YEAR 11 Learning Journey through Religious Studies

Literacy & Marking Symbols How do I improve?

Sp	Correct the *spelling error*
//	A *new paragraph* is needed
?	*Rewrite*- this does not make sense
Cp	Use *capital letters* correctly
P?	Give an another accurate point
D?	Written work, point or SoW needs *further explanation & developing*
CA?	Give a *counter argument*
App?	*Appraise* the arguments
VF	*Verbal feedback* was given for this work
Conc	Write a *fully justified conclusion*

Targets for **EX** exams **highlighted** inside	Grade
Starting Grade:	
EX1	
AP1:	
EX2	
AP2:	
EX3	
AP3:	
End of Year Target:	

Positive Marking! What did I do well?

✓	**P**	A clear *point* has been raised
✓	**D**	*Development* of point
✓	**FD**	Point has been *fully developed*
✓	**SoW**	Point is supported by *source of wisdom*
✓	**CA**	A *counter argument* is given for the point raised
✓	**A**	*Appraisal* is given for the points raised
✓	**Di**	Answer *evaluated* through divergent view points
✓	**Con**	A *conclusion* is reached

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring term 2	Summer term 1
Philosophy of Religion	*Redraft (2)*	*Redraft (2)*	☐ Equality (2)	*Redraft (2)*
☐ *Revelation (2)*	*Matters of Life & Death*	☐ *Responses to arguments against Life after Death* (1)	☐ *Religious Freedom (1)*	**Revision:** *Religion & ethics through Islam*
☐ *Visions (2)*	☐ *Origins and Value of the Universe (2)*	☐ *Euthanasia (2)*	☐ *Prejudice and Discrimination (2)*	☐ *Muslim & Christian Beliefs*
☐ *Miracles (1)*	☐ *Sanctity of Life (1)*	☐ *Issues in the Natural World (1)*	☐ *Racial harmony (1)*	☐ *Marriage & the Family & Matters of Life & Death*
☐ *Religious Experiences (1)*	☐ *Origins and Value of Human Life (1)*	*Equality*	☐ *Racial Discrimination (1)*	☐ *Living Christian & Muslim Life*
☐ *Christian Teachings about Prayer (1)*	☐ *Abortion (1)*	☐ *Human Rights (2)*	☐ *Social Justice (2)*	☐ *Equality & Philosophy of Religion*
☐ *Design Argument (1)*	☐ *Life after Death (2)*		☐ *Wealth & Poverty (1)*	
☐ *Cosmological Argument (2)*	☐ *Revision for EoY Exam (2)*			
☐ *Religious Upbringing (1)*				
EX1: *Christian & Muslim Beliefs, Living the Christian & Muslim Life (week 6/7)*	**EX2:** *Muslim & Christian Beliefs, Living the Christian & Muslim Life, Philosophy of Religion, Matters of Life & Death (week 14/15)*	**EX3:** *Muslim & Christian Beliefs, Living the Christian & Muslim Life, Philosophy of Religion, Matters of Life & Death (week 23/24)*		

Name: ....   Form: 11 ....   Class code: 11

How to answer exam questions in Religious Education

General advice

o Candidates are advised to spend time on a question proportionate to the marks for the question.

o Candidates should be encouraged to read every question carefully. If there are two parts within the question, highlight, circle or underline the two parts as both parts are important.

Example

o "Explain two ways the *characteristics of God* are *shown in the Bible*."

o In some bullet points, candidates are required to study the diversity within religions and candidates should be aware of the similarities and differences between the diverse groups within the religion studied.

A) type of questions

o Candidates should not answer as a list.

o Candidates are advised to write three separate sentences and use a technique (such as starting a new line for each point) to encourage them to outline three teachings / ways / reasons required by the question.

o Candidates should write three full sentences and ensure they add a full stop at the end of each sentence.

B) type of questions

o Candidates need to look carefully at the secondary command word in the questions. For example, in the question *'Explain two characteristics of God'* the word *characteristics* is important.

o The secondary command word may change. It can be 'reason', 'way', 'feature,' 'purpose', etc. The candidates answer should be aimed at this.

o A candidate can develop an answer by giving extra information; an example, a quote or paraphrase of a teaching.

o Development must refer to the question being asked.

o Candidates should check they have given two responses by writing their developed reason / way / purpose, etc. in two separate paragraphs.

Example: **"Explain two reasons why Muhammed is important to Muslim.''**

O   One reason why Muhammed is important to Muslims is because he was given the Qur'an. The Qur'an is important … No marks awarded for development as this does not answer question.

C) type of questions

o Candidates are advised to 'signpost' the two reasons given. For example, by using a word like 'firstly' or 'secondly' or beginning the second reason on a new line.

o Candidates must link the reference to the source of wisdom and authority into their response, not just write it out at the beginning or end of their answer.

o The source of wisdom offered to support answers in (C) items must be relevant to the question and used in the answer to support the point being made.

o The extra 5th mark in part C is awarded for the addition of a 'reference to a source of wisdom'

Crediting a source of wisdom

o The source does not have to be referenced or quoted word for word.

o If the candidate states that it is in Surah 1:18 and then writes out another verse – then this cannot be awarded, as it is incorrect.

o If the candidate writes the paraphrase and then puts (John 1:18) in brackets, the paraphrase can have the mark and the bracketed reference is ignored.

o If the quote is not used as part of the development in the answer, it cannot be credited.

D) type of questions

- Candidates should look at the question carefully before they begin.
- Candidates are asked to 'Evaluate' a statement 'considering the arguments for and against'.
- The question supports you by providing a list of elements to refer to in your answer. Under the statement, there are two or three bullet points ending with 'reach a justified conclusion'. All of these must be included in an answer.
- **Candidates should read the statement carefully** – The statement is intended to be controversial and will have at least two different groups of people with different reasons for agreeing or not agreeing with it.
- **Candidates should then be encouraged to unpick the statement** - For example, what is the question asking - look at the specialist terms - think about what views religious people might have.
- **Candidates do not have to write long answers** – It is about quality, not quantity.
- Candidates are not asked if they personally agree or disagree with the statement. They are asked to weigh up the evidence/arguments on both sides of the argument and then make a judgement on which evidence/argument is more convincing or persuasive, and justify this judgement, i.e. reach a justified conclusion.
- Effective evaluation is underpinned by a secure knowledge and understanding of religious teachings and different religious or non-religious viewpoints, if they are required. This involves candidates knowing both the breadth and depth of different teachings and viewpoints.
- In some bullet points, candidates are required to study the diversity within religions and candidates should be aware of the similarities and differences between the diverse groups within the religion studied.

Starters	Sources of wisdom	Religious opinions	Development / Depth	Counter arguments / Comparing	Adding to & explaining your ideas	Appraisal/ evaluation	Concluding your answer
Firstly	The Bible states	Most / many Muslims believe	Because of this	However	Besides	This a robust argument	In conclusion
Initially		Most / many Christians believe	Consequently	By contrast	Furthermore	This is more convincing than the latter	
Most importantly	The Qur'an states	Some Muslims believe	As a result	Rather	Moreover	This argument is more plausible	All in all
Finally	The Hadith states	Some non-religious people	For example	Although	Such as	The argument is stronger	To sum up
An additional point is		Humanists believe	Furthermore	but	What's more	This argument is definitely more persuasive	Overall
							To conclude