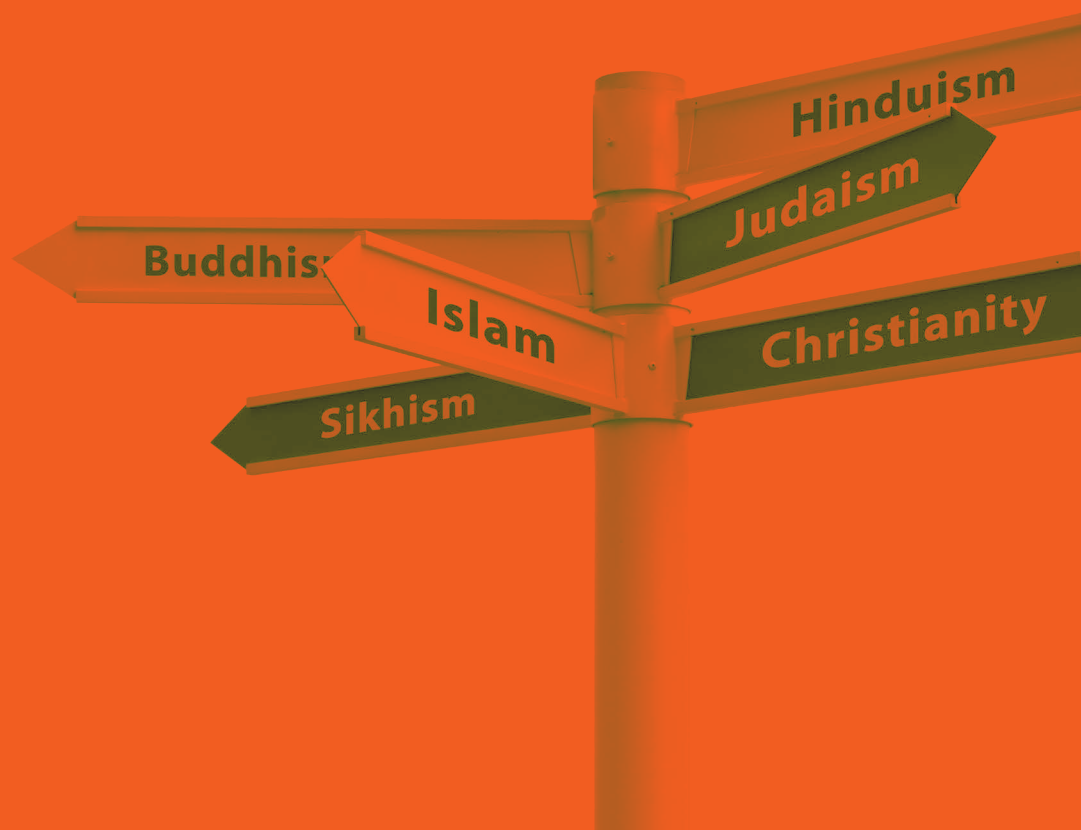


2019 SUMMER EXAMINATION – SUMMARY REPORT

A HELPFUL GUIDE TO INFORM
YOUR TEACHING FOR

RELIGIOUS STUDIES GCSE



SUPPORTING YOUR TEACHING IN THE NEW ACADEMIC YEAR

Utilising results from the 2019 summer assessment, our Religious Studies Team and Examiners have analysed the performance of candidates to provide a summary to aid your teaching.

This booklet provides:

- A general summary of candidates' strengths
- Identifies areas where candidates required additional support/guidance
- Suggestions of areas to consider in the new academic year

In addition to this booklet, we recommend that centres review the performance of their centre, by utilising our free Online Exam Review tool. This online portal brings together several elements including general data, exam questions, mark schemes and examiner comments to lead you through examination performance.

Access this via oer.eduqas.co.uk

Centres are also encouraged to review their item level data (provided on our Secure Website www.wjecservices.co.uk) and the Principal Examiner's report which is available on your subject page of our website www.eduqas.co.uk/qualification.

ADDITIONAL SUPPORT

In addition to this booklet, we continue to provide a comprehensive package of support to aid you in the delivery of GCSE Religious Studies which includes:

- Expert advice and guidance from our subject specialists to support your teaching
- Free teaching and learning resources to be used in the classroom
www.eduqas.co.uk/Resources
- Face-to-face and online training, to book your place visit
www.eduqas.co.uk/Training

To ensure you receive the latest subject news, training opportunities and resources updates, subscribe to our mailing list today www.eduqas.co.uk/Subscribe

Disclaimer

This resource aims to support your teaching, but in no way constitutes an endorsed teaching method that is required by WJEC Eduqas.



AREAS OF STRENGTH OF THE 2019 SUMMER ASSESSMENT

Following a review of the summer assessment, our Religious Studies Team and Examiners have identified that candidates generally performed well in the following areas:

- Many candidates appeared to understand the different skills requirements of each question and responded accordingly e.g. describing in a b. question.
- Many candidates demonstrated a good understanding of diversity within a religious tradition e.g. they were able to refer to different religious denominations by name.
- There appeared to be a greater confidence with tackling the demands of d. questions i.e. including lines of argument (not just description or explanation) and formulating judgements.
- In Component 1 in particular, many candidates demonstrated a good understanding of contemporary, global ethical and philosophical issues.
- Some candidates were able to think synoptically i.e. to connect different parts of the specification in their responses.
- Many candidates are taking time with the quality of their writing especially with the question that carries marks for SPaG.

AREAS FOR ADDITIONAL SUPPORT

Our Religious Studies team and Examiners felt that, following the performance in the recent assessment, candidates found the following areas particularly challenging:

- There remains a need for some candidates to remember that the questions are assessing four different skills; define, describe, explain and discuss. They must demonstrate the relevant skill in the appropriate question and avoid, for example, describing or evaluating in a c. question or explaining in a b. question.
- Having learned key terminology for the a. questions, candidates must now extend their religious literacy by using religious language in all questions.
- As the d. questions are worth half the marks, it might be wise to tackle the d questions first. Some candidates clearly ran out of time.
- Some frameworks/formulaic structures spoil a response to a d. question because candidates spend time trying to fit their answer in to a learned structure, rather than concentrating on the discussion and argument.
- B. questions are not 'penny-point' marked and do not necessarily need 5 points. Some candidates struggled to think of 5 points and this led to repetition and a 'bullet-pointed' answer. Far better to just use the criteria of the marking band and aim for an 'excellent description' regardless of the number of points included.
- Some candidates' responses were very brief. Whilst it is always quality, not quantity, that matters (and lines do not have to be filled), offering brief answers runs the risk of failing to include enough detail.
- It is likely that the d. questions of Components 2 and 3 will be religion specific and, therefore, including content from other religions may be irrelevant to the questions and will gain no credit.
- Including non-religious content where it is not required will not gain credit whilst failing to include non-religious content where it is required (Life and Death Route A and Origins and Meaning Route B) will lose credit.
- Candidates must answer the specific question set and not give general responses. Read the questions carefully and candidates may underline the 'trigger' words e.g. 'Describe Jesus' teaching about forgiveness in Matthew's Gospel.' 'Explain different Jewish beliefs about the Messiah.' '...most important belief.'
- Candidates should avoid mis-representing the non-religious beliefs of Atheists and Humanists; some seemed to think that not believing in God meant they had no principles or ethical views on anything.

ENHANCING THE DELIVERY OF RELIGIOUS STUDIES GCSE FOR 2019/20

Based on the performance of candidates in the 2019 summer assessment, the following areas have been identified as potential areas for teachers to consider providing additional support to their candidates:

- Focus on the skill demands of each question.
- Ensure candidates fully understand the demands of certain questions e.g. when non-religious beliefs are required (and when they are not), when SPaG is credited etc.
- Encourage the use of appropriate religious language across all questions
- Encourage the use of appropriate sources of wisdom (not only Scripture).
- Ensure that candidates understand that Component 1 c. questions require two RELIGIOUS views and that non-religious views are not appropriate for this question. Credit will be lost if only one view is given.
- Practise free responses to d. questions, especially for candidates who may be constrained by a 'formula'.
- Encourage candidates to draw on their knowledge from right across the specification in their answers, especially the d. responses.
- Encourage candidates to attempt all questions – it is always worth a go.
- Suggest completing d. questions first, or a. and d. questions.
- Suggest underlining trigger words to focus candidates on the exact requirements of the question.

TAILORED SUPPORTING RESOURCES

We have produced a comprehensive package of resources to support you in the delivery of GCSE Religious Studies. These resources are available for free from our Digital Resources Website

www.eduqas.co.uk/Resources.

Centres may wish to pay particular attention to the following resources which have proved extremely popular:

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1276> (Route A)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1280> (Route B)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1125> (Routes A and B)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1248> (Routes A and B)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=737> (Routes A and B)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=729> (Route A)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=730> (Route B)