

Transferable Skills International GCSE Subject Mapping: Religious Studies

Transferable skills will help students cope with the different demands of degree study and provide a solid skills base that enables them to adapt and thrive in different environments across educational stages; and ultimately into employment. A good international education should enable students to start developing transferable skills as early as possible. Developing these transferable skills where they naturally occur as part of the International GCSE curriculum can help build learner confidence and embed the importance of this well-rounded development.

Our approach to enhancing transferable skills in our International GCSEs ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken a framework of skills and provided mapping to suggest where each skill can be assessed, and where each skill could be developed for this subject. This will enable teachers and learners to understand where they are developing each skill, and examples of how they can develop each skill through this International GCSE.

NRC framework skill	Skill interpretation in this subject	Examples of where the skill is covered in content	Examples of where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	Developing a critical perspective on religion by analysing the way religious beliefs are expressed in the lives of believers.	Paper 2, Origins and their Impact Upon the Community Paper 2, Section 2: Celebration and Pilgrimage Paper 2, Section 3: Worship and Practice	Paper 1 SAMs d questions Paper 2 SAMs c questions	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Problem solving	Utilise problem solving skills to explore the various solutions offered to philosophical and ethical problems by religions and individuals.	Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it Paper 1, Section 2: Life and Death Paper 1, Section 3: Peace and conflict Paper 1, Section 4: Rights, Equality and Social Justice	Paper 1 SAMs d questions Paper 2 SAMs c questions	Making religious topic selection through teaching and learning
Analysis	Analyse and evaluate aspects of religion, beliefs and values including their significance and influence.	Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it Paper 1, Section 2: Life and Death Paper 1, Section 3: Peace and conflict Paper 1, Section 4: Rights, Equality and Social JusticePaper	Paper 1 SAMs d questions Paper 2 SAMs c questions	Application of knowledge and learning to consideration of own beliefs and values

		<p>2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>		
Reasoning/argumentation	Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Interpretation	demonstrate knowledge and understanding of the interpretation of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support common and divergent contemporary religious attitudes	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

Decision making	Construct well-informed and balanced arguments and conclusions on matters concerned with religious beliefs and values.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning
Adaptive learning	Based on students own background and understanding offer opportunities to develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and/or breadth of understanding of the subject	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning
Executive function	challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt through constant review; and contribute to their preparation for adult life in a pluralistic society and global community	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

Creativity				
Creativity	Offer students opportunities to engage in creative ways in exploring religion and religious belief. Utilising creative expressions of religion as a way to interrogate and express beliefs.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Application of knowledge and learning to consideration of own beliefs and values
Innovation	Construct well-informed and balanced arguments and conclusions on matters concerned with religious beliefs and values showing innovative thought processes and ways of engaging with belief.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

NRC framework skill	Skill interpretation in this subject	Examples of where the skill is covered in content	Examples of where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Intrapersonal skills				
Intellectual openness				

Adaptability	apply knowledge and understanding in different circumstances and situations in order to analyse questions related to religious beliefs and values	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning
Personal and social responsibility	challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning
Continuous learning	challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community and encourage this to continue beyond the qualification.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Application of knowledge and learning to consideration of own beliefs and values

Intellectual interest and curiosity	develop students' intellectual interest and curiosity in religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Work ethic/conscientiousness				
Initiative	apply initiative in exploring religious beliefs and analysing questions related to religious beliefs and values	<p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Making religious topic selection through teaching and learning
Self-direction	challenge students to evidence self-direction by reflecting on and developing their own values, beliefs and attitudes in the light of what they have learnt and contributing to their preparation for adult life in a pluralistic society and global community	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Making religious topic selection through teaching and learning
Responsibility	develop students' ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

		<p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>		
Perseverance	develop students' ability to persevere in finding solutions and applying knowledge and understanding in different circumstances and situations in order to analyse questions related to religious beliefs and values	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Productivity	demonstrating an ability to develop knowledge, understanding and evaluative skills.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Application of knowledge and learning to consideration of own beliefs and values
Self-regulation (metacognition, forethought, reflection)	ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring and reflecting on the ways of learning, and areas for development.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Making religious topic selection through teaching and learning

		<p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>		
Ethics	in engaging in the challenge to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt ensure that respect for others views and beliefs and their impact on their lives.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Integrity	maintain an honesty in exploring the impact of faith and belief on the lives of believers.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Ability to work remotely in virtual teams, work autonomously, be self-motivating and self-	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Making religious topic selection through teaching and learning

	monitoring, willing and able to acquire new information and skills related to work.	<p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>		
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NRC framework skill	Skill interpretation in this subject	Examples of where the skill is covered in content	Examples of where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
Communication	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Collaboration	working with others to develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts,	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

	other texts, and scriptures of the religions they are studying	<p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>		
Teamwork	working with others to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning
Co-operation	challenge themselves and others to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Application of knowledge and learning to consideration of own beliefs and values

		Paper 2, Section 3: Worship and Practice		
Interpersonal skills	provide opportunities for students to engage with others on questions of belief, value, meaning, purpose, truth, and their influence on human life	Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it Paper 1, Section 2: Life and Death Paper 1, Section 3: Peace and conflict Paper 1, Section 4: Rights, Equality and Social Justice	Paper 1 SAMs a-d questions Paper 2 SAMs a-c questions	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Empathy/perspective taking	Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life while recognising different viewpoints on the various questions.	Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it Paper 1, Section 2: Life and Death Paper 1, Section 3: Peace and conflict Paper 1, Section 4: Rights, Equality and Social Justice Paper 2, Origins and their Impact Upon the Community Paper 2, Section 2: Celebration and Pilgrimage Paper 2, Section 3: Worship and Practice	Paper 1 SAMs d questions Paper 2 SAMs c questions	Making religious topic selection through teaching and learning
Negotiation	work with others to develop an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject	Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it Paper 1, Section 2: Life and Death Paper 1, Section 3: Peace and conflict Paper 1, Section 4: Rights, Equality and Social Justice Paper 2, Origins and their Impact Upon the Community Paper 2, Section 2: Celebration and Pilgrimage	Paper 1 SAMs d questions Paper 2 SAMs c questions	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning

		Paper 2, Section 3: Worship and Practice		
Leadership				
Leadership	Students take the lead in demonstrating knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning
Responsibility	students take responsibility to reflect on and express their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning
Assertive communication	develop students' ability to construct and communicate well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p>	<p>Paper 1 SAMs d questions</p> <p>Paper 2 SAMs c questions</p>	Making religious topic selection through teaching and learning

		<p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>		
Self-presentation	Enable students to utilise a number of different opportunities to exhibit communication skills in variety of ways including written and verbal.	<p>Paper 1, Section 1: The Universe, Creation and the Place of Human Beings in it</p> <p>Paper 1, Section 2: Life and Death</p> <p>Paper 1, Section 3: Peace and conflict</p> <p>Paper 1, Section 4: Rights, Equality and Social Justice</p> <p>Paper 2, Origins and their Impact Upon the Community</p> <p>Paper 2, Section 2: Celebration and Pilgrimage</p> <p>Paper 2, Section 3: Worship and Practice</p>	<p>Paper 1 SAMs a-d questions</p> <p>Paper 2 SAMs a-c questions</p>	Understanding of religious concepts, historical knowledge and breadth; through content knowledge acquisition; making religious topic selection through teaching and learning