created to live on earth (1), developed by, trees give is fruit, animals give is milk (1).



Marking candidates' work

Evaluation questions



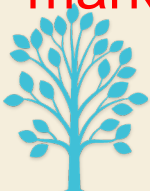
Marking Activity. Evaluation questions.

Example 1: If God is omnipotent then we have no freewill (12).

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.

Please note from this example that marks will no longer be awarded simply for stating an opinion but rather based on the arguments offered. This candidate was therefore awarded 0 marks since no arguments were offered.



Marking Activity. Evaluation questions.

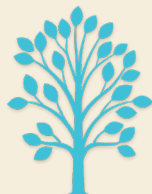
Example 2: If God is omnipotent then we have no freewill (12).

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.

Mark this script for the d question only. The mark scheme is also available.

Enter your mark in the poll.





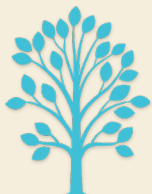
Commentary: Example 2.

Level 1, 3 marks.

The candidate understands what freewill is. However since they simply discuss the use of freewill to make good decisions it is not answering the question.

The candidate provides no alternative view and the marks are therefore limited to Level 1.

It should be noted that there is no obvious Islamic alternative to belief in free will. In this case the candidate could have offered non-religious views to provide an alternative perspective.



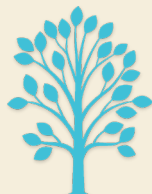
Marking Activity. Evaluation questions.
Example 3: God caused the world to exist
(12).

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.

Mark this script for the d question only. The mark scheme is also available.

Enter your mark in the poll.





Commentary: Example 3.

Level 2, 5 marks.

The candidate gives arguments for both sides of the debate.

In the opening argument the candidate provides a logical chain of reasoning with the ideas that

1. God is powerful
2. God is the designer
3. Relevant quote.

However, the second paragraph for the opposing view is much weaker and rather superficial. The conclusion does not evaluate the quality of the evidence and is therefore not justified.



Marking Activity. Evaluation questions.

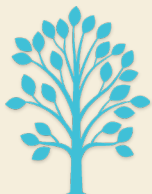
Example 4: If God is omnipotent then we have no free will. (12).

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.

Mark this script for the d question only. The mark scheme is also available.

Enter your mark in the poll.



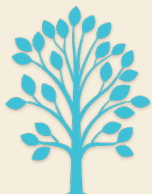


Commentary: Example 4.

Level 2, 6 marks.

The candidate states an opinion and gives arguments for both sides of the debate.

In both cases the candidate offers a logical and sustained chain of reasoning which encompasses key points in the debate. This enables the candidate to reach Level 2. The lack of judgement of the quality of the arguments and the absence of both appraisal and an evaluative conclusion limit the candidate's ability to reach level 3 which requires evidence of AO2 skills.



The Grades



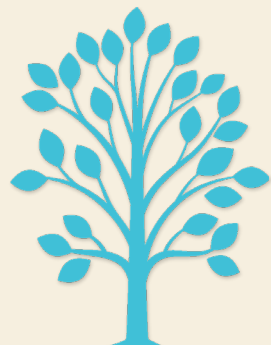
9-1 grading scale (1)

Awarding

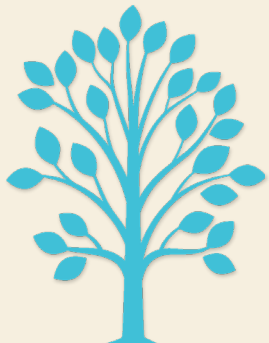
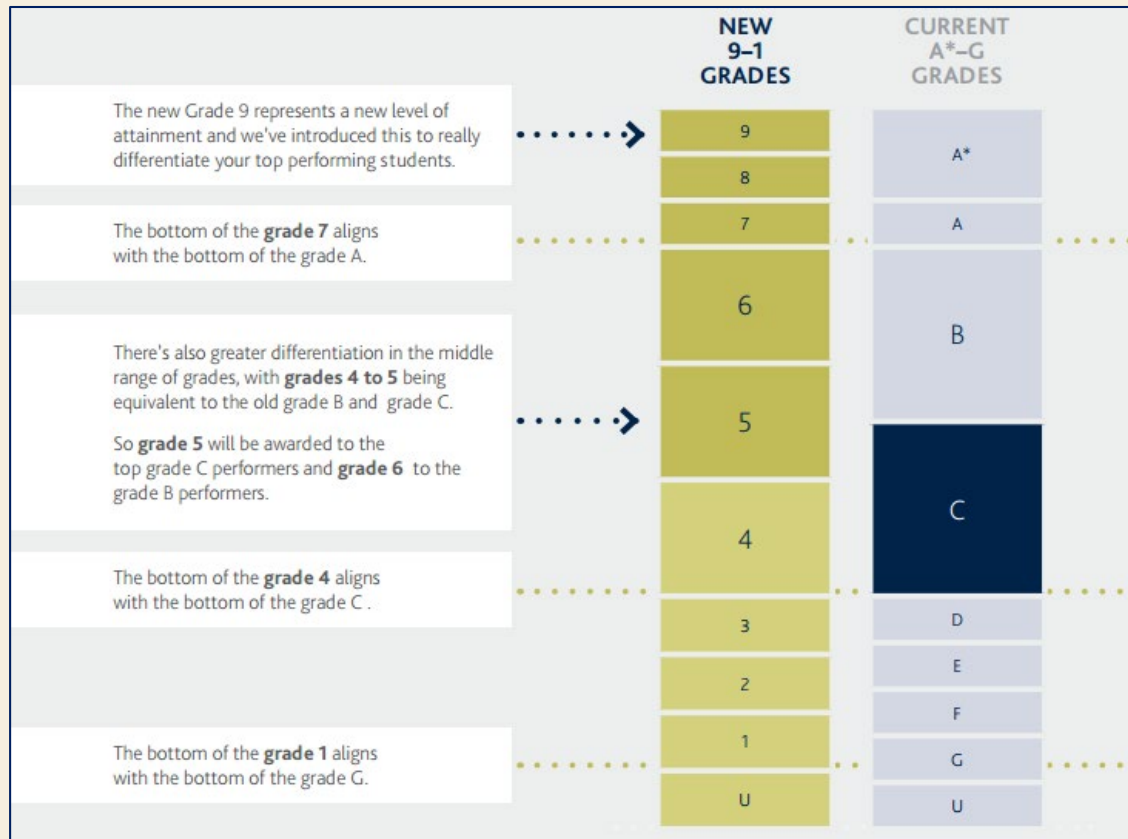
- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike the old A* to G grading.

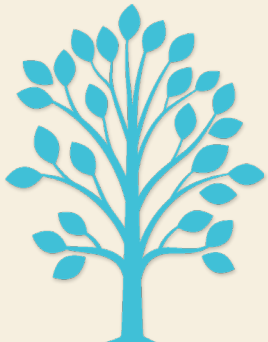


9-1 grading scale (2)



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



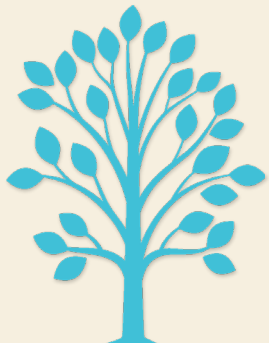
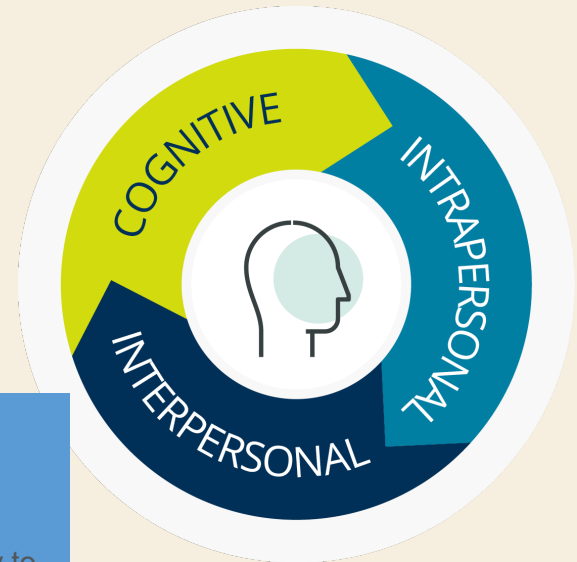
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



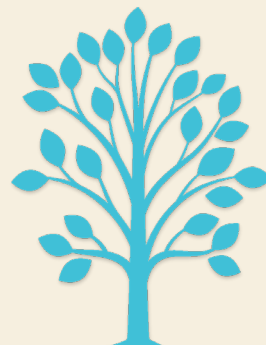
Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.



Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes





Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager

Curriculum
Matched
Publishing

Exemplar
Marked
Responses

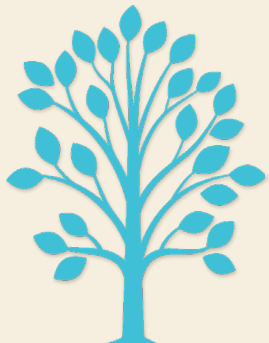
Additional SAMs

Exam Wizard

Lesson Plans

Topic booklets

Additional support
for selected
subjects



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

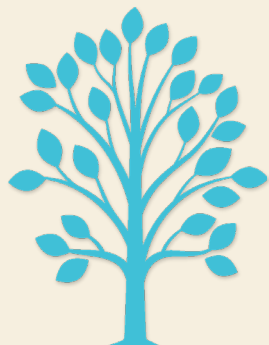
Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*





For your subject specific enquiries

**Subject advisor:
teaching****@pearson.com**

ALWAYS LEARNING