



# Examiners' Report

## June 2019

### GCSE Religious Studies 1RA0 2B

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# Introduction

GCSE (9-1) Religious Studies

Religious Studies A – Faith and Practice in the 21<sup>st</sup> Century

Paper 2: Area of Study 2 – Study of Second Religion

Option 2B – Christianity

This paper contributes to 25% of the overall award. The paper includes two questions, and each covers a section of the specification. Candidates are expected to answer both questions: there is no element of choice on the paper.

The detail of the assessment content is provided in the specification. Centres are expected to use the Edexcel specification rather than other published resources, when planning and teaching the course content. The questions set to assess candidates are based on the specification only.

This paper allows an in-depth study of Christianity as a lived religion within the United Kingdom, and its beliefs and teachings. This unit engages the interest of young people because it addresses many Christian beliefs and teachings, in addition to some issues affecting young people today.

Note: Some questions require, and have marks allocated for, correct use of spelling and grammar – SPaG.

## Question 1 (a)

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:

Outline **three** things that happened at the Last Supper.

Candidates needed to restrict their answer to the details of the Last Supper. Most candidates gained full marks for this question.

The candidate writes two sentences outlining one correct 'thing' and one incorrect 'thing'.

1 (a) Outline **three** things that happened at the Last Supper. (3)

- The consumption of bread & wine.
- The betrayal of Jesus.



The candidate correctly says that there was the 'consumption of bread and wine' (1) but Jesus was not arrested during the Last Supper and therefore the second sentence is incorrect.

1 mark



Teachers should refer to the specification for probable questions

Candidates should make sure they write three distinct sentences

One mark is given for each point identified and written in a sentence.

1 (a) Outline **three** things that happened at the Last Supper.

(3)

Jesus <sup>predicted</sup> declared that one of his disciples, Judas, will betray him.  
Also he symbolised his blood by drinking wine, and his body by breaking bread, for Christians to commemorate as a sacrament in the future.



The candidate outlines three 'things that happened' in three sentences.

- 'predicted that one of his disciples would betray him' (1)
- 'symbolised his blood by drinking wine' (1)
- 'his body by breaking bread' (1)

3 marks



Lists gain a maximum of 1 mark

Candidates need to provide an outline therefore should write in full sentences

## Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings

Bullet point 1.5 – The nature and significance of salvation and the role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation including John 3:10–21 and Acts 4:8–12; the nature and **significance of atonement within Christianity and its link to salvation** (bold indicates the part of the bullet assessed by the question).

The question asked was:

Explain **two** beliefs about how atonement links to salvation.

Candidates were asked to 'Explain two' on (b) items. Therefore, two points were required, and both needed to be developed to be awarded 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 point given and to the question asked.

This question proved challenging for candidates who had not been taught the words from the specification 'atonement' and/or 'salvation'. The answers which gained more marks showed understanding of each concept and tried to link the two.

(b) Explain **two** beliefs about how atonement links to salvation.

(4)

One way atonement links to salvation is by Jesus, serving as God's sacrifice. God has redeemed humanity from sin by sacrificing someone perfect and pure – by sacrificing Jesus, <sup>(salvation)</sup> God had forgiven humanity's sin (atonement).

Another way atonement links to salvation is by evil and the conflict between good versus evil. Jesus had sacrificed himself to prevent the Devil from taking control of humanity, therefore mending the broken relationship between God and humanity (the Fall), saving humanity from sin.

The candidate gives two developed ways.

Belief 1

- 'Jesus serving as Gods sacrifice' (1)
- developed by 'redeemed humanity from sin' (1) (*with extra development*)

Belief 2

- 'Jesus had sacrificed himself' (1)
- developed by 'therefore mending the broken relationship' (1)

4 marks

## Question 1 (c)

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:

Explain **two** reasons why the resurrection of Jesus is important to Christians.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two reasons were required, and both needed 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 relate to the reason given and to the question asked.

One of the reasons then should be supported with a 'reference to a source of wisdom', this must add to the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for being 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. We are not holding candidate 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



(c) Explain **two** reasons why the resurrection of Jesus is important to Christians.

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

(5)

The first reason, is that Jesus's resurrection had freed the believers of their sins. This is called salvation, and the importance of it was to strength the relationship between God and human, This is because it was brocken due to Adam and Eve's disobediance. ~~So Resurrexe~~ Resurrection is important as it reflects how Jesus was an incarnate of god, represents that he's not human because he had the powerful ability to ressurect before their very eyes. "He is not here he has risen!" and also, "He rose before their very eyes". This is significant as Jesus portraying this miricle infront of the people, helped those people to have more faith and strength to believe in christianity.



The candidate provides two developed reasons and refers to a source of wisdom.

Reason 1

- 'Jesus resurrection had freed the believers of their sins' (1)
- developed by 'it was to strengthen the relationship between God and humans. (1)

Reason 2

- 'reflects how Jesus was an incarnation of God' (1)
- 'it reflects he is not human because he had the powerful ability to resurrect' (1)
- with reference to a source 'He is not here he is risen' (1)

5 marks

There is a third developed reason, but all the awardable marks have been given.



Candidates must learn sources of wisdom and be able to use them accurately and in context

(c) questions require two developed reasons and a reference to a source of wisdom.

(c) Explain **two** reasons why the resurrection of Jesus is important to Christians.

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

(5)

The resurrection of Jesus is important to Christians because it ~~proves~~ proves to Christians that Jesus is divine as he was able to raise himself from the dead showing his power and role in the Trinity. Therefore Christians acknowledge this significance by listening to sermons about Jesus' resurrection during mass. Another reason why the resurrection of Jesus is important is because it proves to Christians that there is life after death. When Jesus rose from the dead he also declared, 'I am the resurrection and the life, the one who believes in me shall live, even though they die'. This is a strong indication to Christians of eternal life in heaven and strengthens their belief in God. This also encourages them to act as good Christians in order to reach heaven with God.



The candidate is awarded 5 marks for two developed reasons and a reference to a source of wisdom.

Reason 1

- 'it proves to Christians that Jesus was divine' (1)
- developed by 'showing his power' (1)

Reason 2

- 'it proves to Christians that there is life after death (1)
- developed with a source of wisdom 'I am the resurrection and the life, the one who believes in me should live even though they die' (1)
- developed by 'in order to reach heaven' (1)

5 marks

## Question 1 (d)

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

Candidates are being assessed on AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall mark for the paper.

The question asked was:

'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must some consideration of the validity of the arguments used/appraisal to gain the higher grades.

Many candidates produced excellent answers giving reasons for and against but did not evaluate the credibility of the argument.

Evidence suggests that the use of formulas and writing frames restricts the flow of the arguments and therefore the candidates' progression to the higher levels.

Candidates were assessed on Section One: Christian Beliefs and Teachings

Bullet point 1.3: The Incarnation: **the nature and importance of the person of Jesus Christ as the incarnate Son of God**; the biblical basis of this teaching, including John 1:1–18 and 1 Timothy 3:16 and its significance for Christians today (bold indicates the part of the bullet assessed by the question).

The question asked was:

'The most helpful way to understand the Person of Jesus is as a human.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Candidates must ensure they address all the bullet points in the question.

Candidates should not refer to material that is not asked for – if a question does not ask for a non-religious response and the candidate provides it, this part of the answer will not gain any credit.

\* (d) "The most helpful way to understand the Person of Jesus is as a human." → John 1:1-18

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some people may agree with this statement because they believe Jesus is like us, he too makes mistakes like a human, hence humans only understand humans.

(John 1:1-18) talks about how 'the word' turned to flesh meaning us humans, if we are ~~God's~~ God's word and God's children like Jesus ~~then~~ then we understand Jesus.

Furthermore, there is no other creature apart from humans that know that a God exists. Animals can't feel because our brains and thinking are different, animals brains are limited, whereas human brain and thinking isn't limited so we should understand Jesus.

On the other hand, others may disagree with this statement because not everyone or every human believes in Jesus or the person of Jesus ~~because~~ due to the fact they might be following a different religion or they ~~are~~ <sup>are</sup> atheists.

In my opinion I agree to this statement because only a human can understand another human and Jesus was human after all.



The candidate gains Level 1 because:

The candidate provides isolated information that is relevant to the question asked. However, it does not show understanding of religion and belief. The candidate is awarded 2 marks in the middle of the mark range for Level 1 because a few of the demands of the level descriptor are met.

SPaG was awarded 3 marks in this example, because:

- The candidate spells and punctuates with consistent accuracy.
- The candidate uses rules of grammar with effective control of meaning overall.
- The candidate uses a wide range of specialist terms as appropriate.

Level 1

2 marks

SPaG: 3 marks

Total: 5 marks



Make sure you answer all points in the question

\*(d) "The most helpful way to understand the Person of Jesus is as a human."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some Christians may agree with this statement because Jesus ~~being~~ in a human form will understand everything that humans go through in a daily basis. And he will live it and he will struggle, just like them. And also because he will feel, he will have desires ~~on~~ like them. And he need to resist them like other human beings, which will make ~~him~~ him understand every ~~single~~ single thing his creation ~~go~~ ~~goes~~ goes through.

On the other hand some Christians may disagree with this statement, because Jesus as God knows everything his creation goes through without ~~exp~~ experiencing it himself. And as a God he knows what he created and human desires, and



obviously understand what his creation goes through, as he created them. Also because God is different than humans, he is higher than them, so if God was human he will be the same, so ~~which~~ some people won't believe in God anymore. God understands his creation feelings and desires and everything without being in their places, as he ~~created~~ created them.

Overall, I believe that God is God and humans are humans. So ~~God show~~ people God can understand his creation without being ~~a~~ one of them, as he created them.



The candidate gains Level 2 because:

- The response makes superficial arguments for and against the statement and demonstrates a limited understanding of religion and belief, there are no significant attempts at an appraisal of the arguments or judgments. The candidate gives a conclusion that is not fully justified.

SPaG was awarded 3 marks, in this example, because:

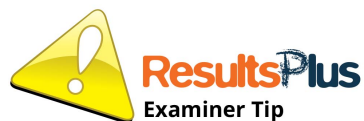
- The candidate spells and punctuates with consistent accuracy.
- The candidate uses rules of grammar with effective control of meaning overall.
- The candidate uses a wide range of specialist terms as appropriate.

Level 2

6 marks

SPaG: 3 marks

Total: 9 marks



Candidates should ensure they take opportunities to assess and analyse the validity of the evidence supporting the statement.

## Question 2 (a)

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:

Outline **three** ways a Christian can pray to God.

This question caused challenges for some candidates because they began to outline different things Christians pray for, or places they go to pray, rather than answering the question.

'Outline' requires three outlined points.

Candidates are advised to write in three clear sentences so that there is no confusion about the outlines.

However, in this case the candidate gives three short outlines within one sentence. If each was separated, each would achieve 1 mark.

They are more than just 'stated' or listed in the sentence.

|  |     |
|--|-----|
| <p>2 (a) Outline <b>three</b> ways a Christian can pray to God.</p>                              | (3) |
| <p>Through personal prayer, through liturgical worship and<br/>by singing hymns and prayers.</p> |     |



Marks are awarded for:

- Through personal prayer (1)
- Through liturgical worship (1)
- By singing hymns (1)

If the candidate had said 'personally, liturgically, hymn singing' this would have been awarded as a list gaining 1 mark. It does not make any difference whether a candidate uses bullet points or not.

3 marks



Encourage candidates to write three full sentences

## Question 2 (b)

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 (bold indicates the part of the bullet assessed by the question).

The question asked was:

Explain **two** ways a Christian might celebrate Christmas as a religious festival.

The question was designed to assess the knowledge and understanding of candidates of a religious festival/celebration.

However, as many Christians now accept as part of their own celebration things that are not specifically religious, these were credited. Most candidates answered this question well.

There were some candidates, the number of which is worthy of a comment, that wrote about Easter rather than Christmas.

Two developed ways are needed to gain full marks.

This question asked for ways not reasons.

However, many candidates explained *why* Christmas is celebrated, not *how*.

(b) Explain **two** ways a Christian might celebrate Christmas as a religious festival.

(4)

Christians celebrate Christmas as a religious festival by going to the church and pray on the Christmas day. This brings them closer to God and they thank him for ~~the~~ sending Jesus on the Earth, which could be seen as a religious act. They also share gifts & with each other to promote the idea when Jesus was given gifts by others on his birth. This shows that they're following the way of Jesus's life which is a religious act.



Way 1

- Christians celebrate by 'going to church' (1)
- developed by 'thank him for sending Jesus' (1)

Way 2

- 'they share gifts with others' (1)
- developed by 'Jesus was given gifts by others' (1)

4 marks



Candidates should practise identifying the requirements of the question

## 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** reasons why the Christian Church works for reconciliation.

Candidates that were successful in 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. In theory, this is not done during the sacrament of reconciliation.

The mark scheme allows for the acceptance of any other valid response. Where candidates demonstrated knowledge of reconciliation with God, or reconciliation between groups of people, they were credited for the ‘why’ they did it.

As this question caused some challenges part of the mark scheme is given here and the ‘why’ is in bold. Please note that all answers suggested are about bringing people together. To be awarded more marks candidates were required to demonstrate this aspect of reconciliation or reconciliation with God.

- **Jesus taught ‘love one another as I have loved you’** (John 13:34) (1) therefore Christians work to bring people together to show God’s love (1). They mediate between people, nations and organisations in conflict to bring about understanding (1)
- **Paul wrote to the people in Corinth and said, ‘All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation’** (2 Corinthians 5:18) (1). Through the peace of Jesus people who are divided can be brought together (1). The World Council of Churches does this by campaigning for world peace (1)
- **Faith in Jesus can bring together divided individuals and groups of people** (1). There are ecumenical Christian Churches that promote unity (1). ‘There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus’ (Galatians 3:28) (1)

Candidates must be prepared for the whole breadth and depth of the specification in order to achieve higher grades.

It is best to check that materials used in school cover the specification.



(c) Explain **two** reasons why the Christian Church works for reconciliation.

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

(5)

One reason why the Christian church works for reconciliation is because they believe that all humanity should come together. This way they can worship God together as one, as Jesus died to mend all human relationships with God not some of humanity.

Another reason the Christian church works for reconciliation is because Jesus preached to spread love not hatred. By working for reconciliation it follows the teachings of Jesus and the message of God.

In the bible in the gospel of John it says 'As I have loved you, so you must love one another'.

The candidate provides two developed reasons with reference to a source of wisdom.

Reason 1

- 'they believe that all humanity should come together' (1)
- developed by 'so they can worship God together as one' (1)

Reason 2

- 'Jesus preached love not hatred' (1)
- developed by 'it follows the teachings of Jesus' (1)
- referenced by 'As I have loved you, you must love one another' (1)

In both cases, the reason is linked with reconciliation.

5 marks

## Question 2 (d)

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 (bold indicates the part of the bullet assessed by the question).

The question asked was:

‘Christians should make a pilgrimage’

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.

There are many ways a candidate can successfully match the level descriptors. It was clear in this year’s marking that many centres are using writing frames and many of the candidates were so intent on ‘filling the gaps’ on the frame or completing sentence starters that they did not answer the question.

The ‘for’, ‘against’, ‘moreover’, ‘furthermore’, ‘this is a strong argument because...’ ‘this is a weak argument because...’, made nonsense of the information the candidate tried to present. The actual answer was lost in the amount of framing that was not needed.

This was very evident with those candidates who were working at Level 3, who might have reached Level 4, with a more fluid answer.

(d) "Christians should make a pilgrimage."

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.

"He went to Jerusalem"  
"bow down"

(12)

~~Set~~

The pilgrimage for Christians is important as it is a holy journey to Jerusalem and many other places to get closer to God. Christians who do this get closer to God and get a sense of spirituality.

Some Christians may agree with this statement. As Christians should go make a pilgrimage if they can as it makes them closer to God and as God makes it feel like God is uniting with his humanity.

Others may disagree with this statement. As they may feel it is not compulsory if they cannot afford it there are other ways to get closer to God by worshipping him through silent prayer, where they confess their sins to God so they feel it is not compulsory and if they can make a pilgrimage then they should.

Moreover Christians could agree with this statement as they may want to follow what Jesus did to have a stronger relationship and understanding with God as it is mentioned in the bible as well "He went to ~~visit~~ ~~our~~ Jerusalem" This could be a reason why Christians go pilgrimage as Jews did to. And it is also a very special ~~state~~ holy place.

In conclusion there are many opinions in this statement as some may agree as it brings them ~~closer~~ closer to God and others may disagree and complete other forms of worship instead as they may not be able to afford it.



**ResultsPlus**  
Examiner Comments

The candidate gains Level 2 because:

- The candidate demonstrates superficial knowledge from different Christian viewpoints.
- There is evidence of a limited understanding of religion and belief about pilgrimage.
- The candidate does not appraise the evidence/say why the other Christians groups dismiss the arguments presented.

Level 2

6 marks

## Paper Summary

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

- Answer (a) items in outlines ie full sentences
- 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

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