

GCSE Religious Studies

Eduqas Route A (9 - 1)



EXAM QUESTION ANALYSIS

- (a) 2 mark questions
 - (b) 5 mark questions
 - (c) 8 mark questions
 - (d) 15 mark questions
- 6 marks for SPaG

COMPONENT 1:

RELIGIOUS, PHILOSOPHICAL AND ETHICAL STUDIES IN THE MODERN WORLD

THEME 3: ISSUES OF GOOD AND EVIL

CHECKLIST

Key content

- Good, Evil and Suffering
- Forgiveness
- Crime and Punishment

Key concepts

- Good/evil
- forgiveness
- free will
- justice
- morality
- punishment
- sin
- suffering

Name	Class code	RE teacher	Intervention teacher

EXAM QUESTION ANALYSIS AND PRACTICE

I can statements

1. I can write clearly with excellent spelling, punctuation and grammar.
2. I can use specialist language extensively in all my answers.
3. I can discuss both religious teachings from Christianity, Islam and moral issues for alternative and different viewpoints such as Humanism or British Laws.
4. I can use point, evidence explain to fully develop each of my arguments and using BLT appropriately as evidence (holy Books, religious Leaders and their Teachings).
5. I can discuss the implications for individuals and society by stating what values religions and Humanists may offer or problems that may be arise.
6. I can give and explain my personal opinion, which is linked to the arguments, issues and evidence discussed.

Targeted Codes for teacher marking

T1 – Used keywords?

T2 – Used High level keywords?

T3 – Made reference to one BLT?

T4 – Made reference to two different BLT?

T5 – Analysed BLT accurately with specialist language and terms?

T6 – Made clear comparison of sources?

CT1 – Discussed how belief influences individuals, communities and societies?

2 mark questions	Mark scheme
Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.	

EXAM QUESTION ANALYSIS AND PRACTICE

(a) What is meant by 'Sin'?

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Target Code(s)	
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<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

2 mark questions	Mark scheme
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EXAM QUESTION ANALYSIS AND PRACTICE

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

(a) What is meant by 'forgiveness'?

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<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

2 mark questions	Mark scheme
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EXAM QUESTION ANALYSIS AND PRACTICE

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

(a) What is meant by 'punishment'?

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<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

5 mark questions	Mark scheme
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EXAM QUESTION ANALYSIS AND PRACTICE

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Key Terms	Basic key terms	High level key terms	Christian/Islamic key terms

<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

Question (b) mark scheme

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

EVIDENCE – Teacher to circle Y or N

Revision Pack present?	Revision cards/mat created?	Live marked by teacher?	Fixed?	Homework assignments completed?
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EXAM QUESTION ANALYSIS AND PRACTICE

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EXAM QUESTION ANALYSIS AND PRACTICE

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Key Terms	Basic key terms	High level key terms	Christian/Islamic key terms

<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

Question (c) mark scheme

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept.</p> <p>An excellent understanding of how belief influences individuals, communities and societies. 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 diversity of the religious idea, belief, practice, teaching or concept.</p> <p>A very good understanding of how belief influences individuals, communities and societies. 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 diversity of the religious idea, belief, practice, teaching or</p>	3 - 4

EXAM QUESTION ANALYSIS AND PRACTICE

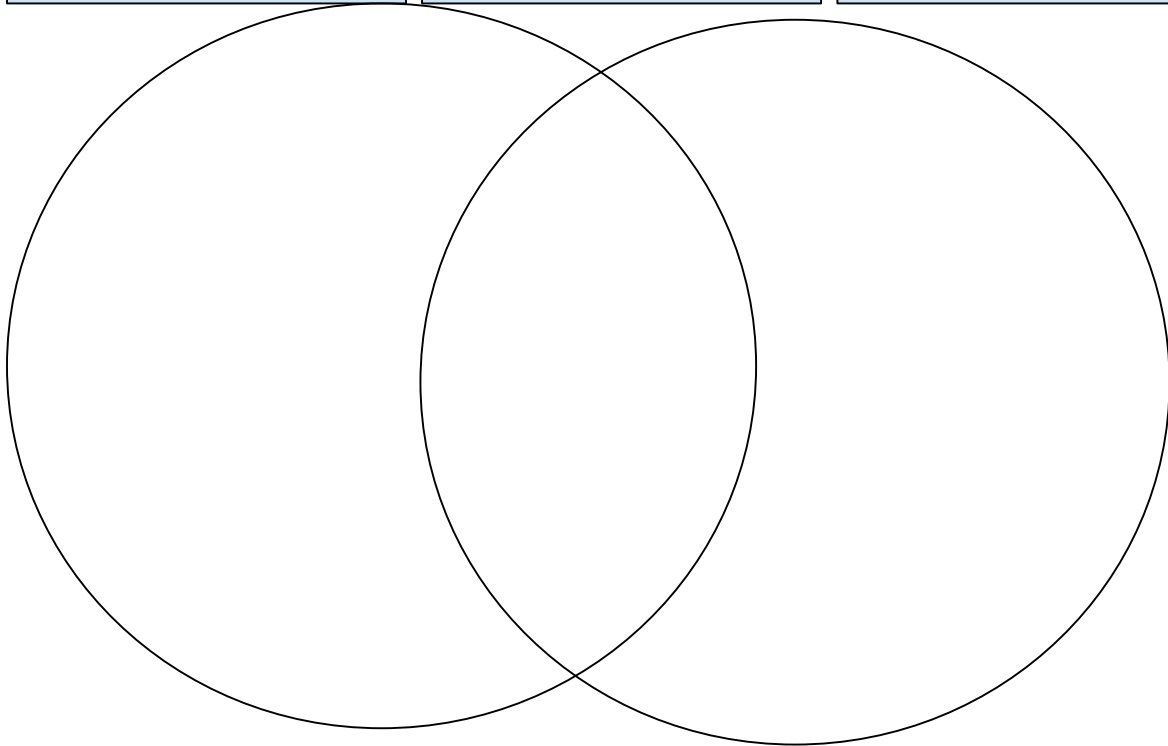
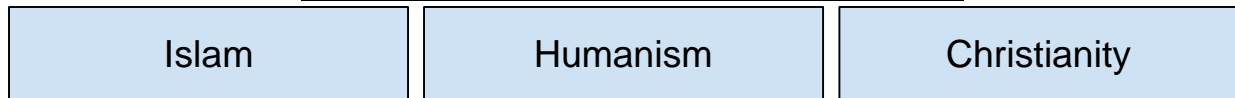
	<p>concept.</p> <p>A good understanding of how belief influences individuals, communities and societies. Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	
1	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the diversity 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

EVIDENCE – Teacher to circle Y or N

Revision Pack present?		Revision cards/mat created?		Live marked by teacher?		Fixed?		Homework assignments completed?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Next action	"I will..."								

TASK: Using the venn diagram, write down beliefs about one of the 8 mark questions above and include BLT.

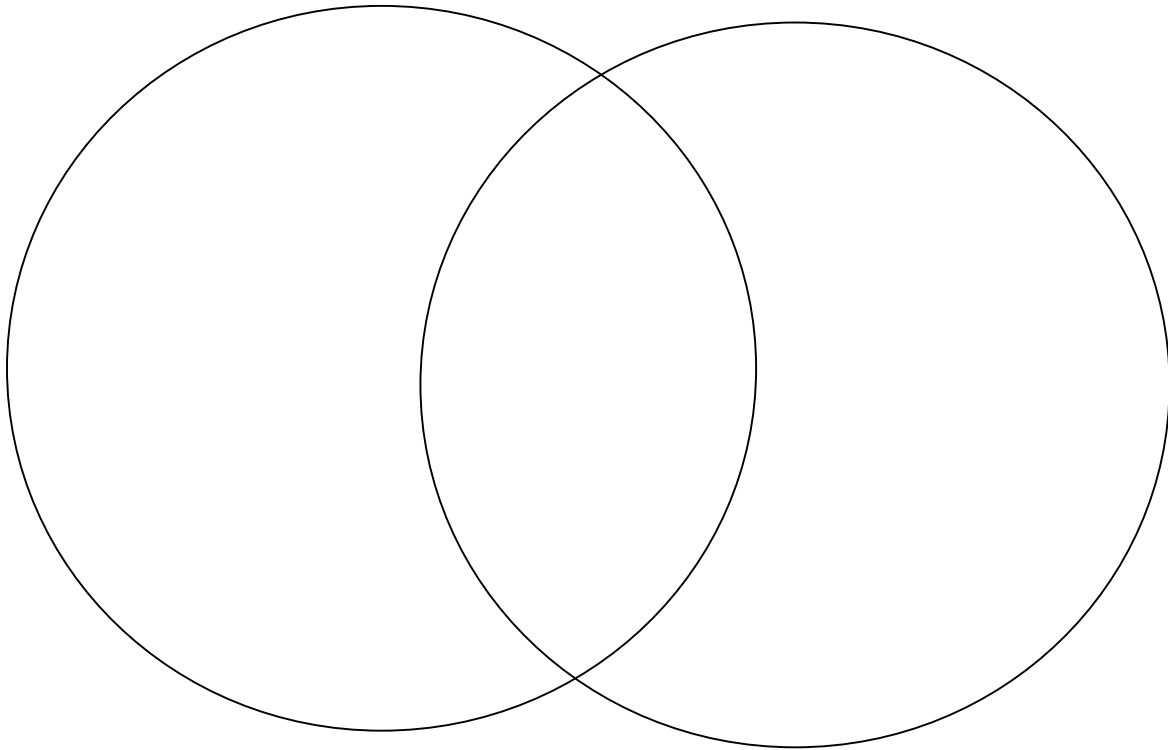
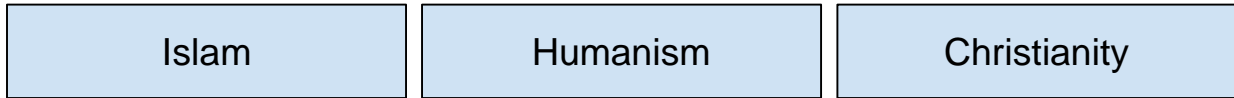
EXAM QUESTION ANALYSIS AND PRACTICE



15 mark questions	Mark scheme
<p>AO1 Demonstrate knowledge and understanding of religion and belief* , including: belief, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and belief</p> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence</p> <p>* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.</p>	

TASK: Using the venn diagram, write down beliefs about the use of contraception and include BLT.

EXAM QUESTION ANALYSIS AND PRACTICE



(d) "There is no purpose to suffering"

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

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EXAM QUESTION ANALYSIS AND PRACTICE

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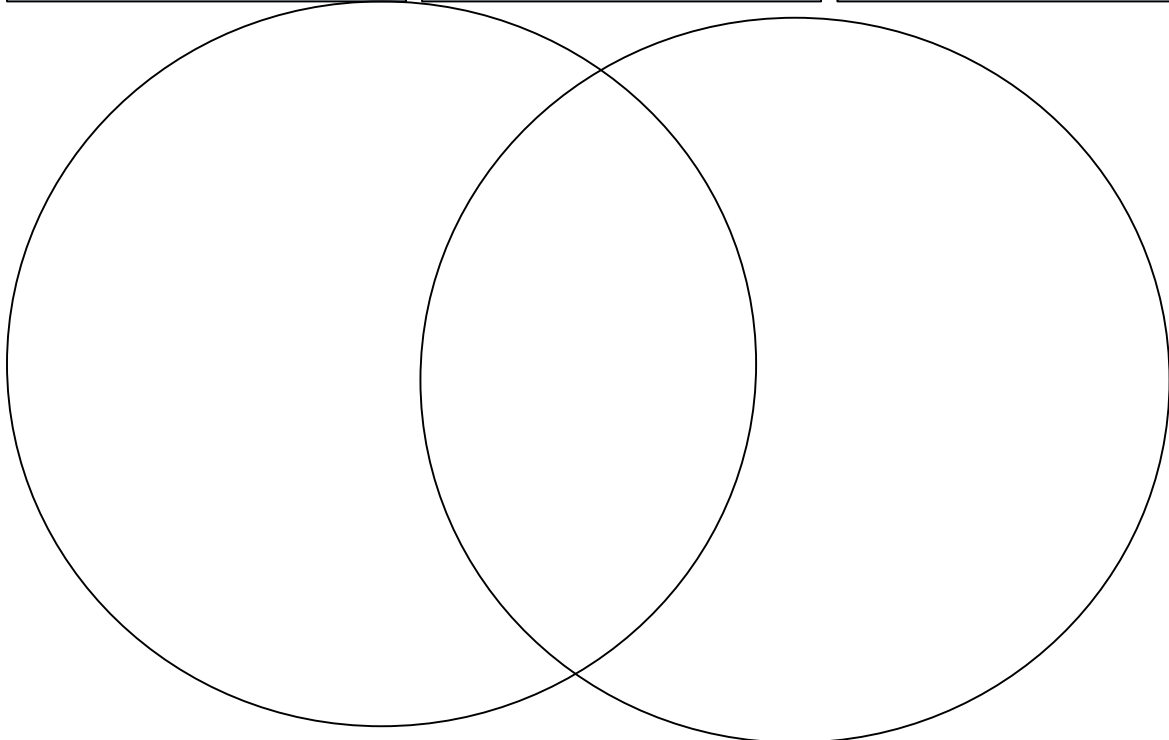
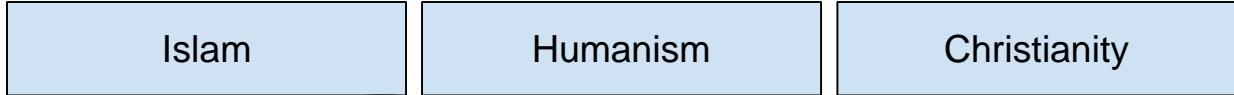
Key Terms	Basic key terms	High level key terms	Link to society, communities & individuals

<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

15 mark questions	Mark scheme
<p>AO1 Demonstrate knowledge and understanding of religion and belief* , including: belief, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and belief</p> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence</p> <p>* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.</p>	

TASK: Using the venn diagram, write down beliefs about the roles of men and women include BLT.

EXAM QUESTION ANALYSIS AND PRACTICE



(d) "The aim of punishment should be retribution"

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

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EXAM QUESTION ANALYSIS AND PRACTICE

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EXAM QUESTION ANALYSIS AND PRACTICE

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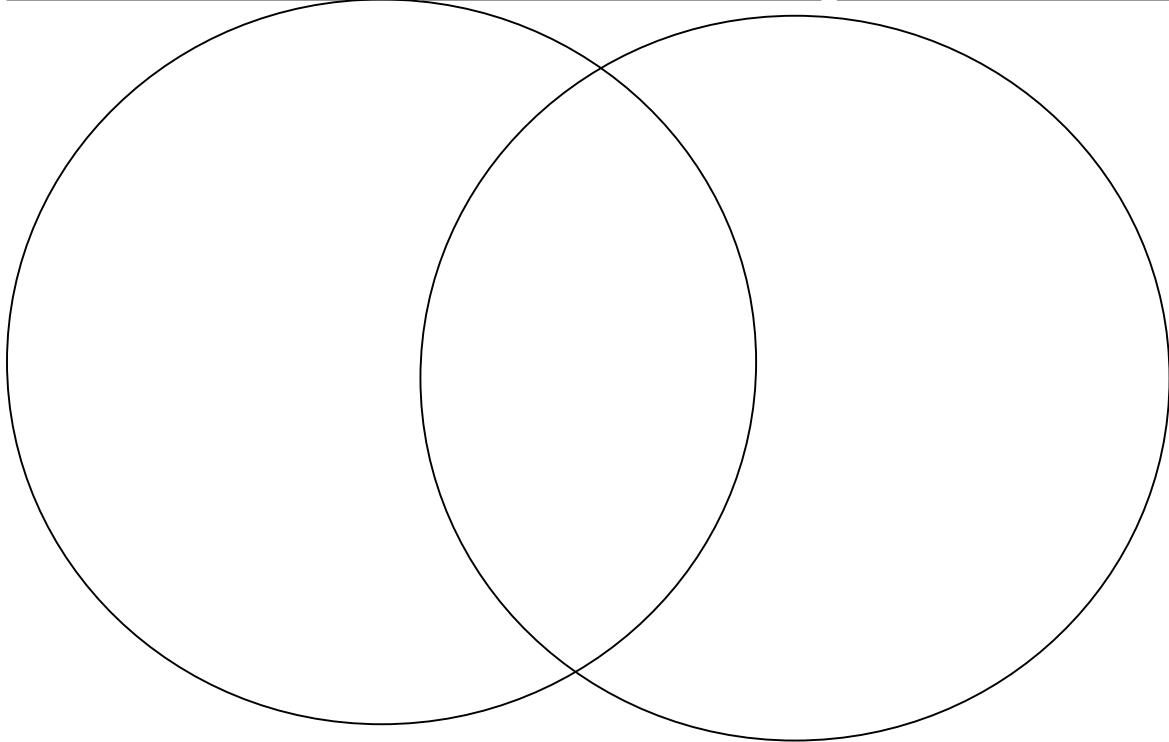
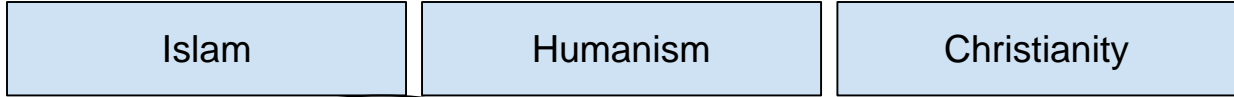
Key Terms	Basic key terms	High level key terms	Link to society, communities & individuals

<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

15 mark questions	Mark scheme
<p>AO1 Demonstrate knowledge and understanding of religion and belief* , including: belief, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and belief</p> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence</p> <p>* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.</p>	

TASK: Using the venn diagram, write down beliefs about the family include BLT.

EXAM QUESTION ANALYSIS AND PRACTICE



(d) "It is impossible to forgive"

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

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EXAM QUESTION ANALYSIS AND PRACTICE

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Key Terms	Basic key terms	High level key terms	Link to society, communities & individuals

<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

Question (d) mark scheme

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>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.</p>	10 - 12

EXAM QUESTION ANALYSIS AND PRACTICE

	A very good understanding of how belief influences individuals, communities and societies. Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.	
3	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. A good understanding of how belief influences individuals, communities and societies. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.	7 - 9
2	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. Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.	4 - 6
1	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. Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.	1 - 3
0	No relevant point of view stated.	0

EVIDENCE – Teacher to circle Y or N

Revision Pack present?		Revision cards/mat created?		Live marked by teacher?		Fixed?		Homework assignments completed?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Next action	"I will..."								

EXAM QUESTION ANALYSIS AND PRACTICE

Knowledge checklist

Good and Evil	Hum anis m/La ws	Chr isti an vie w	Mus lim view
Key words (Definition and example) Sin, Good, Evil, Forgiveness, Morality, Justice, Punishment			
Is it easy for forgive? Should the aim of Punishment be revenge?			
Do we really have free will?			
Is there a point to suffering?			
Are people born evil?			



Good luck from the RE department: Reach for the stars!!!

End of Exam Practice
Component 1 Theme 3 Issues of Good
and Evil
Well done!

2017/18

EXAM QUESTION ANALYSIS AND PRACTICE