



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Will Teece, Headteacher

Telephone: 0116 287 9921 Website: www.brookvalegroby.com

Year 11

GCSE Religious Studies A



Name: _____

Class: _____

Teacher: _____



RS GCSE (Yr11) assessment feedback

Target Grade for end of yr. 11

Title of assessed piece	Grade/ mark	Strengths – What I’m doing well	Targets – How can I improve?	Progress being made? 😊 ☹️
1. Buddhist practices Exam Date: _____				
2. Theme D: Religion peace and conflict Exam Date: _____				
3. Theme E: Religion, crime and punishment Exam Date: _____				
4. Year 11 Mock exam Date: _____				

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>AQA RS website</p> 	<p>RS in 5 or less YouTube revision</p> 
 <p>BBC bitesize GCSE RS AQA</p>	 <p>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)
-

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.
-

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...</i> <i>Most Buddhist may agree/disagree because...</i> <i>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...</i> <i>Buddha said that...</i> <i>Jesus taught that...</i> <i>This is apparent in ...</i> <i>This is especially seen when...</i> <i>The quote...</i> <i>This is illustrated when...</i> <i>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...</i> <i>Therefore...</i> <i>because...</i> <i>This shows...</i> <i>This signifies...</i> <i>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...</i> <i>This argument/evidence is:</i> <i>-robust</i> <i>-strong</i> <i>-weak</i> <i>-inconclusive</i> <i>-insubstantial</i> <i>-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...</i> <i>Ultimately...</i> <i>Furthermore...</i> <i>Conversely...</i> <i>However...</i> <i>Additionally...</i> <i>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

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- **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
Personalised Learning Checklist**



Component 1: Buddhist practices

Exam Board	AQA
Topic/Module	Component 1: Buddhist practices
Year Group	11

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 Practices Worship				
	The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings.			
	Puja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas.			
	Meditation, the different aims, significance and methods of meditation: <ul style="list-style-type: none"> ● Samatha (concentration and tranquillity) including mindfulness of breathing ● Vipassana (insight) including zazen ● the visualisation of Buddhas and Bodhisattvas 			
	The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.			
Buddhist Practices: Festivals				
	Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of Wesak and Parinirvana Day.			
Buddhist Practices: Ethics				
	Kamma (karma) and rebirth			
	Compassion (karuna)			
	Loving kindness (metta).			
	The five moral precepts: <ul style="list-style-type: none"> ● do not take life, do not take what is not given, do not misuse the senses. do not speak falsehoods, do not take intoxicants that cloud the mind. 			
	The six perfections in the Mahayanan tradition: <ul style="list-style-type: none"> ● generosity, morality, patience, energy, meditation, wisdom, including how the individual develops these perfections within themselves 			

Therapy (Interventions)
Additional Support / Guidance



*GCSE Religious Studies
Personalised Learning Checklist*



Component 2: Theme D -Religion, peace and conflict

Exam Board	AQA
Topic/Module	Component 2:D Religion, peace and conflict
Year Group	11

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
Religion, violence, terrorism and war				
	Peace –What is it and why is it significant?			
	Justice – What is it and why is it significant?			
	Forgiveness - What is it and why is it significant?			
	Reconciliation - What is it and why is it significant?			
	Violence – What is it? Why is it used?			
	Violent protest – What is a protest, and why do some use violence?			
	Terrorism – What is it? Examples? Why do some people become terrorists?			
	War – What are some reasons for going to war?			
	Just war theory – What is the theory?			
	Just war theory – What are the conditions for a ‘just war’?			
	Holy war – What makes a war ‘holy’? Examples?			
	Pacifism – What is it? What’s the difference between absolute and relative?			
Religion and belief in 21st century				
	Religion & belief as a cause of war & violence in the 21st century			
	Nuclear weapons – What are they? Why are they dangerous? Examples?			
	Nuclear deterrence – Valid reason or excuse?			
	Weapons of mass destruction – What are they? How are they used?			
	Individuals influenced by religious beliefs who promote peace – 2 examples?			
	Religious responses to victims of war- Can I name 1 religious organisation?			

Therapy (Interventions)
Additional Support / Guidance



*GCSE Religious Studies
Personalised Learning Checklist*



Component 2: Theme E -Religion, crime and punishment

Exam Board	AQA
Topic/Module	Component 2:E Religion, crime & punishment
Year Group	11

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
Religion, crime and the causes of crime				
	Good and evil intentions and actions, including whether it can ever be good to cause suffering.			
	Reasons for crime, including: <ul style="list-style-type: none"> ● poverty and upbringing ● mental illness and addiction ● greed and hate ● opposition to an unjust law. 			
	Views about people who break the law for these reasons.			
	Views about different types of crime, including hate crimes, theft and murder.			
Religion and punishment				
	The aims of punishment, including: <ul style="list-style-type: none"> ● retribution ● deterrence ● reformation. 			
	The treatment of criminals, including: <ul style="list-style-type: none"> ● prison ● corporal punishment ● community service. 			
	Forgiveness			
	The death penalty			
	Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life			

Therapy (Interventions)
Additional Support / Guidance