

Examiners' Report
June 2019

GCSE Religious Studies 1RA0 1B

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June 2019

Publications Code 1RA0_1B_1906_ER

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Introduction

GCSE (9-1) Religious Studies

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

The paper contributes to 50% of the overall award. The assessment consists of four questions and candidates must answer all four questions. The details of the assessment content are provided in the specification. Centres are to use this, rather than other published resources when planning the course content.

This area of study comprises an in-depth study of Christianity as a lived religion in the United Kingdom and throughout the world.

There are four sections:

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Candidates had studied Christianity within the context of the wider British society.

Please note:

AO: Assessment Objective

SPaG: Spelling, Punctuation and Grammar

Question 1 (a)

Candidates were assessed on Section One: Beliefs and Teachings

Bullet point 1.2: The creation of the universe and of humanity: **the biblical account of creation and divergent ways in which it may be understood by Christians**, including as literal and metaphorical; the role of the Word and Spirit in creation including John 1:1–18 and Genesis 1–3; the importance of creation for Christians today (bold indicates the part of the bullet assessed by the question).

The question asked was:

‘Outline three days in the biblical account of creation.’

Candidates are asked to ‘Outline’ on (a) items. Therefore, lists can reach a maximum of one mark.

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 candidates are assessed on AO1, Knowledge and understanding of religion and belief.

Candidates who answered the question naming the day but incorrectly giving details of what was created, were not awarded marks.

1 (a) Outline **three** days in the biblical account of creation.

(3)

On one day God created the sky. On another day God created animals. On the final day of creation, God rested.



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Examiner Comments

In this example, the candidate does not try to identify the day on which the sky or animals were created and can therefore be awarded the marks.

The candidate states correctly that on the last day God rested.

3 marks



ResultsPlus
Examiner Tip

Candidates should write three sentences containing one piece of information in each. There is no need for development: it will not receive credit

This is a good example of an answer to an (a) question.

1 (a) Outline **three** days in the biblical account of creation.

(3)

On the first day God created light.
On the 7th day God rested.
On the 6th day he created animals.



The candidate gives three sentences, each of which contains one piece of correct information.

3 marks

Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings

Bullet point 1.7: The problem of evil/suffering and a loving and righteous God: **the problems it raises for Christians** about the nature of God, including reference to omnipotence and benevolence, including Psalm 103; how the problem may cause believers to question their faith or the existence of God; the nature and examples of natural suffering, moral suffering (bold indicates the part of the bullet assessed by the question).

The question asked was:

'Explain two problems the existence of suffering causes for Christians.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks.

If three reasons are given, the two best are chosen.

This is a good example of an answer to a (b) question.

(b) Explain **two** problems the existence of suffering causes for Christians.

(4)

One problem the existence of suffering causes Christians is that it causes them to doubt God's existence as God is known to be all loving and would never cause pain.

Another problem that the existence of suffering causes for Christians is that God is all powerful so he should be able to prevent all problems in the world causing Christians to lose faith.



The candidate gives two developed reasons and separates them to enable clarity in the answer

Reason 1

- 'to doubt God' (1)
- developed by 'as God is known to be all loving' (1)

Reason 2

- 'lose faith' (1)
- developed in reverse by God is all-powerful so he should be able to prevent all problems in the world' (1)

4 marks



If candidates separate their reasons like the example it encourages them to give two reasons and search for development

There is no issue with the development of the problem/reason coming first: this is acceptable and will be awarded accordingly

Question 1 (c)

Candidates were assessed on Section One: Beliefs and Teachings

Bullet point 1.1: 'The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: including reference to Matthew 3:13–17; **how this is reflected in Christian worship and belief today**' (*bold indicates the part of the bullet assessed by the question*).

The question asked was:

'Explain two ways the Trinity is reflected in Christian worship today.'

Candidates are asked to 'Explain two' on (c) items. 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, 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 candidates do not have to reference a quote or quote it word for word.
- If the candidate states that it is in John 1:18 and then states another verse from John – then this can be awarded. Candidates are not held to 'verses' but it must be the correct book.
- If the candidate 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 candidate quotes Jesus and it was Paul or vice versa; and the quote is not accredited to them, it is not awarded.

The mark scheme allows for the individual Persons of the Trinity to be reflected in worship.

However, many candidates lost marks by saying that the Trinity was part of the Lord's Prayer.

Only the 'Father' is reflected in the Lord's Prayer, so no marks would be awarded.

The specification is used to set examination questions. Candidates should be familiar with any terminology or content that might be used in assessment.

(c) Explain **two** ways the Trinity is reflected in Christian worship today.

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

(5)

The Trinity is reflected in Christian worship today in songs. In church services, sometimes when ~~the~~ songs are sung as an act of worship, they include reference to the Trinity, using words like 'the Father,' 'the Son' and the Holy Spirit.

Another way the Trinity is used in the Nicene Creed. The Nicene Creed is recited in Church services and mention the 'Trinity' and also the 'Father,' the 'Son,' and 'Holy Spirit.' Christians recite this as an act of worship.



The candidate gives two clear examples of the way the Trinity is reflected in worship.

This is through the singing of hymns, the Nicene Creed, and The Creed is quoted as a third point to gain full marks.

5 marks

Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are 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 grades). Many candidates gave excellent answers citing reasons for and against but not analysing or evaluating them.

Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels. In many cases, the writing frames used encouraged appraisal but the candidates did not understand the demands of the skill. Some candidates wrote: 'This is a strong argument because ...' and repeated the previous point or gave another point.

Candidates were assessed on Section One: Beliefs and Teachings

Bullet point 1.4: The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, **resurrection** and ascension of Jesus; the accounts of these within the Bible, including Luke 22 – 24 and the significance of these events to understanding the person of Jesus Christ (*bold indicates the part of the bullet assessed by the question*).

The question asked was:

'The resurrection of Jesus is the most important event in his life.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

*(d) "The resurrection of Jesus is the most important event in his life."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

→ God's grace for humanity - reconciliation

→ 'The curtain was ripped apart'

→ death is no longer the end, gives Christ (15) and hope for the future.

Some may agree with this point as the resurrection of Jesus signifies to Christians that Jesus is really God incarnate, we see this when Mary Magdalene goes to visit his ~~to~~ tomb and an angel says 'he has risen', as well as this for many Christians it ~~also~~ shows that death is no longer the end, the story of Jesus' resurrection shows Christians, that even though they might die there is still a reward to reap which is eternal life in heaven, this gives Christians a sense of hope for the future. This is a strong point as we see the significance of Jesus' resurrection in John 3:16, God was sent as a sacrifice to save humanity from the eternal consequences of sin. In addition to this Jesus' resurrection also conveys God's love for humanity as he gave up his only son for the sake of humanity - to save us from eternal ~~damnation~~ damnation, as well as this we are also shown God's everlasting grace for humanity, as Jesus' ~~resurrection~~ resurrection gave ~~us~~ humanity a chance of entering heaven as well as reconciling with God, we see this as the curtain in the temple was 'ripped apart'. This is a strong point because God's grace for humanity was only granted through the death of Jesus Christ, even up to the last hours of his life Jesus still wept to God and said, 'forgive them father for they

know not what they do.

Alternatively, some may also disagree with this statement because ~~there is~~ there were other significant events that occurred in the life of Jesus such as his birth, the birth of Jesus to many Christians signifies a new start or a new beginning, as the birth of Jesus ~~through~~ brought hope to many who had been waiting for a saviour, it also gave the ~~rest~~ whole of humanity a second chance of earning the kingdom of heaven. This is a great point as Jesus ~~the~~ being the saviour of the world was only known by a few people, and his significance in the salvation of humanity isn't clear until later in the Bible. Secondly, Jesus' ascension is also viewed to be important by many, as this showed Christians that eternal life was the reward for being a follower of Jesus and also shows many Christians that salvation can only be earned through Jesus Christ.

In conclusion, I think the resurrection is the important event in the life of Jesus as it shows many Christians that even after death we are still alive in God's kingdom, and this encourages many Christians to live a good life on Earth in order to reap the ~~the~~ rewards of heaven.



The candidate begins by presenting a Christian argument for the statement. This uses logical chains of reasoning and explains clearly the point being made.

The candidate then makes judgements about the argument and considers the significance of resurrection in salvation. It is the argument given that is being appraised, not the statement being discussed.

The alternative argument is then presented. The candidate makes some judgements and appraises some of the argument but it is weaker than the first side.

A mark is given at the higher end of level 3.

Overall, the candidate:

- Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.
- Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level 3: 9 marks

SPaG: 3 marks

Total:12 marks



Candidates should consider the arguments they give

'This is a strong argument because...' in many cases did not add anything to the answer

In many answers it was clearly part of a writing frame and candidates used it without understanding what they were trying to achieve

Question 2 (a)

Candidates were assessed on Section Two: Practices

Bullet point 2.4 Pilgrimage: the nature, history and purpose of pilgrimage, including interpretations of Luke 2:41–43; the significance of the places people go on pilgrimage; divergent Christian teachings about whether pilgrimage is important for Christians today, with specific reference to Catholic and Protestant understandings; the activities associated with, and significance of, Jerusalem, Iona, Taize and Walsingham

The question asked was:

'Outline three places of Christian pilgrimage.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

Refer back to the generic comments given on 1(a).

2 (a) Outline three places of Christian pilgrimage.

(3)

Three places of Christian pilgrimage are Iona,
Taize and Jerusalem



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Examiner Comments

This candidate is awarded 1 mark for three correct places of pilgrimage in one sentence.

The candidate could have gained 3 marks if correctly outlined, rather than listed.

1 mark

one place to go on a pilgrimage is Iona
Another place to take part in a pilgrimage is at Taizé
A final place to go on a pilgrimage is Walsingham.



This example shows how a candidate can use the information in three sentences and gain full marks.

The sentences are not complicated but they are more than just stating a list of names and therefore all marks are awarded.

3 marks



When teaching pilgrimage use the specification examples.

Some candidates referred to Hajj and Mecca.

Question 2 (b)

Candidates were assessed on Section Two: Practices

Bullet point 2.3: 'The nature and **purpose of** prayer: the nature of and examples of the different types of prayer; set prayers; **informal prayer** and the Lord's Prayer including Matthew 6:5 – 14; when each type might be used and why; divergent Christian attitudes towards the importance of each type of prayer for Christians today' (*bold indicates the part of the bullet assessed by the question*).

The question asked was:

'Explain two reasons why some Christians use informal prayers'.

This question was answered successfully by the majority of candidates.

Some candidates did not have reasons for informal prayer except that they liked formal ones, which was not credited as a reason.

(b) Explain **two** reasons why some Christians use informal prayers.

(4)

One reason Christians may use informal prayers is because ~~it is easier as you~~ more heartfelt as you can use your own words to worship. This would make a Christian feel closer to God.

Another reason that Christians may use informal prayers is because they feel like they're previous prayers have been answered and they want to help someone.



The candidate gives two developed reasons.

Reason 1

- 'it is more heart felt' (1)
- developed by 'make a Christian feel closer to God.' (1)

Reason 2

- 'they feel their previous prayers have not been answered' (1)
- developed by 'and they want to help someone' (1)

4 marks



Candidates should be prepared for all parts of each bullet point

The candidate gives two developed reasons.

One reason why some Christians use informal prayers is because they want to pray about personal problems and feel more comfortable praying by themselves.

Another reason why some Christians use informal prayers is because they want to build their relationship with God and become closer to him as it can be viewed as one to one conversation, leading to the relationship between them and God to grow stronger.



The candidate gives two developed reasons.

Reason 1

- 'want to pray about personal problems' (1)
- developed by 'feel more comfortable' (1)

Reason 2

- 'build their relationship with God' (1)
- developed by 'viewed as a one to one conversation' (1)

4 marks

Question 2 (c)

Candidates were assessed on Section Two: Practices

Bullet point 2.8: 'The role and importance of the Church in the worldwide community: **how** and why **it works for reconciliation** and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity, including 1 Corinthians 13 and Matthew 25:31–46; the work of Christian Aid, what it does and why' (bold indicates the part of the bullet assessed by the question).

The question asked was:

'Explain two ways the Church works for reconciliation in the worldwide community.'

Candidates are asked to 'Explain two' on (c) items. 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, 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.

Many candidates were unable to answer this question because they were not prepared for the word 'reconciliation' in the context of this bullet point.

Candidates who received both marks for this question understood what the word 'reconciliation' meant and how it was used in the context of the specification, when asked about 'working for' reconciliation. Note that this is different from the sacrament of reconciliation.

A few candidates were awarded marks for demonstrating knowledge of the work of the Church in reconciling people to God. Many candidates rewrote the question to be about Christian Aid.

(c) Explain **two** ways the Church works for reconciliation in the worldwide community.

Broke relationships

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

(5)

church works for reconciliation because the meaning is to mend/fix broken ~~realt~~ relationships with others worldwide. This helps because worldwide reconciliation ~~both~~ will help with relationships with God and help you get closer with him. This is a little connection to 'love thy neighbour' because it's fixing relationships and loving your neighbour is very important to love.



The candidate provides a 'valid response' to the question asked and even though it is not directly covered by the mark scheme, it can be credited.

The candidate also uses a source of wisdom successfully, in the answer.

3 marks



Candidates must be fully prepared for terminology used on the specification because it will be used in the questions to assess candidate knowledge.

One way the church works for reconciliation in the world wide community is by preventing conflicts and violence to break out across the world and ensuring the safety of others. By preventing conflicts within the world the church is working for reconciliation in the world-wide community. Another way the church works for reconciliation in the world-wide church is by preaching peace and harmony as taught upon them & within the Bible, Matthew 7:12 "Treat others how you want to be treated". By following biblical verses like this they are ensuring peace and striving to reconcile the local community, as the Bible instructs them to do so. It does this by following the Bible Exodus 20 "Thou shalt not kill".



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Examiner Comments

This candidate was prepared for the question about reconciliation.

5 marks



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Examiner Tip

Candidates should be encouraged, as in this example, to go into the extra non-lined space if needed, rather than attaching extra papers.

Question 2 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates 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 some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates gave excellent answers giving reasons for and against but did not analyse or evaluate them.

Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the higher levels. In many cases, the writing frames used encouraged appraisal but the candidates did not understand the demands of the skill. Some candidates wrote: 'This is a strong argument because ...' and repeated the previous point or gave another point.

Candidates were assessed on Section Two: Practices

Bullet point 2.5: Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12–34.

Please note that, neither in the bullet point, nor on the question, are candidates required to give a non-religious response. The inconsistency triad does not support this question effectively because it demonstrates a reason for the non-existence of God, which would not be a Christian viewpoint or teaching. Candidates must respond to the question asked.

The question asked was:

“Easter has lost its original meaning.”

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

This question engaged candidates of all abilities and produced a wide range of marks.

All candidates should be encouraged to answer every question because every mark is important.

Firstly, some Christians would agree as many families don't celebrate Easter as a remembrance of Jesus' death and resurrection. Moreover, this is because many families celebrate it as a time to receive chocolate eggs. This is a weak argument because many would argue about the egg's symbolism. However, many Christians would disagree and would believe the egg is a symbol for a new life following Jesus.



This candidate is awarded Level 1 because there is some isolated knowledge presented about the topic raised.

2 marks



Answer every question – you might receive a mark

If you leave a question blank, you will receive zero

Some ~~some~~ christians would agree with this statement as everybody forgets about Easter's roots and original meaning nowadays. This is a strong point as it is not celebrated in the way that it should be. Moreover, the majority of people now, especially younger people think of Easter as a time to ~~can~~ eat chocolate eggs and a lot of people associate it with Easter bunny instead of Jesus, making this a strong argument. However, some christians would disagree as a lot of people still remember Easter for it's original meaning and they celebrate the resurrection of Jesus together, making this a strong point.

Some people would agree with the statement as the majority of people nowadays couldn't tell you the ~~the~~ original meaning of Easter Sunday as they just see it as a holiday where

they can have time off school and eat chocolate which is why this is a strong argument. However, some Christians would disagree as they may think that the majority of people still associate Easter with Jesus and his resurrection which is a strong argument as some Christians say that Jesus' resurrection was the most important part in his life. Moreover, some people would ~~disagree~~ disagree as teachers in schools still teach the original meaning of Easter and this is a strong point as this means that a lot of young people will understand the true, original meaning of Easter.

In conclusion, I think most Christians would disagree with the statement as there are still lots and lots of people in the world learning about the original meaning of Easter.



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Examiner Comments

This is an example of an answer that gained 7 marks.

Level 3

7 marks

Question 3 (a)

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.4: Jesus as the Word of God including John 1 and a role model: beliefs and teachings about Jesus as the Word of God; divergent **understandings of his role in modelling practices**, including Mark 8:34–38; the divergent implications of Jesus' example in showing love for others, forgiveness, servanthood, reconciliation and social justice, and in establishing the Kingdom of God, the significance of these beliefs for Christians today (bold indicates the part of the bullet assessed by the question).

The question asked was: 'Outline three ways Jesus is a role model for Christians'

In this example the candidate stretches the idea of a role model but is still awarded the marks.

Jesus taught Christians to "love your neighbour as yourself":

Jesus had never sinned in his life, he lived the perfect life.

Jesus helped the poor and homeless.



Way 1

- Jesus taught Christians to 'love your neighbour as yourself' (1) this was accepted as an example of his teaching that he set out as a model for behaviour, of which he was an example.

Way 2

- Jesus had never sinned (1) although we accept humanity does sin he was a role model of desired behaviour

Way 3

- Jesus always helped people (1)

3 marks

Some candidates had not thought about the idea of a role model being someone they would like to copy or be like.

Some candidates thought Jesus was a role model because he died.

Jesus is a good and fair leader.

Jesus is an honest man.

Jesus always helped people.



This is a good example of an answer to an (a) question using sentences to avoid listing.

Way 1

- Jesus is a good and fair leader (1)

Way 2

- Jesus is an honest man (1)

Way 3

- Jesus always helped people (1)

3 marks

Question 3 (b)

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.2: **Divergent ways in which the Bible is used in the daily life of a Christian:**

informal and formal worship with reference to the Book of Common Prayer, in the home, in the Church, as a source of comfort and guidance (*bold indicates the part of the bullet assessed by the question*).

The question asked candidates to 'Explain two ways in which the Bible is used in the daily life of Christians.'

Some candidates missed the word 'daily' and wrote about uses within churches. If these could be daily activities then they were credited.

Many candidates appear to have been encouraged to give long and developed answers. This example demonstrates that this is not necessary in order to gain full marks.

Candidates should be taught to give a way and develop it, and then a second way and develop that. Sometimes, within a long answer only one creditworthy answer can be found.

(b) Explain **two** ways in which the Bible is used in the daily life of Christians.

(4)

one way the Bible might be used in a Christians daily life is ~~that~~ by using it when they want to pray as it helps them connect with God. Another way they may use it is to help them make moral decisions as the Bible offers a lot of wisdom and advice.



The candidate gives two developed ways:

Firstly

- 'using it when they want to pray' (1)
- developed by 'helps them to connect with God' (1)

Secondly

- 'help to make moral decisions' (1)
- developed by 'as the Bible offers wisdom and advice' (1)

4 marks

Question 3 (c)

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.5: The Church as the Body of Christ: understandings of the significance of the Church as the Body of Christ and the People of God: the nature of the Church as the Body of Christ, including Romans 12:4-6 and 1 Corinthians 12; divergent ways in which this belief is important for Christians today, including in understanding the nature of the growth and diversity of the Church.

The question asked was:

'Explain two teachings about the Church as the Body of Christ'.

However, many candidates misread this to be a question about the Eucharist and the bread/Body of Christ. This was not credited.

(c) Explain **two** teachings about the Church as the Body of Christ.

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

(5)

One teaching is that Jesus is the head and Christians are the body. This means that Jesus has the most authority and is in charge of all the Christians.

Another teaching is that everyone in the Church has a different role to do just like the different body parts do. This means that the Priests role is to teach and lead services and other people have different roles to do, e.g. musicians. Paul said "the church is the body of Christ and you are a part of it."



This candidate is awarded full marks for two developed reasons and reference to a source of wisdom.

Teaching 1

- 'Jesus is the head' (1)
- developed by 'and Christians are the body' (1) which develops the teaching and the candidate goes on further to explain this

However, because the candidate has already achieved 2 marks for this teaching and there is no reference to a source of wisdom, this cannot be awarded an extra mark.

Teaching 2

- 'everyone in the Church has a different role' (1)
- developed by 'just like different body parts' (1)
- and St Paul said, 'the church is the body of Christ and you are a part of it' (1)

This is not an exact quote but is recognisable and therefore is credited.

5 marks



Identify the two different teachings/beliefs in two different paragraphs

This is good practice

Question 3 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are 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 grades).

Many candidates gave excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the higher levels. In many cases, the writing frames used encouraged appraisal but the candidates did not understand the demands of the skill. Some candidates wrote: 'This is a strong argument because ...' and repeated the previous point or gave another point.

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.6: The growth and development of the Church: the establishment, development and growth of the Catholic, Orthodox, Protestant and Pentecostal/Charismatic Churches; changes in the Church as the Body of Christ including interpretations of 1 Corinthians 12, the Filioque controversy and the Reformation; and **divergent understandings of the significance of the development of diverse denominations within the Church today** (bold indicates the part of the bullet assessed by the question).

The question asked was:

“There is only one Christian Church.”

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.

Writing frames appear to hinder the flow of writing for the more able candidates.

Candidates try to use the wording suggested, rather than allowing the arguments and discussion to flow naturally.

This candidate was told to add a source of wisdom and demonstrates that it interrupts the flow of their thoughts in the third paragraph.

* (d) "There is only one Christian Church."

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.

for	Against
one body in christ	dif denomina tions schism reform-
world wide council of church (15)	church a

A reason for the statement provided is due to the fact that one christian church can indicate a unity of their belief, the belief in god. Despite different churches the New Testament teaches us in several places, for example (as sources of wisdom); Galatians 3:28 and 1 corinthians 12 \approx , that ~~we~~ we are "all one body in christ" which shows the idea that the belief in christ is what creates a unity and therefore there is only one church. and the same bible is read.

The validity of the argument above, however, can be questioned as some christians ^{disagree and} may say there are several churches, despite gods word, as there are various denominations in the world. A source of wisdom that shows this is The Great Schism of 1054 which caused a separation and the ~~the~~ creation of the catholic church and the Greek and Russian Orthodox church. This indicates the idea that there isn't one church as their ideals and service structure vary from one another.

A reason for the presence of only one church is that their Ecumenical ideology allow them all to be one church in unity. This is supported by the source of wisdom of the World Council of Churches which allow all the churches to unite and ~~no~~ combine showing they share the same belief and if you attend any church the belief remains the same, and all are the ^{house of} God.

The validity of this argument however can be questioned due to the fact that the Catholic church is not part of the World Council of Churches suggesting there are different churches, not one.

A reason against the presence of only one church is the division within churches itself and causing them to split and form other churches. A source of wisdom is Martin Luther's objection of the Catholic church and ~~AS~~ AS Riches in 1517 and he wrote his 95 objections eventually creating a Lutheran/Protestant church. Henry VIII also broke from the Catholic church and began the Church of England with him as head of it suggesting lack of unity and different beliefs.

In conclusion there is not one church but several as they all split from their unity to form ~~a~~ various different denominations with varied ideas.

This candidate gains the higher end of Level 3.

- The candidate deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief.
- Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

The appraisal of evidence does not use 'this is a strong argument because...' but demonstrates that the candidate recognises that the question is asking for two different viewpoints.

This implies that they do not accept each other's reasoning in relation to the question.

Page 1, second paragraph 'The validity of the argument above, however, can be questioned as some Christians ...' explains why these Christians disagree with the argument given. This provides a logical chain of reasoning that goes beyond one side of the argument.

The candidate repeats this at the end of the same paragraph.

The candidate is discussing the arguments not the statement: this is appraisal.

9 marks

SPaG: 3 marks

Total: 12 marks

Question 4 (a)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life

The question asked was:

'Outline three forms of expression used by Christians to worship God.'

The majority of candidates answered this question well. The mark scheme used the specification, however, candidates who used other examples of expression were credited.

This candidate demonstrates the basic idea of an outline of three things and gains full marks.

4 (a) Outline three forms of expression used by Christians to worship God.

(3)

Worship with hymns.
Worship with prayer
And worship with dramas or arts.



Three correct expressions of worship sentences.

3 marks

This example is chosen to demonstrate the use of listing in one sentence and how this affects the awarding of marks.

Three forms of expression are
literture , drama and traditional
music



ResultsPlus
Examiner Comments

This candidate is awarded 1 mark for three correct expressions of worship in one sentence.

The candidate could have gained 3 marks if outlined correctly, rather than listed.

1 mark



ResultsPlus
Examiner Tip

Listing does not receive full marks because the question asks for an outline

Question 4 (b)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life

Bullet point 4.7: The nature and use of traditional styles of music in worship: including hymns, psalms and worship songs; the way traditional styles of music are used to express belief, including examples such as Gregorian Chant and reference to Musicum Sacrum; the divergent ways in which they may be used in church and other settings, when each might be used and why.

The question asked was:

'Explain two reasons why some Christians believe Church music should be contemporary.'

The question raised some issues for candidates who did not know the meaning of the word 'contemporary'.

The language of the specification should be familiar to candidates.

(b) Explain **two** reasons why some Christians believe Church music should be contemporary.

(4)

Firstly, it helps engage the younger audience. ~~The~~ Contemporary music can get rid of ~~the~~ a social stigma of church and religious music being 'uncool'.

Secondly, ~~the~~ contemporary music can match certain cultures or genres. This helps music to become more familiar to some so it is easier to join in and worship.



The candidate receives full marks for two developed reasons.

Reason 1

- 'engage the younger audience' (1)
- developed by 'get rid of social stigma... uncool' (1)

Reason 2

- 'it helps music to become more familiar to some' (1)
- developed by 'easier to join in and worship' (1)

4 marks



Candidates should separate their reasons into two separate paragraphs

Question 4 (c)

Candidates were assessed on Section Four: Expression of and Ways of Life

Bullet point 4.4: The purpose and use of symbolism and imagery in religious art: the Cross including reference to Ephesians 2:10–19, fish, and symbols of the four evangelists; the way this symbolism is used to express belief, and the divergent ways in which they may be used in church and other settings.

The question asked was:

'Explain two ways Christians use symbols.'

Candidates were successful at answering this question. There were some interesting answers giving explanations of the symbolism of the peacock and pelican.

The candidates were awarded marks firstly for the **use** of the symbol and then the symbol itself. However, candidates who identified the symbol and then explained how it was used also gained two marks as 'backwards' development.

Some candidates used the example of the bread and wine as symbols: this was credited as an alternative response.

Candidates were awarded marks firstly for the **use** of the symbol and then for the symbol itself as demonstrated in this answer.

Sources of wisdom can be used as development and therefore as part of the answer.

Candidates should be aware that they can paraphrase and do not need to know chapter and verse to gain the mark.

(c) Explain **two** ways Christians use symbols.

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

(5)

Firstly, one way Christians use symbols is by wearing them. An example of this is the cross. Christians wear the cross to remind them about how Jesus resurrected from the cross. Timothy states that the resurrection is the basis of Christian faith.

Secondly, a way that Christians use symbols is to show their faith^{and remind them of history}. Christians may place a sticker of the Ichthus in their car window to remind them of the time Christians had to use this symbol as a secret message to communicate.



ResultsPlus
Examiner Comments

The candidate gives two developed reasons and includes a reference to a source of wisdom.

The marks were awarded for:

Explanation 1

- 'wearing them' (1)
- developed by 'An example of this is the cross' (1)
- 'the resurrection is the basis of the Christian faith' (1) the reference for this is actually 2 Timothy 2:8 (or 1 Corinthians 15:14), However, because 'Timothy' is correct and the paraphrase is accurate, it is credited.

Explanation 2

- 'Christians may place a sticker of Ichthus on their car' (1)
- developed by previously stated 'to show their faith' (1)

5 marks



Gain more marks – use a source of wisdom

Question 4 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates 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 some consideration of the arguments (appraise the arguments to gain the higher grades).

Many candidates wrote excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments limiting candidate's progression to the higher levels. In many cases the writing frames used encouraged appraisal but the candidates did not understand the demands of the skill, writing: 'This is a strong argument because ...' and repeating the previous point or giving another point.

Candidates were assessed on Section Four: Forms of Expression and Ways of Life

Bullet point 4.1: The meaning and significance of paintings and drawings within Christianity with reference to two specific pieces and Catechism of the Catholic Church 2502– 2503: the way these are used to express belief by the artist and those who observe the art, **and the divergent ways in which paintings and drawings may be used in church and other settings** (*bold indicates the part of the bullet assessed by the question*).

The question asked was:

'The Church should use paintings to share the gospel.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

This candidate chooses to evaluate the benefits of using paintings in church, rather than their use to spread the gospel. This was a frequent error.

(d) "The Church should use paintings to share the gospel."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(12)

One reason I disagree with this statement because paintings can be ~~des~~ disrespectful and also can be classed as idolising. It says in Psalms ~~that~~ ~~that~~ ~~this~~ is ~~not~~ ~~be~~ going that you can't worship idols, so ~~this~~ Catholics who are more dedicated in their beliefs ~~and~~ are more literal ^{and} would argue against this statement as they have faith in the bible.

This is a strong argument because it justifies Catholics viewpoints about paintings.

One reason I would agree with this statement because it helps the younger generation to learn the Christian teachings more easier as this can be beneficial as they can learn it quicker. ~~as~~ Also paintings are easier to memorize as we picture them in our minds.

Overall, I disagree with the statement because making pictures and worshipping them is idolising and it is said in the bible it is not permissible.



The candidate was awarded a mark in Level 2.

- The information/issues are identified and superficial connections are made among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief in some parts and limited examples of understanding in others.
- The judgements made are supported by generic arguments to produce a conclusion that is not fully justified.

The answer fulfils all of the Level 1 descriptors and in some parts the understanding was more than isolated knowledge and demonstrated some limited understanding.

Level 2

4 marks



Candidates should be encouraged to write an answer for every question.

A for and against the statement with a conclusion can often take them into Level 2

Paper Summary

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

- Answer (a) items in outlines ie full sentences
- Incorrect words or sentences should be crossed out with one neat line through
- Provide three sentences for (a) items, each on a separate line
- (b) items should have only two developed reasons
- (c) items are like (b) items but should also use a source of wisdom and authority as a fifth mark
- (d) items should appraise the reasons given, for and against the statement

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>

