

# Pearson Edexcel Religious Studies

4RS1 – 20101

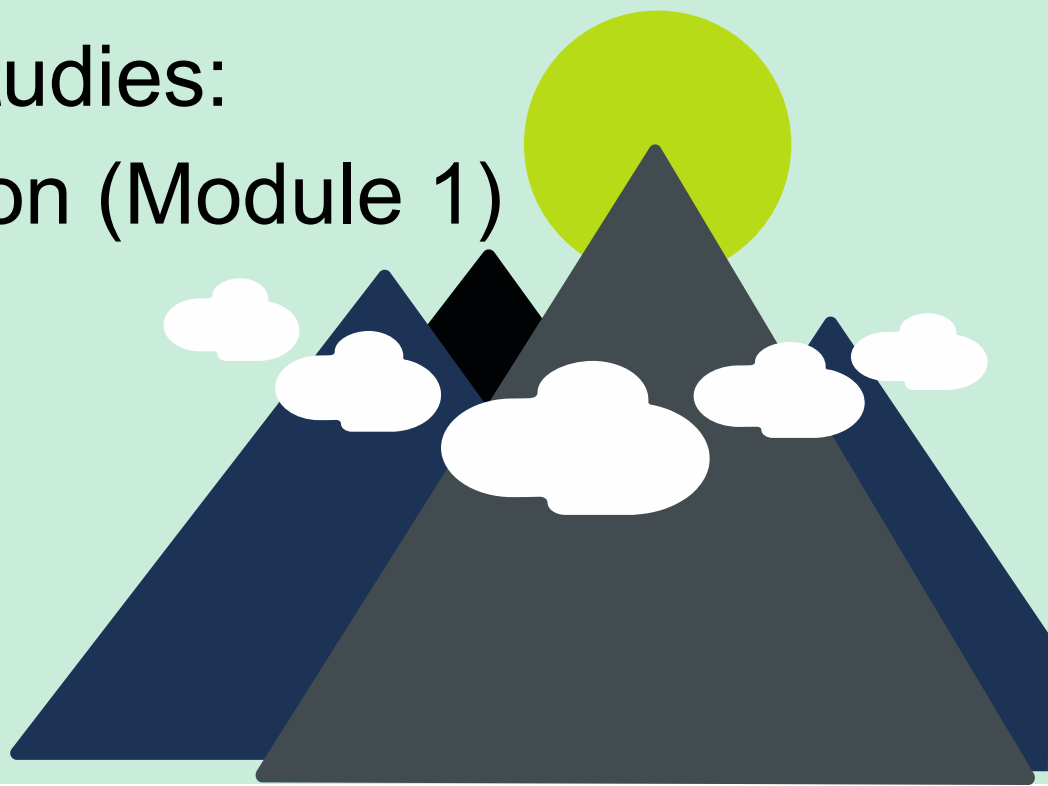
Pearson Edexcel International

GCSE Religious Studies:

Welcome to Pearson (Module 1)

First teaching in 2017

First assessment 2019



# Session Agenda

- 08:00 Welcome & Introductions
- 08.20 The Qualification
- 08:40 Planning and Delivery
- 09.00 Introduction to assessment
- 09.40 Support, resources and final questions
- 12.00 Finish

Timings are subject to variation.



# Aims and Objectives

- Identify how the qualification is devised and fundamental documentation
- Review the content of the qualification
- Explore how to plan the course and lessons
- Understand the assessment of the qualification and how to prepare students
- Identify support available from Pearson



**Getting to know you...**

**Pearson Edexcel**

# About Pearson Edexcel

**Pearson is the world's leading learning company.** Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

**Edexcel is part of Pearson Education and is the UK's largest awarding body.**

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.

# International GCSE Features



# 9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new <b>grade 9</b> represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the <b>grade 7</b> broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with <b>three new grades 6, 5 and 4</b> rather than two grades (B and C).</p> <p>The bottom of the <b>grade 4</b> broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	D
<p>The bottom of the <b>grade 1</b> broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	1	G
	U	U



# 9-1 grading scale

## Awarding

- The grading system has changed from the A\* to G system, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set the 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 for clear comparison with English standards, unlike old A\* to G grading.

# World-class qualifications

All Edexcel qualifications are developed to meet Pearson's World Class Qualification design principles



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

# Supporting Transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>



# Questions

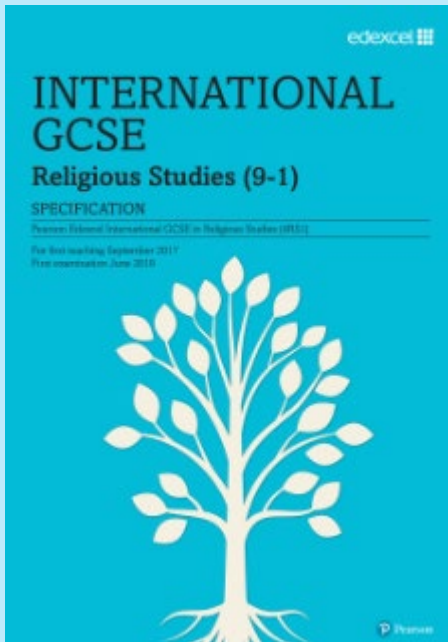
# **The qualification: Design principles**

# Design of the qualification

## The Specification was written to...

- maintain the best of the previous specification in terms of both breadth and depth
- respond to the feedback on the previous specification from International and Independent schools
- enable centres to teach from the perspective of at least one major world religion
- enable students to also study ideas not specific to a single religion and consider non-religious beliefs
- broaden and deepen students skills and understanding, preparing them for A-level study
- provide a clear means of comparison to GCSE standards

# Fundamental documentation



- The most important document for you, as a teacher, is the Specification
- It contains all the content your students are required to know
- Questions are set based solely on the content of the Specification
- It is clearly divided by both topic and faith and should always be your first reference point
- It can be found on-line on the Pearson website and is also in the delegate download pack.

# Paper 1: Beliefs and Values

- Paper 1 is worth 60% of the qualification
- It is divided into 4 sections. Each section is designed to enable students to learn about some of the key ideas both within a religion and those principles that are not specific to a single religion, or all religions
- Paper 1 deals with some of the more challenging aspects of faith in modern society. This enables students to consider a range of views both within and between faiths
- Section 1: The Universe, Creation and the Place of Human Beings
- Section 2: Life and Death
- Section 3: Peace and Conflict
- Section 4: Rights, Equality and Social Justice





# Paper 2: The Religious Community

- Paper 2 is worth 40% of the qualification
- Students should study Paper 2 from the perspective of only one religion
- It is divided into 3 sections, each designed to enable students to learn about some of the key ideas within a religion and to identify the range of different attitudes and opinions
- Section 1: Origins and their Impact on the Community
- Section 2: Celebration and Pilgrimage
- Section 3: Worship and Practice.



# Generic and religion specific indicative content

- It is important to consider both sources of content in the specification when planning and teaching the delivery of the specification
- A generic specification is provided for each unit which is relevant to every candidate regardless of which faith a centre chooses to focus on
- Indicative content is also provided for each topic which is specific to the chosen religion
- An example is included in the delegate pack
- This method is used both for Paper 1 and Paper 2 and both are used in question setting.

**Any questions?**

## **Planning the delivery of the course**

# Start with the students...

Every teacher, every centre and every student bring a range of skills and abilities to the learning process

- Consider the big questions...
- Call on support ... Use your networks to link with colleagues to share ideas and strategies
- Use Pearson support materials as a starting point to build on
- Consider the outcomes ... What do you want your students to achieve?
- Focus on engaging the students in the learning process, leave room for debate

# Linear or blended?

- Many centres chose to teach Paper 1 in its entirety and then teach Paper 2
- This has the advantage of leaving the teaching of the smaller volume of content to the second year
- Other centres take a blended approach by teaching Paper 1, section 1 first followed by Paper 2, section 1
- This has the advantage of teaching an area which requires consideration of belief systems outside the primary religion immediately followed by a focus on the primary faith. This consistently draws the students back to the historical roots and basis of belief of this faith.



## **Planning the delivery of the lessons**

# Begin at the beginning...



- What are your aims and objectives for the lesson?
- What do you want your students to learn?
- What do you want your students to leave thinking/arguing about?
- What information do you need to give them?
- What questions do you need to ask?
- What challenges may the students face?



# Consider the key aims

Students are expected to:

- consider a range of religious and non-religious beliefs and values relating to the section topic
- develop the skills necessary to apply this knowledge and understanding to analyse and respond to questions related to religious beliefs and values
- construct well-informed and balanced arguments on the ideas considered.



# Engage the audience



- What prior knowledge do the students have on this topic
- What relevant material did they study at KS3?
- What range of belief exists in the primary faith/in other faiths?
- How does belief impact life?
- How can the teacher facilitate discussion and debate?
- How can the teacher assess understanding of the concepts, particularly those from outside the primary faith?

**Any questions?**

# Assessment

# Summative assessment – the exams

- Assessment of this qualification will be available in English only. All student work must be in English
- Pearson recommends that students are able to read and write in English at Level B2 of the Common European Framework of Reference (CEFR) for Languages
- The exams are offered in June
- Paper 1: Assessment is through a 1-hour 45-minute examination paper set and marked by Pearson. The total number of marks for the paper is 100
- Paper 2: Assessment is through a 1-hour 30-minute examination paper set and marked by Pearson. The total number of marks for the paper is 60.



## 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

# Assessment objectives...

- Assessment objective 1: Demonstrate knowledge and understanding of religion, beliefs and values
- Assessment objective 2: Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence
- AO1 requires the lower order thinking skills of knowledge and understanding and contribute 50% to the total award
- AO2 requires the higher order thinking skills of analysis and evaluation, contributing 50% of the total award.

# Question types and command words: Paper 1

- a) Identify
- b) Outline
- c) Explain
- d) Evaluate
- The difficulty of the questions increases from a-d. With a questions requiring recall of facts and d questions requiring analysis and evaluation
- In paper 1 candidates have the choice of two questions in each section
- Once a question, e.g. Question 1 or Question 2, has been selected candidates should answer a-d from that question only
- In total candidates therefore respond to 4x4 questions.





# Question types and command words: Paper 2

- a) Outline
- b) Explain
- c) Discuss
- The difficulty of the questions increases from a-c. With a questions requiring recall of facts and developed responses and c questions requiring analysis and evaluation
- In Paper 2 candidates have the choice of religion
- Once a religion has been selected there are three questions in each section, each of three parts. Candidates should answer all questions for that faith
- In total candidates therefore respond to 3x3 questions.



# Evaluate or discuss?

- Although the command word differs in the final question in Paper 1 and Paper 2 consideration of the mark scheme shows that the basis on which marks are awarded is identical
- As a consequence the approach taken to the final d (Paper 1) or c (Paper 2) question must ensure that candidates fulfil the requirements of the mark scheme to achieve the higher marks
- The demands of each question type will be addressed in more depth in training module 2.

# Point based mark schemes

- Identify and outline questions are assessed using a point based mark scheme
- The mark scheme suggests some approaches the candidate takes but this is by no means exclusive
- In identify responses gain one mark for each relevant response up to a maximum of 3 marks
- In outline responses one mark is awarded for the initial point (reason, way etc) and a second for the development of the point
- Marks are not awarded for a repeated point or development
- Marks are not awarded for a point and/or development not explicitly linked to the question.



# Levels based mark schemes

- Explain and evaluate/discuss questions are assessed using a levels based mark scheme
- In both cases the mark scheme suggests some approaches a student may consider but it is impossible to include every possible relevant idea
- These suggestions are followed by a generic mark scheme which indicates the standard required for the level
- For example an explain response may be awarded a Level 1 mark or a Level 2 mark depending on the quality of the response both in terms of AO1 and AO2.



# Formative assessment...

## Using assessment to inform your teaching

- formative assessment is a useful tool in assessing student's learning and teaching the techniques required to answer the different question types
- questions can be asked at any stage of the lesson process
- a) and b) (Paper 1) questions can be used as lesson starters to establish baseline knowledge and understanding
- c) and d) can be used as part of a plenary or as homework
- all student responses lend themselves to peer assessment . Both the assessment and subsequent improvement add to student's understanding of what is required for exam success
- longer periods of time can be allowed initially for each question type with the number of marks available suggesting the time required. The timings can be reduced as students become more familiar with the question styles.



# Preparing students for the examination

- give students practice at timed question responses
- encourage regular review of material with end of topic/section tests
- use questions from the Sample Assessment Material and past examination papers
- develop your own questions with colleagues
- ask the students to suggest possible questions as a method of checking their understanding of what to expect
- celebrate what students do well and give clear instructions as to how they can improve their work
- set and mark mock examinations, perhaps in collaboration with another centre
- familiarise the candidates with the layout of the paper and the requirements
- leave plenty of time for thorough revision.



**Any questions?**

## **Support from Pearson**



# Subject specific support materials

- Planning – an editable scheme of work that you can adapt to suit your department
- Online and face-to face training for international and UK-based schools
- Teaching and learning – Examiners' reports Paper 1 and Paper 2
- 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 –The 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)

# Subject Features

**Reviewed and updated in  
light of UK GCSE  
changes**

**Two paper assessment**

**Flexible approach in  
teaching choice**

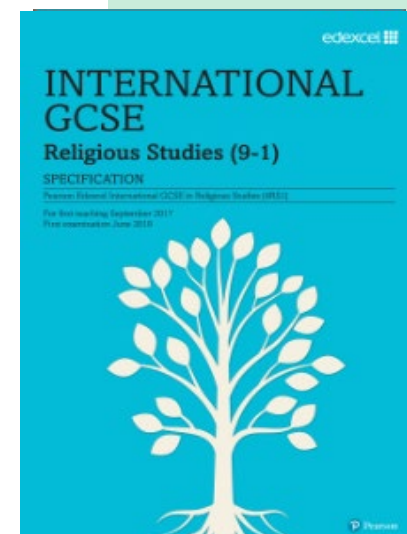
**Clear and  
straightforward  
questions**

**Transferable Skills  
embedded**

**Broad and deep  
development of  
student's skills**

**Supports progression to A  
level**

**[@pearson.com](https://www.pearson.com/teachingreligiousstudies)**



# Resources

We offer a range of free and paid for resources for **International GCSE in Religious Studies**. They have been designed to support teachers to improve learner outcomes.



# Support Overview for International GCSE in Religious Studies

Getting Started Guide &  
Scheme of Work

Getting ready to Teach  
Events

Subject interpretation of  
transferable skills

Subject Advisor

Results Plus

Regional Support Manager

Exemplar Marked  
Responses

Additional SAMs

Lesson plans

Contact portal for queries  
<https://support.pearson.com/uk/s/qualification-contactus>

# Pearson Publishing

- There are currently no published Pearson resources available for this specification
- Books for GCSE Religious Studies may support some aspects of learning for Paper 1.

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

# New Access to Script (ATS) Online Portal

**Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers**

- Provides enhanced transparency and
  - Offers transparent approach to marking process
  - Provides better understanding of marking before requests for enquiries about results are made
  - Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.
- 
- Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



**For more information on ATS, and the post results windows, visit our post-results pages.**

# Other useful links

## 1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

## 3. [Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

## 4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.



# Pearson International Schools Community

## Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

### Sign up today at:

- [pearson.com/internationalschools/blog](https://pearson.com/internationalschools/blog).



**Any questions?**

**Please fill in  
your evaluation forms**

**We value your feedback!**



ALWAYS LEARNING