

# 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 2: ISSUES OF LIFE AND DEATH

#### CHECKLIST

##### Key content

- Afterlife
- Our World
- Sanctity of Life

##### Key concepts

- creation
- afterlife
- sanctity of life
- quality of life
- euthanasia
- abortion
- environmental sustainability
- the soul

Name	Class code	RE teacher	Intervention teacher

### 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

**EXAM QUESTION ANALYSIS AND PRACTICE**

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.	

(a) What is meant by the ‘soul’?

[2]

.....

.....

## EXAM QUESTION ANALYSIS AND PRACTICE

.....

.....

.....

.....

Target Code(s)	
FIX IT	
.....	
.....	
.....	
.....	
.....	
.....	

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

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.	

(a) What is meant by 'environmental sustainability'?

[2]

## EXAM QUESTION ANALYSIS AND PRACTICE

.....

.....

.....

.....

.....

.....

.....

Target Code(s)	
FIX IT	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

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

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.	

(a) What is meant by 'sanctity of life'?

[2]

## EXAM QUESTION ANALYSIS AND PRACTICE

.....

.....

.....

.....

.....

.....

.....

Target Code(s)	
FIX IT	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

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

5 mark questions	Mark scheme
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	
* The term 'belief' includes religious and non-religious belief as <b>appropriate to the subject content</b> requirements.	

## EXAM QUESTION ANALYSIS AND PRACTICE

(b) Describe attitudes towards euthanasia in a faith community.

[5]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Target Code(s)	
FIX IT	
.....	
.....	

# EXAM QUESTION ANALYSIS AND PRACTICE

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

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

5 mark questions	Mark scheme
------------------	-------------

## EXAM QUESTION ANALYSIS AND PRACTICE

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

\* The term 'belief' includes religious and non-religious belief as **appropriate to the subject content** requirements.

(b) Describe attitudes towards environmental sustainability in a faith community.

[5]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Target Code(s)	
----------------	--



EXAM QUESTION ANALYSIS AND PRACTICE

FIX IT

A large rectangular area containing 20 horizontal dotted lines for writing, intended for students to correct their answers.

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

DPR Judgement (teacher to tick)



# EXAM QUESTION ANALYSIS AND PRACTICE

Target Code(s)	
FIX IT	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

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

## EXAM QUESTION ANALYSIS AND PRACTICE

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

### Question (b) mark scheme

Band	Band Descriptor	Mark Total
<b>3</b>	<b>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.</b>	<b>4 - 5</b>
<b>2</b>	<b>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.</b>	<b>2 - 3</b>
<b>1</b>	<b>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.</b>	<b>1</b>
<b>0</b>	<b>No relevant information provided.</b>	<b>0</b>

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

.....

.....

Target Code(s)	
FIX IT	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	
<p>.....</p>	

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



# EXAM QUESTION ANALYSIS AND PRACTICE

.....  
.....

Target Code(s)	
FIX IT .....	

	Basic key terms	High level key terms	Christian/Islamic key terms
--	-----------------	----------------------	-----------------------------







## EXAM QUESTION ANALYSIS AND PRACTICE

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><b>An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept.</b></p> <p><b>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.</b></p>	7 - 8
3	<p><b>A very good, detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept.</b></p> <p><b>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.</b></p>	5 - 6
2	<p><b>A good, generally accurate explanation showing some knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept.</b></p> <p><b>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.</b></p>	3 - 4
1	<p><b>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.</b></p> <p><b>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way</b></p>	1 - 2

## EXAM QUESTION ANALYSIS AND PRACTICE

<b>0</b>	<b>No relevant information provided.</b>	<b>0</b>
----------	--	----------

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..."								

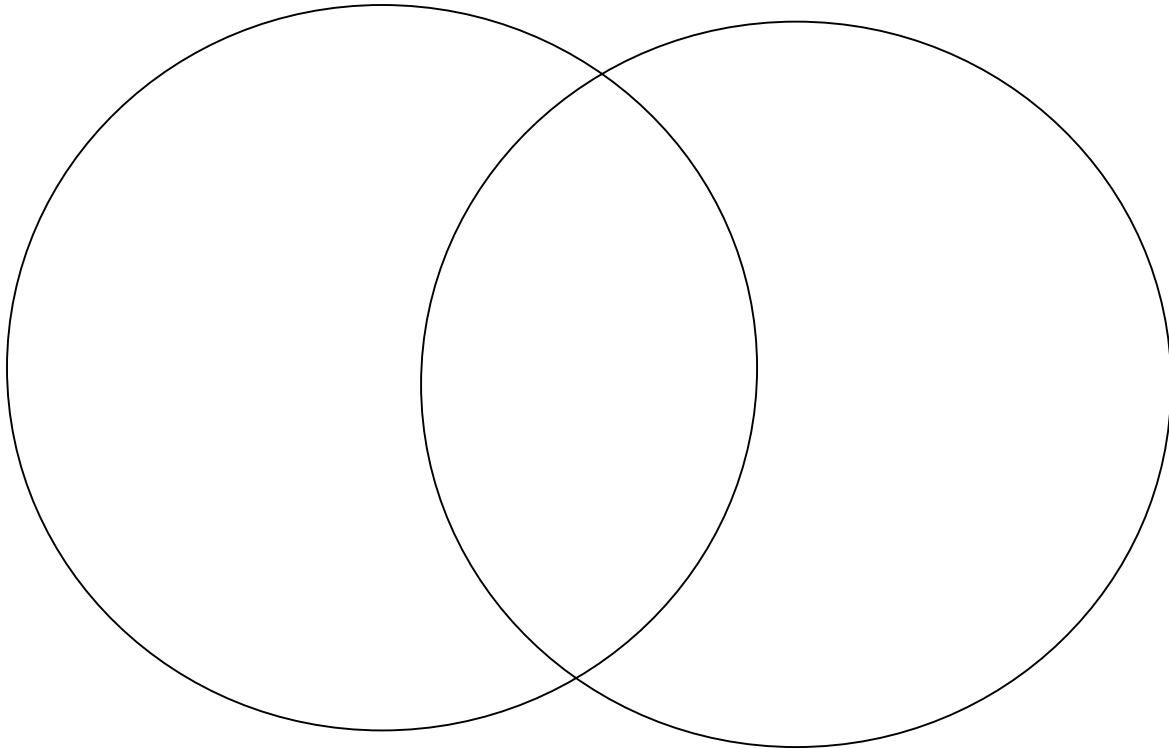
TASK: Using the venn diagram, write down beliefs about one of the 8 mark questions above and include BLT.

Islam

Humanism

Christianity

## EXAM QUESTION ANALYSIS AND PRACTICE



15 mark questions	Mark scheme
<p><b>AO1</b> 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><b>AO2</b> 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 <b>appropriate to the subject content</b> requirements.</p>	

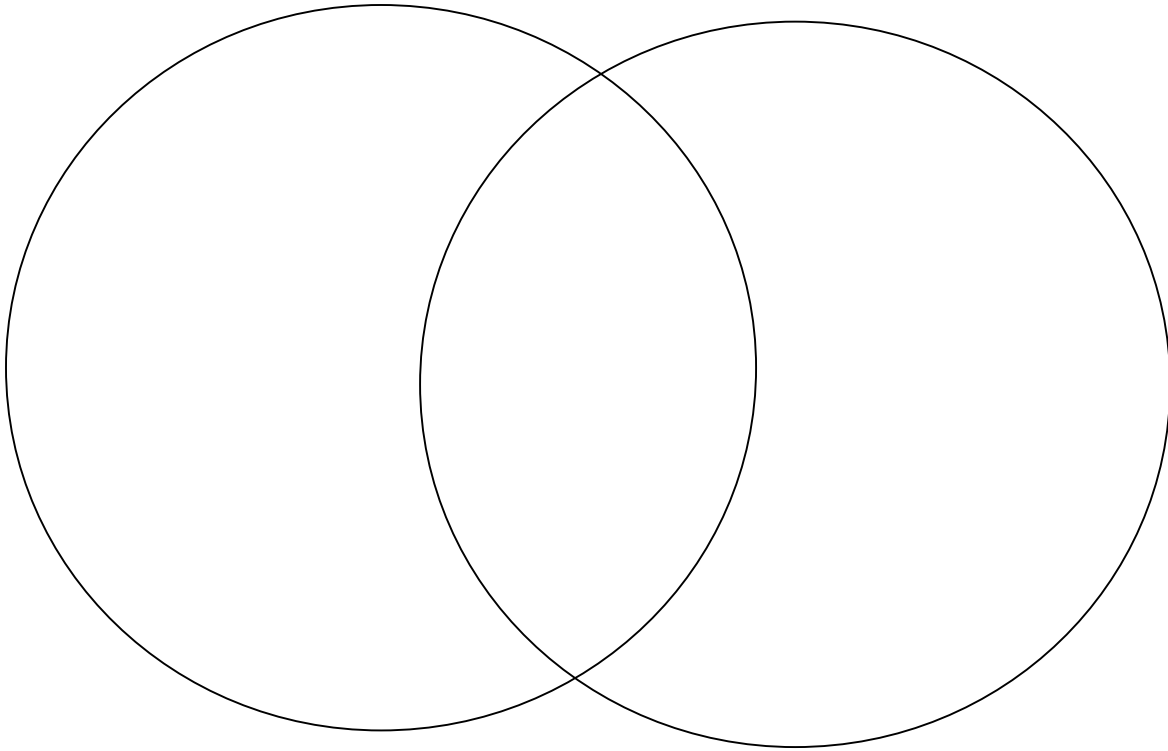
TASK: Using the venn diagram, write down beliefs about environmental sustainability and include BLT.

Islam

Humanism

Christianity

**EXAM QUESTION ANALYSIS AND PRACTICE**



(d) "Humans can treat nature as they wish"

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]

.....

.....

.....

.....

.....

.....

.....







## EXAM QUESTION ANALYSIS AND PRACTICE

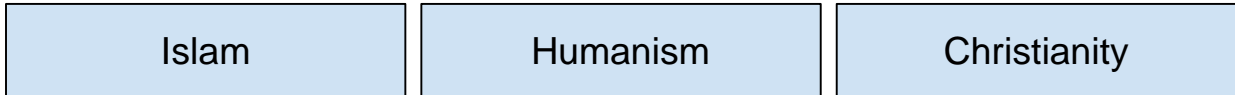
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

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

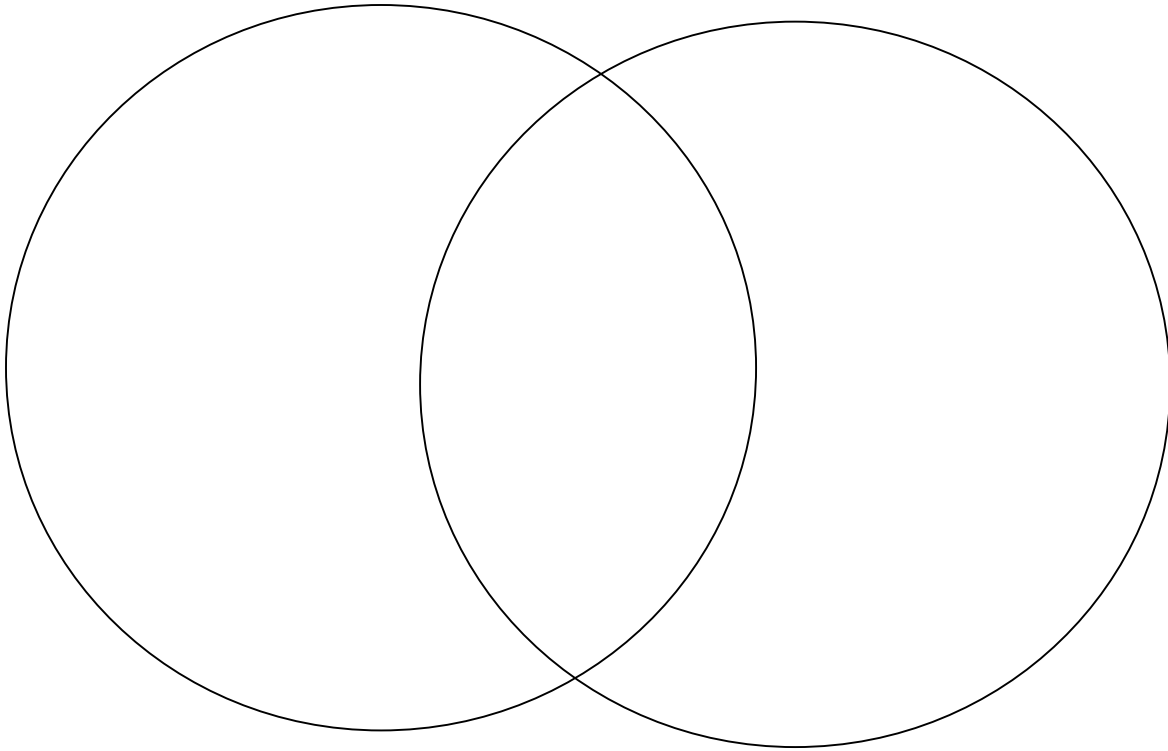
<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

15 mark questions	Mark scheme
<p><b>AO1</b> 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><b>AO2</b> 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 <b>appropriate to the subject content</b> requirements.</p>	

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



**EXAM QUESTION ANALYSIS AND PRACTICE**



(d) "God created the world"

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]

.....

.....

.....

.....

.....

.....

EXAM QUESTION ANALYSIS AND PRACTICE

Dotted lines for writing practice.



**EXAM QUESTION ANALYSIS AND PRACTICE**

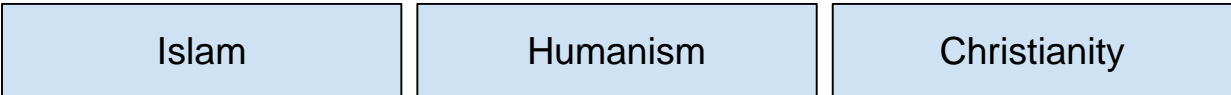
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

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

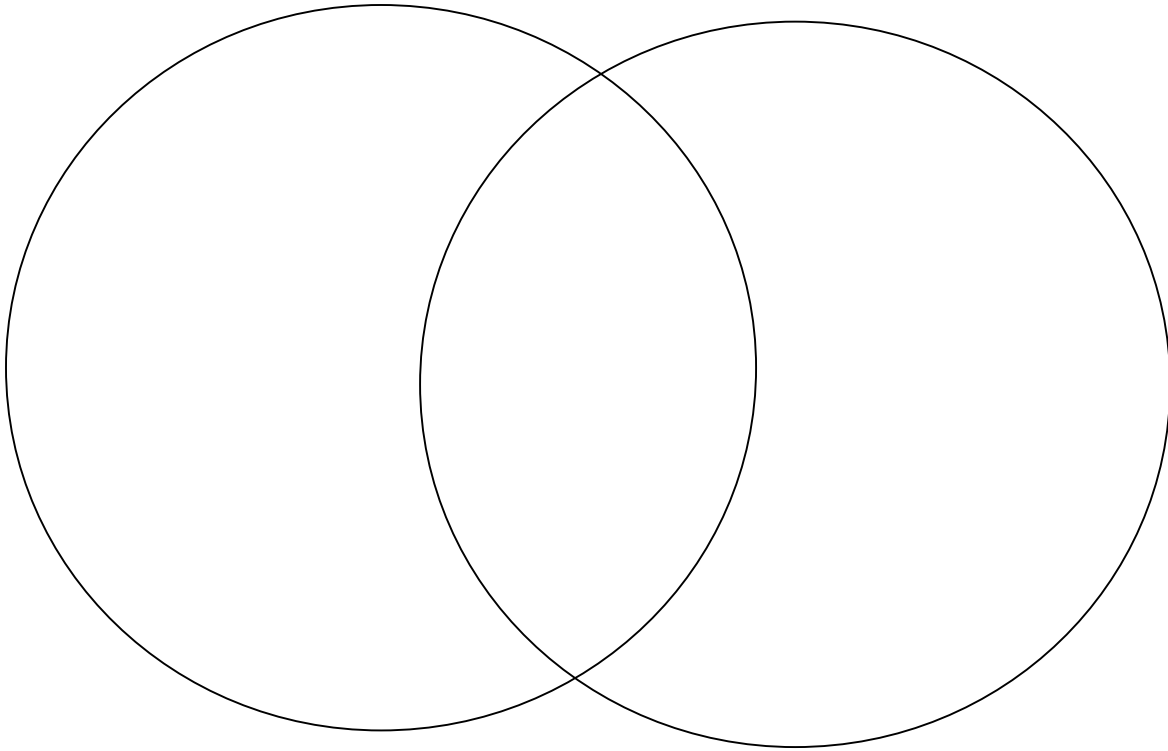
<u>DPR Judgement (teacher to tick)</u>							
Emerging		Developing		Consolidating		Secured	

15 mark questions	Mark scheme
<b>AO1</b> 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 <b>AO2</b> Analyse and evaluate aspects of religion and belief* , including their significance and influence * The term 'belief' includes religious and non-religious belief as <b>appropriate to the subject content</b> requirements.	

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



**EXAM QUESTION ANALYSIS AND PRACTICE**



(d) "Abortion is never right."

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]

.....

.....

.....

.....

.....

.....

## **EXAM QUESTION ANALYSIS AND PRACTICE**

A series of 28 horizontal dotted lines for writing answers.





**EXAM QUESTION ANALYSIS AND PRACTICE**

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

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><b>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.</b></p> <p><b>An excellent, highly detailed consideration of non-religious beliefs such as those held by humanists and atheists.</b></p>	<b>13 - 15</b>

## EXAM QUESTION ANALYSIS AND PRACTICE

	Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	
<b>4</b>	<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> <p>A very good understanding of how belief influences individuals, communities and societies. 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>	<b>10 - 12</b>
<b>3</b>	<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.</p> <p>A good, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>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.</p>	<b>7 - 9</b>
<b>2</b>	<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>	<b>4 - 6</b>
<b>1</b>	<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>	<b>1 - 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

EVIDENCE – Teacher to circle Y or N

## EXAM QUESTION ANALYSIS AND PRACTICE

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..."								

### Knowledge checklist

<b>Life and Death</b>	Humanism/Laws	Christian view	Muslim view
<b>Key words (Definition and example)</b> Afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life and the soul.			
<b>Creationism</b> Who believes in creationism and what is the diversity within			

## EXAM QUESTION ANALYSIS AND PRACTICE

religious groups? What is the non-religious belief?			
<b>Sanctity of Life VS Quality of Life</b> What are the differences/similarities? Who prioritises which and where is the diversity in this belief?			
<b>Environmental Sustainability</b> How do religions teach environmental sustainability? Why is this relevant in our society?			
<b>Soul</b> What is the soul? Where does it come from? Why does it matter? Who has a soul?			
<b>Big Bang Theory and Evolution</b> Who believes in this? Where are these theories compatible with religious teachings of creationism?			
<b>Afterlife</b> What are the beliefs of the afterlife? Is it a physical or spiritual place? Is there diversity within religious tradition?			
<b>Funeral Rites</b> What are the key features of religious funeral rites? How do these reflect religious teachings or beliefs?			



## **EXAM QUESTION ANALYSIS AND PRACTICE**

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

End of Exam Practice  
Component 1 Theme 2 Issues of Life and  
Death