

## Examiners' Report June 2018

# GCSE Religious Studies A 1RA0 3B



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#### Introduction

GCSE (9-1) Religious Studies

Religious Studies A Paper 1: Area of Study 3 – Study of Religion Option 3B – Christianity.

The paper contributes to 25% of the overall award. The assessment consists of four questions, students must answer all four questions. The details of the assessment content is provided in the specification. Centres are to use this rather than other published resources when planning the course content.

The paper is divided into two sections:

- Arguments for the Existence of God
- Religious teachings on Relationships and Families in the 21st century

### Question 1 (a)

Students were assessed on Section One: Arguments for the Existence of God.Bullet point 1.8 'Features of a Christian upbringing.'

The question asked was 'Outline three features of a Christian upbringing.'

Students are asked to 'Outline' on part (a) questions. Therefore, lists can reach a maximum of three marks.

GENERIC advice for centres to what constitutes a list.

An example:

Outline 3 characteristics of God:

- God is creator (1 mark)
- God is creator, judge and lawgiver (1 mark for list or sentence)
- God is creator, busy and distant.(1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

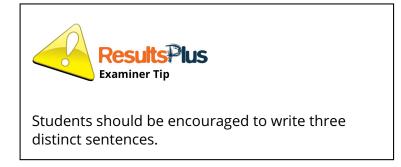
The student is awarded 2 marks.

1 (a) Outline three features of a Christian upbringing.

(3)ey attend church every Sunday



The student gives two features of a Christian upbringing in sentence form.



The student is awarded 1 mark.

1 (a) Outline three features of a Christian upbringing.





The student is awarded 3 marks.

1 (a) Outline **three** features of a Christian upbringing.

(3) - One feature of a christion uppringing is going to church every sunday Another features of a christian apringing reading the Bible with your family -asther, another feature of a christon upto ÌS attending a church youth group.



There are three features identified and presented in sentence form.

### Question 1 (b)

Students were assessed on Section One: Arguments for the Existence of God.Bullet point 1.1 'Divergent understandings of what revelation shows about the nature of God.'

The question asked was 'Explain two things that revelation shows about the nature of God.'

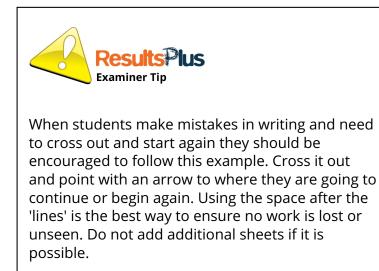
Students are asked to 'Explain two' on part (b) questions. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom a quotes or examples. The development must be of the reason given and to the question asked.

The student is awarded 4 marks.

(b) Explain two things that revelation shows about the nature of God. (4)nat beneration shares a ashe mineser 1 ettai on eal himself and be anywhere reverd winteres the idea Fhat he aresfer that revelation shows a bart God is that he i cmnibedorent as he creeded eart perfactly for us and neverled It to the human kind net only that but he aso has g Many Childs Both as Blary showing to St burnevealed at lords to in france to shawher to a weller spring since then it has healed to around 69 people which science cannot explain shawing that & God helps and cares for the marking



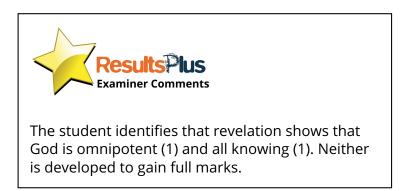
The student identifies two examples of revelation and suggests that they show that God is omnipresent and omni-benevolent. The two ways are confused within the answer but can still be awarded.



The student in this example literally answers the question asked. The student is awarded 2 marks.

(b) Explain two things that revelation shows about the nature of God.





### Question 1 (c)

Students were assessed on Section One: Arguments for the Existence of God.Bullet point 1.3 'biblical examples of miracles'

The question asked was 'Explain two examples of miracles in the Bible'.

Students are asked to 'Explain two' on part (c) questions. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom a quotes or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom'. This must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom

- The students do not have to reference a quote or quote it word for word.
- If students are unsure they will use a search engine.Enter the gist of the paraphrase and 'Bible' or 'Christian teaching'.
- If the student states that it is in John 1:18 and then states another verse from John then this can be awarded.We are not holding students to 'verses' but it must be the correct book.
- If the student gives the paraphrase and then puts (John 1:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored.
- If a student quotes Jesus and it was Paul or vice versa; and the quote is not accredited to them, it is not awarded.

The student was awarded 3 marks.

(c) Explain two examples of miracles in the Bible.

In your answer you must refer to a source of wisdom and authority.

Within the bubie there were many muracles ressurection where God for example, when jesus resurrected from the gave jess the power and authority to sacrafise hunself to deliver is from evil and show everybod his the omniscence. Another example of a miracle, when virgin many here fuller pregnant with God's child (# Tesus) as the God felt she had the wisdom and authority to have a child.

(5)



There are two examples offered here. Firstly, the resurrection of Jesus, and this is developed; and secondly, the virgin birth, which is not successfully developed. The virgin birth development is about why God chose Mary, not the miracle of the incarnation.



Students need to be taught that the reference to the source of wisdom is a third point or development in the reason they have given.

The student is given no marks for this answer.

(c) Explain two examples of miracles in the Bible.

In your answer you must refer to a source of wisdom and authority.

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The attempt at identifying the feeding of the five thousand is not clear enough to be credited and the second story is a parable.

### Question 1 (d)

The focus of the marking changes from AO1 to AO2 on part (d) questions. The students are being assessed on AO2 Analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate'** this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the arguments (appraise the arguments to gain the higher marks). Many students give excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting student's progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Students were assessed on Section One: Beliefs and Teachings.Bullet point 1.8. 'The cosmological argument'

The question asked was

""The cosmological argument proves that God exists."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion."

This student reaches level 4 : 10 marks and is awarded 3 marks for SPAG.

#### \*(d) "The cosmological argument proves that God exists."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- refer to non-religious points of view
- reach a justified conclusion.

In Thomas Aqueanus' 5 ways, he described the Cosmological argument through 3 of them; way of motion, way of causation and way of contengena Sample words: if Something begins to ex the Universebegan cause, must have a therefore of must have a cause. That vever. and the universe needs a prime mover; an uncaused auser and that causer is God

lany non-religious people like athrest and nawests would disagreement with this argument Bertrand Kussell saying that would refer 10 the universe is not need argued that even though ever Cause. muerse heeds rawe does not needs a cause ner hey Humes saying that thpng does not have otevery also ara have a cause. They would -THANGS NEED unaverse does have an uncaused causer even

(15)

why does that causer have to be God? This argument does not need to port to God. These non-neligious people would also say that if the universe needs a cause the that means God must need a cause as well and therefore this argument does not prove the entitance of 600.

On the other hand many Christians would gare depends on cause and effect, and therefore the theory of everything needing a cause to exist, Connot be densed. They would (Total for Question 1 = 27 marks) also say that the Brble presents God as the creator The Brole also presents God as being eternal which means God does not need a cause They would further argue that a being that is eternal and all-powerful can be pottering else nobody else but God. They would refer to Romans 1: do saying I personally believe that the cosmological argument proves the existence of 6d, as a being who is uncaused, demal and powerful enough to creat the unsverse can be no other than God. In Romans 1:20 Pters written that God reveals hernself through the nature and the world around us which heavy that he created these things

the mark has been reduced by 1 - to make the justification easier



The student reaches level 4 - 10 marks because:

- There is a sustained, accurate and thorough understanding of religion and belief to develop reasoning which addresses the issues raised by the statement. There are clear chains of reasoning.
- The elements of the question are linked together

   the for and against, teachings etc.are shown to be part of the argument leading to coherent and reasoned judgements.
- Judgements are supported by some appraisal of evidence.
- The conclusion is not fully justified.



Students do not have to give a personal opinion, as this is not required by the question.

To gain level 4 - 12 marks the arguments need to flow more comprehensively, using one side of the argument to discredit the other and then reaching a conclusion to evaluate the statement. This cannot be done by formulas.

### Question 2 (a)

Students were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century.Bullet point 2.4. 'How... the local church communities tries to support families'

The question asked was 'Outline three ways the local church supports the family.'

The specification offers examples : 'rites of passage, classes for parents, groups for children, Sunday school and counselling'

The student is awarded 3 marks.

2 (a) Outline three ways the local church supports the family.

-> Provide wouth clubs -> Provides day-care facilities -> Some churches after local face banks for those struggling finacially 

(3)



Despite looking like a list, the students adds to the list with the word 'provides', it is therefore more than a list and is awarded the marks.



Students must be advised to write in full sentences to avoid confusion between lists and sentences.

This question was answered well by the majority of student. This student is awarded 3 marks.

2 (a) Outline three ways the local church supports the family.

(3) FIRSKILL, the Church Offers inselling the families the have issues undin the JRIN OLCE IN/HER iron LNG. mille Kinallui ne Church rosh motin Un Clubb.



The student gains 1 mark.

2 (a) Outline three ways the local church supports the family.

(3) Sood bonks counding e a place 60-good go is your need somere



This is an example where the student gains 1 mark. It can be awarded for the list of three correct things, or for the one sentence at the end.

### Question 2 (b)

Students were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century.Bullet point 2.1 'The importance and purpose of marriage for Christians.'

The question asked was 'Explain two purposes of marriage for Christians.'

The student gives two reasons, one of which is correctly developed.

(b) Explain two purposes of marriage for Christians,

(4) for narri ago Christians 15 IS because C na VC bel:eve Sin christians Some Someone with Contact Outside Marrie for Marriage OF purpose hr st a C as Someone eir of Creates commitment Sense 70 that Sai be VOWS should also Show then tment bel:e ch Dreal( Vows 15 Sin. C



The student identifies:

- 'to be able to have chidren' (1) the development is not about having children but about having sexual relations that are accepted.
- 'feel closer to their partner... creates a sense of commitment' (1) developed by 'vows... show the commitment' (1)

The student gives two developed reasons and is awarded 4 marks.

(b) Explain two purposes of marriage for Christians.

Some christians marry in order to start a
Fanily as that is unal God intended
"Be Frutful and multiply" Crenesio.
Other Christians believe manage is mastly
out of love and becoming 'one flesh', joining
together as partners



The student identifies two purposes:

''start a family' (1) developed by 'be fruitful and multiply' (1)

and 'becoming one flesh' (1) developed by 'joining together as partners' (1)



The sources of wisdom can be used as development. This is good practice on (b) and (c) questions. (4)

#### Question 2 (c)

Students were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century.Bullet point 2.6 'Christian teachings and attitudes towards divorce.'

The question asked was 'Explain two reasons why some Christians think divorce is wrong.'

The student is awarded 3 marks.

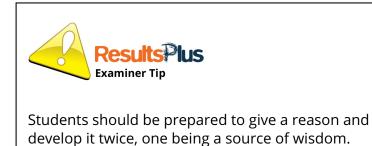
(c) Explain **two** reasons why some Christians think divorce is wrong. In your answer you must refer to a source of wisdom and authority. (5) One reason why some Christians think divorce is wrong because when you get

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The student gives a developed reason and includes a source of wisdom for further development.

The student explains 'when you get married you make a promise' (1) 'till death us do part' (1) and identifies that it is 'to God as well'. (1)



The student is awarded 1 mark.

(c) Explain two reasons why some Christians think divorce is wrong.

In your answer you must refer to a source of wisdom and authority.

(5) breaks up a Stake Kimily Cinil Childesen are nore Gal benis COAL



Some Christians do believe that it is wrong because it 'breaks up a stable home' and therefore the student is given a mark for this. The reason is not successfully developed.

The student gives one developed reason and is awarded 2 marks.

(c) Explain two reasons why some Christians think divorce is wrong.In your answer you must refer to a source of wisdom and authority.

One reason why some chrisbians think divorce is wrong is because it goes against God's will once you marry Someone, It's supposed to last Forever - you nave made vows to love and stick with them Forever. Another reason why some christians think diverce, is wrong is because marriage is supposed to be Seriously Marridge is a Serious commitment which people have to be prepared to stick with For the rest of their lice which is kny some christians dollise that you ONLY marry IP You gree prepared to commit to this.

(5)



It is not always clear cut as to where the development is awarded. In this case the reason is identified as 'marriage is supposed to last forever,' or 'it goes against Gods will'. Both are reasons but also a development of each other.

There is no clear second reason given.

### Question 2 (d)

Students were assessed on Section Two Religious Teachings on Relationships and Families in the 21st Century.Bullet point 2.7 'Christian teaching on the roles of men and women in the family...divergent Christian attitudes.'

The question asked was

"Men and women should be equal within the family." Evaluate this statement considering arguments for and against. In your response you should:

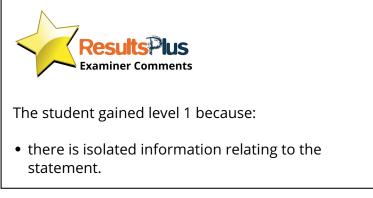
- refer to Christian teachings
- refer to different Christian points of view
- reach a justified conclusion.

This question caused some problems for students. Many did not address the 'in the family' part of the question and went down the root of in the church and therefore struggled to achieve marks.

The specification clearly identifies the need for students to be taught 'Christian teaching about the equality of men and women in the family' and 'divergent Christian attitudes about the equality and role of men and women in the family'. It appeared in the marking that students had not studied the teachings about family nor had they appreciated the implications of these teachings on family life. Students did not use Ephesians 5 21-30 effectively in answering this question but referred to <u>1</u> Corinthians 14:33-35 which is not about family life.

This student gained level 1. Due to the difficultly of the question students were awarded for the identification of assumed Christian attitudes.

(d) "Men and women should be equal within the family." Evaluate this statement considering arguments for and against. In your response you should: refer to Christian teachings refer to different Christian points of view reach a justified conclusion. (12)The Statement Controversed 15 very as quite a believe Shelle 1 umber Christians the nother 6e the at and hore Cleaning ranturing. u et father be a hasbard Should doing tood WOYU table 01 the the tor Survive. But reden day roles SUCIETY IΛ а being Set for or per Wow ot equal rights 10121 because the have amuch 60 wore 1115 ngr as thats what 12 want 1000 OPINION 15 all depends CWA personal 01 your and Should belio that 10120 not.



This student is awarded the lower end of level two.

(d) "Men and women should be equal within the family."

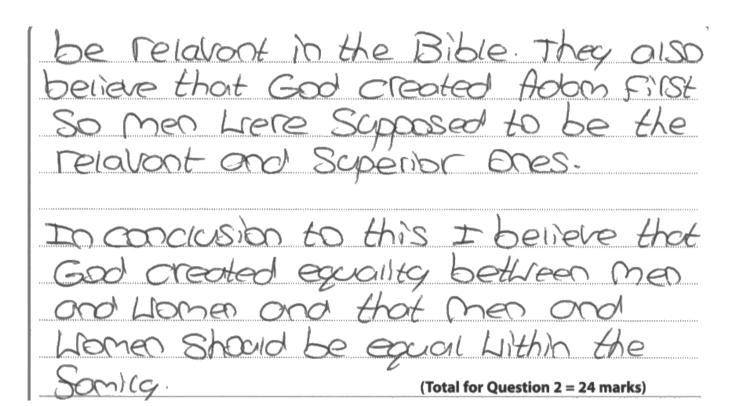
Evaluate this statement considering arguments for and against.

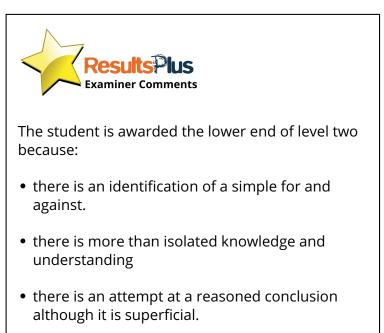
In your response you should:

- refer to Christian teachings
- refer to different Christian points of view
- reach a justified conclusion.

(12)"Men and Homen should be equal the fomily " troditional 1)thio The Lamen NO 0 0 OF > E OP  $\alpha$ 100 7-18 017 àmilies istions olida as eliev Æ ec. P e equal 0 0 0 0 P 2edeol ra

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#### **Paper Summary**

Based on their performance on this paper, students are offered the following advice:

- Do not attach extra sheets to your examination paper, write within the scannable pages using the blank spaces.
- When answering the part (a) questions use three full sentences.
- The source of wisdom offered to support answers in part (c) questions must be relevant to the question and support the reason given.
- The part (d) questions ask for evaluation, after considering the evidence. The higher marks are achieved if the evidence/reasons given is 'considered' or appraised for its value as an argument as part of deciding the evaluation.
- On part (d) questions the bullet points indicate the viewpoints that can be awarded in the answer.
- Students should read the questions carefully and answer the question asked fully.

#### **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

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