

## **Information for Religious Studies GCSE, EDUQAS Route A**

### **Exam Structure**

The RS exam is divided into three main components:

**1. Component 1: Religious, Philosophical, and Ethical Studies in the Modern World**

- Topics include issues of relationships, life and death, good and evil, and human rights.
- This component is worth 50% of the final grade.

**2. Component 2: Study of Christianity**

- Focuses on beliefs, teachings, and practices of Christianity.
- This component is worth 25% of the final grade.

**3. Component 3: Study of Islam**

- Students will study the beliefs, teachings, and practices of Islam.
- This component is worth 25% of the final grade.

### **Revision Ideas**

- **Regular Revision:** Encourage your daughter to review her notes regularly and use revision guides.
- **Past Papers:** Practicing past exam papers can help familiarize her with the exam format and question styles.
- **Mind Maps and Flashcards:** These tools can help in summarizing key concepts and making revision more interactive.
- **Group Study:** Studying with peers can provide different perspectives and enhance understanding.

### **Common Exam Questions**

- **Define Key Terms:** For example, "What is omnipotence?" or "What is stewardship?"
- **Describe Concepts:** Such as "Describe the role of Word and Spirit in creation".
- **Explain Significance:** Questions like "Explain why the concept of the Trinity is important in Christianity".
- **Evaluate Arguments:** For instance, "Evaluate the arguments for and against the existence of God".

### **Skills Needed**

- **Knowledge and Understanding:** Detailed knowledge of the subject material and the ability to explain beliefs and actions.
- **Key Vocabulary and Sources of Authority:** Familiarity with key terms and references to scripture or religious teachings.
- **Impact and Analysis:** Understanding how beliefs influence actions and the ability to break down topics into parts.
- **Argument and Evaluation:** Giving reasons for different viewpoints and weighing up ideas to come to a judgment.

## Useful Resources

- **Past Papers and Mark Schemes:**

- Save My Exams - Eduqas GCSE Religious Studies Past Papers: [www.savemyexams.com/gcse/religious-studies/wjec-eduqas/past-papers/](http://www.savemyexams.com/gcse/religious-studies/wjec-eduqas/past-papers/)
- Revision World - Eduqas GCSE RS Past Papers: [www.revisionworld.com/gcse-revision/rs-religious-studies/past-papers/eduqas-gcse-rs-past-papers](http://www.revisionworld.com/gcse-revision/rs-religious-studies/past-papers/eduqas-gcse-rs-past-papers)

- **Videos:**

- GCSE Religious Studies with Eduqas: [www.youtube.com/watch?v=f2Cf25EJsxA](http://www.youtube.com/watch?v=f2Cf25EJsxA)
- Eduqas GCSE Religious Studies - Route A Introduction: [www.youtube.com/watch?v=WAVbIWKddJA](http://www.youtube.com/watch?v=WAVbIWKddJA)
- GCSE RE (Eduqas) - Evolution and Catholics 5min recap: [www.youtube.com/watch?v=nTrEkcpzpY](http://www.youtube.com/watch?v=nTrEkcpzpY)

### PART A (2 MARKS).

- WRITE AN ACCURATE DEFINITION, PLUS ANOTHER ACCURATE/RELEVANT POINT *OR* AN EXAMPLE
- NO LONGER THAN 2 MINS! LEARN YOUR KEY CONCEPTS - THIS WILL BUY YOU MORE TIME FOR THE BIGGER QUESTIONS



### BUG STRATEGY

BOX THE COMMAND WORD

UNDERLINE THE KEYWORD

GLANCE BACK AT THE QUESTION

### PART B (5 MARKS).

- ASKS YOU TO *DESCRIBE* AN IDEA, EVENT, CEREMONY, BUILDING, BELIEF, TEACHING, VIEW, ATTITUDE ETC.
- DESCRIBE MEANS TO OUTLINE / REPORT / GIVE DETAILS OF
- WRITE AT LEAST FIVE ACCURATE AND DETAILED PIECES OF INFORMATION, INCLUDING SOURCES OF WISDOM AND LOTS OF SPECIALIST LANGUAGE
- NO MORE THAN 5 MINS

## ANSWERING GCSE RS EXAM QUESTIONS

### PART C (8 MARKS).

- ASKS YOU TO *EXPLAIN* AN IDEA, EVENT, ACTION, CEREMONY, BUILDING, BELIEF, TEACHING, VIEW, ATTITUDE ETC.
- EXPLAIN MEANS TO GIVE REASONS / MAKE CLEAR BY GIVING MORE DETAIL / CLARIFY / GO BEYOND DESCRIPTION BY OFFERING MORE DEPTH
- USE WORDS LIKE 'BECAUSE', 'THIS SHOWS THAT...', 'THIS IS IMPORTANT BECAUSE...'. INCLUDE LOTS OF SPECIALIST LANGUAGE AND SOURCES OF WISDOM
- IN THE THEMES PAPER YOU NEED TO WRITE FROM TWO DIFFERENT RELIGIOUS VIEWPOINTS (DETAILED PARAGRAPH FOR EACH)

# MARK SCHEMES

## PART B

Band	Band Descriptor	Mark Total
3	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	4 – 5
2	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	2 – 3
1	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	1
0	No relevant information provided.	0

## PART C

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	7 – 8
3	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	5 – 6
2	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	3 – 4
1	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	1 – 2
0	No relevant information provided.	0



## PART D QUESTIONS

### PART D (15 MARKS)

- ASKS YOU TO DISCUSS A STATEMENT (ASSESSING ANALYSIS AND EVALUATION SKILLS)
- YOU NEED TO GIVE SUPPORTED ARGUMENTS AND REACH JUDGEMENTS ON HOW CONVINCING THE EVIDENCE IS THAT YOU PRESENT. YOU SHOULD INCLUDE LOTS OF SPECIALIST LANGUAGE AND SOURCES OF WISDOM
- EACH VIEW ON THE STATEMENT THAT YOU GIVE SHOULD BE BACKED BY TWO SETS OF EVIDENCE. YOU SHOULD THEN CHALLENGE THE VIEW, AGAIN USING EVIDENCE. YOU SHOULD AIM TO DO THIS TWICE.
- IF YOU HAVE TIME AT THE END YOU CAN ADD A CONCLUSION IN WHICH YOU SAY WHICH VIEW IS THE MOST CONVINCING USING WORDS FROM THE ORIGINAL STATEMENT. THIS SHOULD BE SUPPORTED WITH EVIDENCE.
- FOR THE LIFE AND DEATH TOPIC YOU MUST GIVE A NON -RELIGIOUS VIEW
- 6 SPAG MARKS AVAILABLE ON CHRISTIAN BELIEFS PART D & LIFE AND DEATH PART D

### EVALUATION SENTENCE STARTERS

- THE KEY ISSUE HERE IS...
- ON THE OTHER HAND...
- THIS IS IS/NOT CONVINCING BECAUSE...
- A COUNTER ARGUMENT TO THIS...
- A KEY STRENGTH / WEAKNESS...
- ALTERNATIVELY ...
- THIS ARGUMENT IS EFFECTIVE/ INEFFECTIVE BECAUSE...

### EXAMPLE STRUCTURE

- SOME WOULD AGREE BECAUSE... (+ EVIDENCE)
- HOWEVER... (+ EVIDENCE)
- IT IS THE STRONGEST ARGUMENT HERE, BECAUSE...
- SOME WOULD DISAGREE BECAUSE... (+ EVIDENCE)
- HOWEVER... (+ EVIDENCE)
- IT IS THE STRONGEST ARGUMENT HERE, BECAUSE...
- HAVING CONSIDERED THE DIFFERENT VIEWPOINTS, I BELIEVE THAT...

## PART D

## MARK SCHEMES

NON-REL VIEWS ONLY  
NEEDED ON 'LIFE  
& DEATH' PAPER

Band	Band Descriptor	Mark Total
5	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.*</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	13 – 15
4	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies</p> <p>A very good, detailed consideration of non-religious beliefs, such as those held by humanists and atheists.*</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	10 – 12
3	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints linked to religion and belief. A good understanding of how belief influences individuals, communities and societies</p> <p>A good, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists.*</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority</p>	7 – 9
2	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>A limited consideration of non-religious beliefs, such as those held by humanists and atheists.*</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority</p>	4 – 6
1	<p>A poor, basic statement of a point of view and a very limited attempt, or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>A very basic consideration or no consideration of non-religious beliefs, such as those held by humanists and atheists.*</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	1 – 3
0	No relevant point of view stated.	0