



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Year 10

GCSE Religious

Studies A



Name: _____

Class: _____

Teacher: _____



RS GCSE (Yr10) assessment feedback

Target Grade for end of yr. 10

GCSE (end of yr. 11) Target

Title of assessed piece	Grade/ mark	Strengths – What I’m doing well	Targets – How can I improve?	Progress being made? 😊 ☹️
1. Christian beliefs Exam Date: _____				
2. Buddhist beliefs Exam Date: _____				
3. Theme A: Religion and relationships Exam Date: _____				
4. Theme B: Religion and life Exam Date: _____				
5. Christian practices Exam Date: _____				

6. Year 10 Mock exam Date: _____				
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Personal target setting

Some things that I would like to continue to work on or improve...

Date	



Year 10-11 Religious Studies Learning Journey



Theme E: Crime and punishment

Revision



- A levels;
 - Health and Social Care
 - Psychology
 - Sociology
 - Ethics
- Police officer
- Youth worker
- Army
- Law
- Medicine

Theme D: Religion, peace and conflict



Buddhist practices

Year 11

Christian practices



Theme B: Religion and life

Buddhist Ethics

Theme A: Relationships and families



Buddhism key beliefs

Christian key beliefs

Year 10







- SKILLS TAUGHT ACROSS ALL TOPICS IN RELIGIOUS STUDIES**
- 1) Make sense of a range of beliefs
 - 2) Understand the impact beliefs have on people
 - 3) Make connections and comparison
 - 4) Understanding and investigating the 'big life' (spiritual, moral, social & cultural) questions
 - 5) Debating moral and ethical issues

CURRICULUM OVERVIEW



Useful websites

<p style="text-align: center;">AQA RS website</p> 	<p style="text-align: center;">RS in 5 or less YouTube revision</p> 
 <p style="text-align: center;">BBC bitesize GCSE RS AQA</p>	 <p style="text-align: center;">Quizlet – RS AQA</p>

GCSE RELIGIOUS STUDIES A SUMMARY OF ASSESSMENT

Component 1: The study of religions: beliefs, teachings and practices	Component 2: Thematic studies
<p>Beliefs, teachings and practices from:</p> <ul style="list-style-type: none"> ● Buddhism ● Christianity <p>How it's assessed:</p> <ul style="list-style-type: none"> ● Written exam: 1 hour 45 minutes ● 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG) ● 50% of GCSE <p>Each religion has a common structure of two five-part questions of 1, 1, 4, 6 and 12 marks.</p> <p>Each religion is marked out of 48.</p>	<p>Religious, philosophical and ethical studies themes:</p> <p>Theme A: Relationships and families. Theme B: Religion and life. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment.</p> <p>How it's assessed:</p> <ul style="list-style-type: none"> ● Written exam: 1 hour 45 minutes ● 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG) ● 50% of GCSE <p>Each theme has a common structure of one five-part question of 1, 1, 4, 6 and 12 marks</p> <p>Each theme is marked out of 24.</p>

Assessment objectives and weightings

AO1	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.
AO2	<ul style="list-style-type: none"> • Analyse and evaluate aspects of religion and belief, including their significance and influence. concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
A01	25	25	50
A02	25	25	50
Overall weighting of components	50	50	100

Command words

- Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.
- **Evaluate** - Tests evaluation. It requires students to consider different viewpoints and arrive at a judgement.
- **Explain** - Tests knowledge and understanding of (eg) teachings or practices. It requires students to identify at least two relevant points and demonstrate understanding by some development.
- **Explain different attitudes to...** - Tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief.
- **Explain how X may influence Y** - Tests knowledge and understanding of (eg) how a religious belief or practice influences individuals or groups.
- **Give** - Tests recall of knowledge, eg two examples or two beliefs.
- **Why** - Tests analysis. It requires a reasoned consideration of a single point of view through a logical chain of reasoning.

GCSE Religious Studies AQA

Exam Changes Student Guide

From summer 2026, the AQA GCSE Religious Studies Specification A exam will have new question formats designed to better assess your knowledge and understanding. This guide breaks down each question type you'll face in the exam and gives advice on how to answer them effectively.

Question Format Overview

Each exam paper will follow this new structure:

- **1 mark** – Multiple choice (AO1)
 - **1 mark** – Short response (AO1)
 - **4 marks** – Influence question (AO1.3)
 - **6 marks** – Application question (AO1.2)
 - **12 marks** – Evaluation question (AO2)
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1-Mark Multiple Choice Question (AO1)

What it tests: Your ability to recognise or recall a specific piece of religious knowledge, such as a term, belief, or teaching.

How to answer:

- Read the question and all options carefully.
 - Eliminate obviously incorrect answers.
 - Choose the best possible answer based on what you know.
 - Only one answer is correct – no explanation is required.
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1-Mark Short Response Question (AO1)

What it tests: Your understanding of a key religious concept, belief, or teaching.

How to answer:

- Give a clear, precise, and concise answer.
 - Use the correct terminology if applicable.
 - Avoid writing in full sentences unless necessary – bullet points or phrases may be enough.
 - Only one idea or fact is needed.
-

4-Mark Influence Question (AO1.3)

What it tests: How a religious belief or teaching influences the life of a believer or community.

How to answer:

- Make **two clear points** about the influence.
- For each point, explain **how and why** it influences behaviour, decision-making, or attitudes.
- Use religious language or references where appropriate.
- Avoid listing – **develop** each point with reasoning.

6-Mark Application Question (AO1.2)

What it tests: Your ability to apply a religious belief or teaching to a specific situation or issue.

How to answer:

- Focus on **applying** religious knowledge – not just describing it.
- Make **two to three developed points**, clearly linking each one to the situation.
- Explain how a teaching or belief **applies in context**, and **why** it would lead to a certain view or action.
- Include **relevant teachings or sources** (like scripture, religious leaders, or key concepts).
- Avoid repeating the same idea — aim for different angles of application.

1. Introduce the religious teaching:

- “The Bible teaches that...”
- “Jesus taught that...”
- “The Buddha taught that...”

2. Apply the teaching to the situation:

- “This means that a believer would...”
- “So in this situation, a religious person might...”
- “As a result, they may choose to...”
- “This could lead someone to...”
- “Therefore, their actions would be guided by...”

3. Show deeper understanding or reasoning:

- “Because of this teaching, they might think that...”
- “This belief would influence them to...”
- “They would consider this action right/wrong because...”

12-Mark Evaluation Question (AO2)

What it tests: Your ability to analyse and evaluate different viewpoints about a religious or ethical issue, and reach a reasoned conclusion.

How to answer:

- **Start with a clear introduction** showing your understanding of the issue.
- Include **arguments for and against** the statement or question.
- Use **religious teachings, concepts, or examples** to support both sides.
- **Evaluate** the strength of each view – not just describe them.
- End with a **well-justified conclusion**, clearly stating your own view and explaining your reasoning.
- Aim for a **balanced and structured** response with logical flow.

Answering 12 mark questions in Religious Studies

	What to include:	Sentence starters:
P oint	Make your point Respond to the question/statement What do some people think/believe? Who agrees or disagrees?	<i>Some Christians believe... Most Buddhist may agree/disagree because... Some Christian would argue that...</i>
E vidence	Back it up Support your point with evidence or examples. Evidence can be; <ul style="list-style-type: none"> Religious teachings What important religious leaders like Jesus taught Quotes from the religious text Quotes do not have to be written word for word 	<i>The Bible teaches that... Buddha said that... Jesus taught that... This is apparent in ... This is especially seen when... The quote... This is illustrated when... For instance...</i>
E xplain	Explain how the evidence supports your point What does this evidence mean? Why is this evidence important? How might it affect believers? Can you provide further examples or scenarios?	<i>This means that... Therefore... because... This shows... This signifies... As a result...</i>
E valuate *For 12 mark questions*	You must evaluate the evidence What might make it a strong argument? <ul style="list-style-type: none"> Based on religious teaching/source of authority Based on scientific evidence The majority of Christians accept it What might make it a weak argument? <ul style="list-style-type: none"> Based on personal opinion rather than religious teaching A popular idea that has no scientific basis Very few Christians would agree with it 	<i>From this we can conclude... This argument/evidence is: -robust -strong -weak -inconclusive -insubstantial -convincing because...</i>
L ink	What does this point link to? Link this point back to the original statement OR show connections to other similar views	<i>Moreover... Ultimately... Furthermore... Conversely... However... Additionally... Similarly...</i>

A 12 mark answer structure

Paragraph 1

- What arguments can you think of in support of the statement?
- Give at least 2-3 arguments that are fully supported and explained using P.E.E.E.L

Paragraph 2

- What arguments can you think of supporting a different view?
- Give at least 2-3 arguments that are fully supported and explained using P.E.E.E.L

Conclusion

- Provide a justified conclusion along with your own opinion together with your own reasoning.
- Include an evaluation that explains why you think one viewpoint is stronger than another or why they are equally strong.
DO NOT just repeat yourself.

For the top band you need to show that:

- There are developed reasons for and against the statement which are fully relevant
- There is accurate and detailed reference to relevant teachings
- It is clear that you know a lot about a topic, and the whole answer is linked to the statement
- There is a justified conclusion which makes a judgement about which side is stronger based on relevant evidence and information



*GCSE Religious Studies
Personalised Learning Checklist*



Component 1: Christian beliefs and teachings

Exam Board	AQA
Topic/Module	Component 1: Christian beliefs and teachings
Year Group	10

My target grade is	
My predicted grade is	
Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Topic/Unit Focus				
		R	A	G
Christian Beliefs and Teachings: Key Beliefs				
	The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering			
	The nature of God: the oneness of God and the Trinity: Father, Son and Holy Spirit.			
	Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).			
	Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.			
Christian Beliefs and Teachings: Jesus Christ and salvation				
	Incarnation and Jesus as the Son of God			
	Crucifixion, resurrection and ascension			
	Sin, including original sin			
	The means of salvation, including law, grace and Spirit			
	The role of Christ in salvation including the idea of atonement.			
Christian Beliefs and Teachings: Key Beliefs				
	The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering			
	The nature of God: the oneness of God and the Trinity: Father, Son and Holy Spirit.			

Therapy (Interventions)

Additional Support / Guidance



*GCSE Religious Studies
Personalised Learning Checklist*



Component 1: Buddhist beliefs and teachings

Exam Board	AQA
Topic/Module	Component 1: Buddhist beliefs and teachings
Year Group	10

My target grade is	
My predicted grade is	
Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Topic/Unit Focus				
		R	A	G
Buddhist Beliefs: The Buddha's life and its significance				
	Birth of the Buddha and his life of luxury			
	The Four Sights: illness, old age, death, holy man (Jataka 075)			
	The Buddha's ascetic life			
	The Buddha's Enlightenment.			
Buddhist Beliefs: The Four Noble Truths				
	Suffering (dukkha) including different types of suffering			
	The causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate			
	The end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment			
	The Eightfold Path (maggā) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.			
Buddhist Beliefs: The Dhamma (Dharma)				
	The concept of Dhamma (Dharma).			
	The concept of dependent arising (paticcasamupada).			
	The Three Marks of Existence: Anicca (impermanence), Anatta (no fixed self), Dukkha (unsatisfactoriness of life, suffering).			
	The human personality, in the Theravada and Mahayana traditions: <ul style="list-style-type: none"> • Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.			
	Human destiny: <ul style="list-style-type: none"> • different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals Buddhahood and the Pure Land			

Therapy (Interventions)
Additional Support / Guidance



*GCSE Religious Studies
Personalised Learning Checklist*



Component 2: Theme A – Religion and relationships

Exam Board	AQA
Topic/Module	Component 2: Theme A – Religion and relationships
Year Group	10

My target grade is	
My predicted grade is	
Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Topic/Unit Focus		R	A	G
Sex marriage and divorce				
	Human sexuality			
	Heterosexual relationships			
	Homosexual relationships			
	Sexual relationships before marriage			
	Sexual relationships outside of marriage			
	Contraception and family planning			
	The nature and purpose of marriage			
	Same-sex marriage and cohabitation			
	Divorce <ul style="list-style-type: none"> ● Religious opinions on divorce ● Reasons for divorce 			
	Remarrying			
	The role of parents and children in a family			
Families and gender equality				
	Family types			
	Roles of men and women			
	Gender prejudice and discrimination/Equality			

Therapy (Interventions)

Additional Support / Guidance



GCSE Religious Studies
Personalised Learning Checklist



Component 2: Theme B- Religion and life

Exam Board	AQA
Topic/Module	Component 2: Theme B- Religion and life
Year Group	10

My target grade is	
My predicted grade is	
Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Topic/Unit Focus				
		R	A	G
The origins and value of the universe				
	Religious teachings about the origins of the universe, and different interpretations of these			
	The relationship between scientific views, such as the Big Bang theory and religious views			
	The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder			
	The use and abuse of the environment, including the use of natural resources, pollution			
	The use and abuse of animals for animal experimentation			
	The use and abuse of animals for the use of animals for food			
The origins and value of human life				
	Religious teachings about the origins of human life, and different interpretations of these			
	The relationship between scientific views, such as evolution, and religious views			
	The concepts of sanctity of life and the quality of life			
	Abortion, including situations when the mother's life is at risk			
	Ethical arguments related to abortion, including those based on the sanctity of life and quality of life			
	Euthanasia			
	Beliefs about death and an afterlife, and their impact on beliefs about the value of human life			

Therapy (Interventions)

Additional Support / Guidance



*GCSE Religious Studies
Personalised Learning Checklist*



Component 1: Christian practices

Exam Board	AQA
Topic/Module	Component 1: Christian practices
Year Group	10

My target grade is	
My predicted grade is	
Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Topic/Unit Focus		R	A	G
Christian Practices: Worship and festivals				
	Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible			
	Different forms of worship and their significance: private worship			
	Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer			
	The role and meaning of sacrament			
	The sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism			
	The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning			
	The role and importance of pilgrimage and celebrations including two contrasting examples of Christian pilgrimage: Lourdes and Iona			
	The role and importance of the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.			
Christian Practices: The role of the church in the local and worldwide community				
	The role of the Church in the local community, including food banks and street pastors.			
	The place of mission, evangelism and Church growth.			
	The importance of the worldwide Church when working for reconciliation			
	The importance of the worldwide Church and how Christian churches respond to persecution			
	The importance of the worldwide Church looking at the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund			

Therapy (Interventions)
Additional Support / Guidance