

Pearson Edexcel International Religious Studies Welcome to Pearson (Module 2)

4RS1-20IO2

First teaching in 2017
First assessment 2019



Session Agenda

- 08:00 Welcome & Introductions
- 08:15 Assessment objectives
- 08:25 Understanding question types
- 08:45 Understanding mark schemes
- 09:00 Using the mark scheme
- 09.40 Support from Pearson
- 10.00 Finish

Timings are subject to variation depending on the focus of the group.

Aims and Objectives

- Understand the Assessment Objectives for the qualification.
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practise using the mark schemes using exemplar student work
- Learn about the support provided by Pearson around assessment and exemplars

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 grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the grade 7 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 three new grades 6, 5 and 4 rather than two grades (B and C).</p> <p>The bottom of the grade 4 broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	D
<p>The bottom of the grade 1 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 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 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 Assessment Objectives

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 contributes 50% to the total award
- AO2 requires the higher order thinking skills of analysis and evaluation, contributing 50% of the total award



Relationship of Assessment Objectives to the Papers.

- Each of the two papers contributes approximately 50% of each assessment objective to the qualification total
- AO1 is essentially knowledge and understanding of the content of the Specification and the Indicative knowledge
- AO2 considers the candidates ability to use this information in a meaningful way. Like the content, students need to be taught how to do this
- Remember that these higher order thinking skills are now a pre-requisite in all GCSEs and International GCSEs so students will be taught the skills in other curriculum areas – talk to your colleagues.... For example in GCSE science students are taught the skills required to question the validity of data and thus its reliability and value.



Relationship of Assessment Objectives to the questions

- Identify questions are AO1 questions, essentially recall of knowledge, designed to enable less confident candidates to access the paper and marked using a point based mark scheme
- Outline questions are more challenging. They require basic knowledge but also require understanding by the candidate. This is reflected in the fact that they also are marked using a point based mark scheme
- Explain questions require more analysis by the candidate. Explain questions therefore are marked using a level based mark scheme. Clearly some knowledge and understanding are required but a proportion of the marks are attributed to AO2
- Discuss/Evaluate questions are primarily designed to assess AO2. This is reflected in the number of marks attributed to Assessment Objective 2.



Any questions?

Question types

Command words

- **Identify:** Recognise or distinguish (Paper 1 only)
- **Outline:** A general description showing the essential features of something but not the detail
- **Explain:** Make an idea or situation clear to someone by describing it in more detail or revealing relevant facts
- **Evaluate:** Form an idea of the value of; assess. (Paper 1 only)
- **Discuss:** Talk or write about (a topic) in detail, taking into account different issues or ideas. (Paper 2 only).



Identify questions: 3 marks

- Identify questions are always written in the format 'Identify **three**....'
- Options include **three** ways, **three** types, **three** examples, **three** beliefs etc
- Questions may be generic, taking an overview of the specification e.g. 'Identify **three** types of punishment.'
- Questions may be more specific e.g. 'Identify **three** beliefs about the origin of the universe.'

Exemplars used are taken from the Sample Assessment Material available on-line at the Pearson website.

Outline questions: 4 marks

- Outline questions are written in the format ‘Outline **two**...’
- Options include **two** ways, **two** types, **two** examples, **two** beliefs etc
- Questions may be non-specific applying to all religions or none e.g. ‘Outline **two** attitudes to the roles of men and women in the family.’
- Candidates may choose to answer such questions from the perspective of a particular religion or use more generic information
- The question may require a candidate to specifically respond from a non-religious perspective e.g. ‘Outline **two** roles of the United Nations in keeping the peace.’

Outline questions for a specific religion

- Alternatively outline questions on paper 1 may require a candidate to answer from the perspective of a particular religion e.g. 'Choose **one** religion. Outline **two** reasons why this religion is against bullying.'
- Candidates should make it clear in their Paper 1 response which faith they are considering e.g. Sikhs are against bullying because....
- Outline questions on Paper 2 will always require a faith based response e.g. 'Outline **two** features of the marriage ceremony in Islam.' All Paper 2 questions are written from a faith perspective.



Explain questions: 6 marks

- Explain questions are written in the format 'Explain.....'
- On Paper 1 they may require religious information e.g. 'Explain religious beliefs about free will.'
- They may require non-religious information e.g. 'Explain why some non-religious people believe in life after death.' In such questions information from a religion is not credited.
- They may require religious views from a chosen faith e.g. 'Choose **one** religion. Explain why there are different attitudes to homosexuality in this religion.'
- All Explain questions on Paper 2 are written from a faith perspective e.g. 'Explain why the Western Wall is important for Jewish people.'



Paper 1 Evaluate questions: 12 marks

- Evaluate questions begin with a statement, this forms the basis of the question and the response

e.g. 'There is no such thing as a Just War.'

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

- Candidates are free to select information for the response from both religious sources and non-religious sources however the response must include information from at least one identifiable religion
- There must be an evaluative conclusion, considering the relative value of the arguments offered. There is no need for a personal opinion on Paper 1.

Paper 2 Discuss questions: 10 marks

- Discuss questions also begin with a statement, this forms the basis of the question and the response
- E.g. 'The Bible is the only teaching a Christian 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 1 candidates are required to give a personal opinion.



Questions

Mark schemes

Introducing mark schemes

- Understanding the value of a mark scheme is essential in developing the teaching of skills for the student
- The available marks indicated on the paper provide a suggestion as to how much time should be spent on a response however the mark scheme reveals how marks are allocated and thus what a candidate needs to do to achieve marks.

Point Mark Schemes for Identify questions

- The mark scheme for identify questions has the rubric:
‘Award one mark for each point identified up to a maximum of three.’
- It also warns the marker of any potential answers which should not be credited
- It suggests possible valid responses
- It also alerts them to the fact that not all correct responses are included in the mark scheme. ‘Accept any other alternative valid response.’

Point Mark Schemes for Outline questions

- The mark scheme rubric explains that markers should ‘Award one mark for providing a reason/way/belief. Award a second mark for development of the reason. Up to a maximum of four marks.’
- Marks are awarded in pairs so a list of 4 simple reasons, lacking development, will only gain 2 marks.
- It warns markers what should not be credited.
Reject: Repeated reason/development
Development that does not relate both to the reason given and to the question
- It provides several examples of developed reasons indicating where marks are awarded.
- It alerts markers to the fact that the mark scheme does not contain all possible responses. ‘Accept any other alternative valid response.’

Levels Mark Schemes for Explain questions

- Levels mark schemes are applied across a range of criteria to give a 'best-fit' mark.
- In Explain questions the candidate's performance is accessed across three key criteria
 1. Use of religious terms (AO1)
 2. Explanation of relevant beliefs and values (AO2)
 3. Explanation of the significance of those beliefs and values (AO2)
- Within these criteria candidates may take very different but valid approaches
- The mark scheme suggests some guidance to the possible responses that may be expected
- Markers are instructed to accept other valid responses.

Levels Mark Schemes for Discuss/Evaluate questions

- As with Explain questions Levels mark schemes are applied across a range of criteria to give a 'best-fit' mark.
- In Discuss (Paper 2) or Evaluate (Paper1) questions the candidate's performance is assessed across three key criteria
 1. Understanding of religion and belief (AO1)
 2. Application of a range of elements to construct a coherent argument (AO2)
 3. Appraisal and Evaluation of the quality of the arguments presented to justify a conclusion
- In Paper 1 questions there is no requirement for the candidate to indicate their personal view
- The mark scheme suggests some guidance as to the possible responses that may be expected
- Markers are instructed to accept other valid responses.



Questions

Using the mark schemes

Using the mark scheme:

Identify

- **Question 1a: Identify three examples of selfishness. (Paper 1, 2019)**
- In your delegate booklet generate your own list of possible responses, compare it to those provided for the examiners
- Remember candidates are not penalised for one word answers, there is no requirement for development or explanation
- Consider the three candidate responses provided in the delegate book
- Mark them as you would in class, enter your mark in the poll.

Using the mark scheme:

Outline

- **Question 1a: Outline two ways the Bible is used in Christian worship. (Paper 2, Christianity, 2019)**
- Consider the indicative mark scheme provided for the examiners
- Remember credit is only given for two ways and to gain the second mark in each pair the way mentioned must be developed
- Consider the two candidate responses provided in the delegate book
- Mark them as you would in class, enter your marks in the poll.

Using the mark scheme:

Explain

- This provides an opportunity to practise using a levels mark scheme for Explain questions
- The rubric for all Explain questions, whether Paper 1 or Paper 2, is identical so the same criteria for judgement apply
- **Choose one religion and explain how its followers explain the existence of suffering in the world.**

(Paper 1, 2019)

- Consider the mark scheme provided in your delegate booklet for a Christianity response
- Read through response 1 and award it a mark as you would in class, enter your mark in the poll
- Repeat for response 2, enter your mark in the poll



Using the mark scheme:

Evaluate/Discuss

- This provides an opportunity to practise using a levels mark scheme for Discuss (Paper 2) and Evaluate (Paper 1) questions
- The Levels mark scheme for the extended writing questions, whether Paper 1 or Paper 2, is identical so the same criteria for judgement apply
- Fewer marks are available for Paper 2 responses because of the difference in weighting for the two papers

“There is only one God.”

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

- Read carefully through response 1
- Assess it against the criteria
- Award a mark as you would in class, enter the mark in the poll
- Repeat for exemplar 2.



Subject Features

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

Two paper assessment

**Flexible approach in
teaching choice**

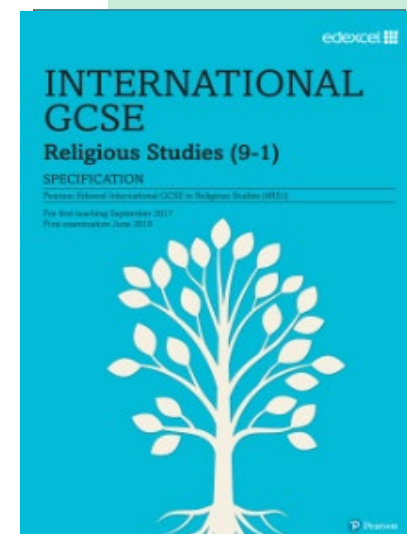
**Clear and
straightforward
questions**

**Transferable Skills
embedded**

**Broad and deep
development of
students skills**

**Supports progression to A
level**

**[teachingreligiousstudies@
pearson.com](mailto:teachingreligiousstudies@pearson.com)**



Any questions?

Support from Pearson

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

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Any questions?

**Please fill in
your evaluation forms**

We value your feedback!



ALWAYS LEARNING