

Examiners' Report
June 2018

GCSE Religious Studies B 1RB0 1A

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B: Area of Study 1A Catholic Christianity -Religion and Ethics

The paper contributes to 50% of the overall award. The assessment consists of four questions and candidates must answer all 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.

Question 1 (a)

Candidates were assessed on Section One: Catholic Beliefs.1.6: the events in the Paschal Mystery – Catholic teachings about the resurrection of Jesus.

The question asked was:

'Outline **three** Catholic teachings about the resurrection of Jesus.'

In (a) items A01 is assessed and can be awarded to a maximum of 3 marks; one mark for each correct point identified.

A significant number of candidates wrote about other events in the Paschal Mystery and not the resurrection of Jesus, particularly the crucifixion.

This candidate was awarded 3 marks.

1 (a) Outline **three** Catholic teachings about the resurrection of Jesus.

(3)

Firstly, Catholics believe that Jesus rose from the dead. Secondly, they believe that by doing this, he freed the world from sin. Thirdly, Jesus' resurrection is believed to show that there is life after death.



The candidate writes three sentences giving three teachings. This is written as a paragraph but each point is 'signposted' by using firstly, secondly and thirdly.

The marks were awarded for:

- Jesus rose from the dead (1)
- by doing so freed the world from sin (1)
- shows that there is life after death (1)



Candidates are advised to write three separate sentences and use a technique such as starting a new line for each point to encourage them to outline three teachings/ways/reasons required by the question.

Question 1 (b)

Candidates were assessed on Section One: Catholic Beliefs 1.1: the Trinity – how the Trinity is reflected in worship.

The question asked was:

'Explain **two** ways belief in the Trinity is used in Catholic worship.'

A01 is assessed in this question and can be awarded a maximum of 4 marks. Candidates are required to give two reasons, and both need to be developed for 4 marks. An answer can be developed by giving a piece of extra information, a relevant quote/reference to a source of wisdom authority or a relevant example. The development must be of the reason given and to the question asked.

The question is about how belief in the Trinity is used/reflected/shown in Catholic worship.

A number of candidates wrote about what the Trinity is or quoted the Nicene Creed therefore did not gain any marks on this question.

The candidate is awarded 4 marks.

(b) Explain **two** ways belief in the Trinity is used in Catholic worship.

The Trinity is used in ^{Nicene} ~~pray~~ Creed ⁽⁴⁾ which is said every Sunday at Mass - "I believe in the Father", "I believe in Jesus", "I believe in the Holy Spirit". So the Trinity is shown in Mass.

Every time you start and end a prayer, you do it with "In the name of the Father and of the Son and of the Holy Spirit" which shows the Trinity is used in all prayers.

It also in the prayer "Glory be to the Father, and to the Son, and to the Holy Spirit".



The candidate gives two developed ways.

One way: 'shown in the Mass' (1) *this is developed by* when the Nicene Creed is said (1)

(This is an example of reverse development. The student has given occasion when belief in the Trinity is seen in Catholic worship at the end of the first paragraph and then developed the answer by giving more specific information at the start of the answer.)

Second way: at the start /end of prayers (1) *this is developed by* 'you do it with "In the name of"' (1).



If there are insufficient lines for the candidate's answer it is acceptable to use the blank space below; as this candidate has done.

Question 1 (c)

Candidates were assessed on Section One: Catholic beliefs 1:4: the significance of the Creation account in understanding the nature of humanity - being created in the image of God.

The question asked was:

'Explain **two** reasons why it is important that humans are created in the image of God.'

A01 is assessed in this question and can be awarded a maximum of 5 marks. Candidates are required to give two reasons, both need to be developed for 4 marks and one of the reasons also needs to be supported with a 'reference to a source of wisdom'. If the 'reference to a source of wisdom' is credited as a development it cannot gain a further mark; it is in addition to the reason and development.

Candidates tended to focus on the 'image of God' meaning that humanity possess a special relationship with God but did not go beyond this and develop their answer by what this means for humans e.g. can relate to God; and so highlighting the importance.

There were some good responses that linked 'the image of God' with the idea of gender equality from section 2.8 which is an appropriate and valid way of answering the question.

This candidate was awarded 5 marks.

(c) Explain **two** reasons why it is important that humans are created in the image of God.

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

(5)

Firstly it is important that humans are created in the image of God because it emphasises the idea that humans that God loves each and every human equally, no matter what they look like. This is important as it stops discrimination in the world today because everyone is perfect in the eyes of God.

Secondly, it is important that humans are created in the image of God because it adds to the idea that humans are in charge of, and have stewardship over the world. ^{my} Source of authority: God made us in his image and then 'let them have domain.' This is important because it shows humans that it is our job to care for the world.



The candidate gives two developed reasons and a source of wisdom and authority.

Reason one: 'God loves each and every human equally' (1) *this is developed by* stops discrimination in the world today (1).

Reason two: adds to the idea that humans have stewardship/in charge (1) *the reference to a source of wisdom is* 'let them have domain' (1) *developed by* shows humans our job to care for the world (1).

The Source of wisdom can be anywhere in the answer it does not have to be at the end of the developed reason. 'Let them have domain' Genesis 1:26 is a valid source of wisdom but there is no need for this candidate to say this is my source of wisdom.



Candidates are advised that the skill of using sources of wisdom and authority in written answers is an integral part of their learning.

Question 1 (d)

In part (d) the candidates are assessed on AO2: analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark for the paper.

The command word '**evaluate**' expects candidates to:

- interpret the given statement
- consider arguments for and against
- consider the perspectives stated in the bullet points of the question
- deconstruct the information/arguments or issue
- construct logical chains of reasoning
- make connections between different elements of the question
- appraise the evidence offered in the answer
- reach a justified conclusion.

For the higher levels candidates are required to:

- show some appraisal of the evidence/ arguments
- form a justified conclusion
- consider all the elements given in the question e.g. non-religious points of view.

This year many candidates just wrote answers giving reasons for and against but did not analyse/ deconstruct the reasons/arguments and evaluate them.

The use of formulas such as 'some people agree', 'others disagree' and 'in conclusion I think' tends to restrict the answer. The candidates often just state the different beliefs and views and the conclusion says which side of the argument they agree without offering any justification. Therefore, the candidate's response is limited to gaining marks in the lower levels.

Part (d) questions are level marked; a best fit approach according to the level descriptors is taken when marking the candidate responses.

Candidates were assessed on Section One: Catholic Beliefs 1.5: The Incarnation: Jesus as both fully God and fully human.

The question asked was:

'Jesus is fully God.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

A significant number of candidates did not answer the question within the context of Catholic teaching as directed by the bullet points and seemed to be answering the question that there is no evidence for Jesus being divine. They often included non-religious arguments and other Christian viewpoints which cannot be credited as they asked to refer to Catholic teachings.

Many referred to belief that the Son, Jesus, was one Person of the Trinity and ability to perform miracles as indications of his divinity. Few referred to the Jesus as God incarnate and the teachings of John 1:1-18; which are part of bullet point 1:5.

This candidate achieved a level 2 and was awarded 6 marks, then 3 marks for SPaG, marking 9 marks in total.

***d) "Jesus is fully God."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(15)

Firstly, one may argue that Jesus is indeed fully God. This is because he was able to perform a number of miracles, featured in the Bible. For example, curing the sick, bringing Lazarus back to life; feeding the five thousand. This shows that Jesus is fully God as the Catechism of the Catholic Church says: "Jesus' miracles show his divine authority."

However, one may disagree that Jesus was "fully God" because he was born to Mary, who was only a human. If Jesus was indeed fully God then he would not have been ~~partly~~ part human. Therefore Jesus was only partly God.

Someone may respond to this by saying that the Bible describes Jesus as God. In John's Gospel it says how before the incarnation, people did not know God. Christ has made God known. Therefore Jesus is fully God, as he made God known.

Although, Catholics believe in the trinity; the idea that God was in three persons. Therefore Jesus may not be considered fully God because he is only a third, with the remaining two being: Father in heaven, and the Holy Spirit. Therefore Jesus was only partly God.

After weighing both sides of the argument; That Jesus is ^{fully} God because of his divine authority, and because of the Bible, others think he was because he was born to a human^{mother} and that he is only part of the trinity, I have come to the conclusion he was only partly

(Total for Question 1 = 27 marks)

(Continued)

God because ~~of these reasons~~, with he is only a third of the trinity and that Catholics believe God is far beyond our understanding.



The candidate gained level 2 because the response:-

- shows an accurate understanding of religion and belief
- attempts to consider the arguments and form judgements
- a conclusion that is not fully justified.

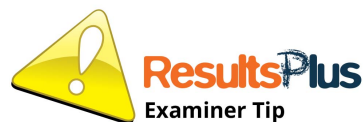
The candidate provides evidence suggesting the top of the level:

- connections and reasoning offered
- evidence of some chains of reasoning.

There are elements of L3 but they are not all sustained throughout the answer therefore the best fit is level 2.

The candidate was awarded 3 marks for SPaG because they:

- spell and punctuate with consistent accuracy.
- use the rules of grammar with effective control of meaning.
- uses a wide range of specialist terms as appropriately.



Candidates are not asked if they personally agree or disagree with the statement but to weigh up the evidence/arguments on both sides of the argument and then make a judgement on which evidence/argument is more convincing or persuasive and justified this judgement; i.e. reach a justified conclusion.

Question 2 (a)

Candidates were assessed on Section Two: Marriage and the Family 2: 6 Catholic teachings about divorce.

The question asked was:

'Outline **three** Catholic teachings about divorce.'

The question is asking for three teachings about divorce not annulment or remarriage.

Many candidates gave incorrect Catholic teachings and confused them with civil divorce or other Christian teachings about divorce. Equally a significant number appeared to be confused over difference between annulment and divorce.

This candidate was awarded 3 marks.

Examiner Comment

The candidate gives three correct teachings about divorce in three sentences.

Examiner Tip

Candidates are advised to write three separate sentences and use a technique such as starting a new line for each point to encourage them to outline three teachings/ways/reasons/beliefs.

2 (a) Outline three Catholic teachings about divorce.

(3)

Firstly, one catholic teaching about divorce is that it's always wrong, as it's a sacrament so God is involved.
Secondly, one catholic teaching is that it's wrong because when you get married it's eternal, so you can't end it.
Thirdly, one catholic teaching is that divorce is a sin because Jesus said that it's like adultery.



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Examiner Comments

The candidate gives three correct teachings about divorce in three sentences.



Candidates are advised to write three separate sentences and use a technique such as starting a new line for each point to encourage them to outline three teachings/ways/reasons/beliefs.

Question 2 (b)

Candidates were assessed on Section Two; Marriage and the Family 2:8: Catholic teachings about gender prejudice and discrimination – Catholic opposition to gender discrimination.

The question was: Explain **two** reasons why Catholics are against gender discrimination.

Candidates were asked to explain two reasons why Catholics are opposed to gender discrimination.

Many candidates could give valid reasons why Catholics are opposed to gender discrimination but not develop the reason they gave. They would often correctly cite a Biblical teaching as the reason but then develop it by saying Catholics should follow it because it is the Bible. The development must be to the question asked eg:

In Genesis both men and women were created equally (1) *developed by* so they should have equal rights in society today (1).

This candidate was awarded 4 marks.

The candidate gives two developed reasons.

One reason: God created men and women equally (1) this is developed by in the image of God (1).

Second reason: should always love and never discriminate (1) this is developed by Catholics believe in the Love your neighbour as yourself (1).

(b) Explain **two** reasons why Catholics are against gender discrimination.

(4)

Firstly, Catholics believe that men and women are equal because in the bible it states that "God created in the image of God, men and women" therefore Catholics are against gender discrimination because ^{they believe} ~~they~~ ~~have~~ God created ~~is~~ men and women equally.

Secondly, Jesus ~~taught~~ Catholics believe in the golden rule "love thy neighbour as yourself" therefore Catholics believe that ~~gender~~ we should always show love and never discriminate. The good Samaritan teaches Catholics to treat others how they wish to be treated therefore Catholics are against ~~the~~ gender discrimination.



The candidate gives two developed reasons.

One reason: God created men and women equally (1) this is developed by in the image of God (1).

Second reason: should always love and never discriminate (1) this is developed by Catholics believe in the Love your neighbour as yourself (1).



A candidate can develop an answer by giving extra information, an example or a quote or paraphrase of a teaching.

Question 2 (c)

Candidates were assessed on Section Two 2.3: Catholic teaching about the purpose and importance of the family – Catholic responses to the different types of family within 21st century society.

The question asked was: 'Explain **two** ways Catholics respond to the different types of families found in society today.'

The specification names the types of families as nuclear, single parent, same sex parents, extended and blended families. The example the student wrote about had to be recognisable as these types of families; large families or strict families are descriptions not types of families.

A number of candidates' development or reference to the source of wisdom was about marriage, divorce or sex outside marriage and not about families.

Many of the responses were not based on current Catholic teachings, beliefs or actions and were often too generalised to be correct.

An example of a response that would be awarded 5 marks is:

Single parent families may be supported by the local parish (response) (1) *developed by* as the family has only one income (1). Pope John Paul II said it was important to offer pastoral care to single parents (1) (reference to a source of wisdom).

The Church gives it blessing to nuclear families (1) *developed by* as they can fulfil the requirement to raise children within the Catholic faith (1).

The candidate was awarded 2 marks.

The response gives one developed way:

One way 'a family with two married parents with children is good' (1) *developed by* as they being 'fruitful and multiplying' (1)

The description is recognisable as a nuclear family. The source of wisdom acts as the development; it cannot be double credited

The next paragraph is Catholic responses to marriage and divorce, not different types of families.

When asked to explain different ways Catholics respond the candidate can refer to what the Catholic Church teaches or how a Catholic may act.

(c) Explain **two** ways Catholics respond to the different types of families found in society today.

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

(5)

Firstly, a way in which Catholics respond to the different types of families are that a family with two happily married parents with children are good as they are being "fruitful and multiplying."

Secondly, a way in which Catholics respond to the different types of families are that ~~the~~ parents in a family are divorced, they should have never got married in the first place if they knew they weren't happy together.



The response gives one developed way:

One way 'a family with two married parents with children is good' (1) *developed by* as they being 'fruitful and multiplying' (1)

The description is recognisable as a nuclear family. The source of wisdom acts as the development it cannot be double credited

The next paragraph is Catholic responses to marriage and divorce not different types of families



When asked to explain different ways Catholics respond, reference to what the Catholic Church teaches or how Catholics may act can be made.

Question 2 (d)

Part (d) questions are level marked. There are four levels; each level has a range of marks that awarded within that level.

Candidates were assessed on Section Two: Marriage and the Family 2:2 Catholic teaching about the importance of sexual relationships – Catholic teaching on sexual relationships outside marriage and non-religious attitudes to sexual relationships.

The question asked:

“Sex outside marriage is always wrong.”

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teaching
- refer to non-religious points of view
- reach a justified conclusion.

A significant number of candidates focused on sex before marriage and the impact of having children when the couple are not married. This tended to limit a full evaluation of the statement. The more successful responses also referred to extra martial sexual relationships and this gave more scope to ‘consider’ different points of view.

In this question there was a tendency for responses to ‘pigeon hole’ different viewpoints. Often Catholic teachings about the purpose of sexual relationships were just seen as procreative. Similarly, non-religious views that were given often referred to seeing sex outside marriage as always being acceptable. Therefore, candidates are limited to the lower levels as their response is not underpinned by a sustained, accurate and through understanding of religion and belief.

This candidate was awarded 5 marks.

(d) "Sex outside of marriage is always wrong."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Many people, such as Christians, believe that sex outside of marriage is wrong. They would argue this because each couple promised each other on their wedding day that they would stay faithful to each other. Having sex outside marriage breaks this vow.

I feel this is a strong argument because vows are like promises and they shouldn't be broken. The same way that God always keeps our promises.

An alternative point of view on this topic is that some people believe sex outside of marriage is fine if both couples agreed to an open relationship. This is when people have relationships with other people whilst in a relationship.

However most Christians feel sex outside of marriage is always wrong because it is committing adultery. The Ten Commandments state that adultery is a sin.

In addition to this, some people feel that it is fine to have sex outside of marriage as a revenge for their partner cheating on them. They do this because they agree with the statement 'An eye for an eye, a tooth for a tooth.'

On the other hand many Christians disagree with sex outside a marriage because it always leads to issues in a relationship such as divorce. This is heart

(Total for Question 2 = 24 marks)

breaking for many people and it affects the children.

Lastly, many people agree with sex outside of a marriage because they feel that a partner should be free to do whatever they wish in a relationship.

Over all I feel that sex outside of marriage is wrong because it causes a breakdown in marriages and a loss of bond in relationships inside the families.



The response was awarded level 2 because it:

- was underpinned by a limited understanding of religion and belief which includes some inaccuracies
- demonstrated some superficial connections
- made judgements to a limited range of the question.

It was awarded the middle mark in the level because:

- attempts to consider/appraise the evidence
- the conclusion is not fully justified.



Effective evaluation is underpinned by a secure knowledge and understanding of Catholic teachings and different religious or non-religious viewpoints. This involves candidates knowing both the breadth and depth of different teachings and viewpoints.

Question 3 (a)

Candidates were assessed on Section Three: Living the Catholic Life 3:7 Catholic Social Teaching – the work of CAFOD, what it does and why.

The question asked; Outline **three** ways CAFOD works to help others.

Most candidates were able to identify three things CAFOD does to help others; a minority gave examples that were more applicable to charities that focus their support for people in the UK and not overseas.

This candidate was awarded 3 marks.

3 (a) Outline three ways CAFOD works to help others.

(3)

Firstly, CAFOD raises a lot of money to spend and use on third-world countries who may struggle to obtain common necessities such as water.

Secondly, CAFOD provides children in third-world countries who aren't as lucky as us to have an education in school, and be taught for their future lives.

Thirdly, they have taught life-skills to people in these third-world countries so that they may be able to earn a living out of something.



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(a) items are point marked. One mark is awarded for each correct point made.

The response outlines three correct points in sentences about the work of CAFOD.

The extra information in each point cannot be credited.



ResultsPlus
Examiner Tip

Candidates are advised to spend time on a question proportionate to the marks for the question.

Question 3 (b)

Candidates were assessed on Section Three: Living the Catholic Life 3:3 the funeral rite as a liturgical celebration of the Church – the significance of the funeral rite for Catholics.

The question asked was:

'Explain **two** reasons why the funeral rite is important for Catholics.'

Candidates were asked to show they understood the significance of the funeral rite for Catholics. In their answers they could have referred to the practices, beliefs or teachings associated with the funeral rite in Catholic Christianity.

Most candidates were able to identify the importance of the rite for the family and make links with Catholic beliefs about life after death.

This candidate was awarded 4 marks.

The candidate gives two developed reasons.

One reason: to celebrate the life of the deceased (1) *developed by* a form of love and compassion (1).

Second reason: gives reassurance about what occurs in death (1) *developed by* which brings them peace and healing (1).

Candidates are advised to 'signpost' the two reasons given e.g. by using a word like 'firstly' or 'secondly' or beginning the second reason on a new line.

(b) Explain **two** reasons why the funeral rite is important for Catholics.

(4)

Firstly, it allows the family and friends of the deceased person to come together and celebrate their life, which is important as this ~~Secondly~~, is a form of love and compassion.

Secondly, the priest sprinkles holy water over the coffin which is important as it allows the family to realise that the deceased person is now with God, which brings them peace and healing.



The candidate gives two developed reasons.

One reason: to celebrate the life of the deceased (1) *developed by* a form of love and compassion (1).

Second reason: gives reassurance about what occurs in death (1) *developed by* which brings them peace and healing (1).



Candidates are advised to 'signpost' the two reasons given e.g. by using a word like 'firstly' or 'secondly' or beginning the second reason on a new line.

Question 3 (c)

Candidates were assessed on Section Three: Living the Catholic Life 3:4 Prayer as the 'raising of hearts and minds to God': the importance of prayer.

The question asked was:

'Explain **two** reasons why prayer is important for Catholics.'

In this question many candidates were able to give and make use of an appropriate source of wisdom and authority by referring to the Catechism, Jesus' teachings or to prayers used within the Catholic Church.

This candidate is awarded 5 marks.

The response gives two developed reasons and a source of wisdom and authority.

Reason one: *the reference to a source of wisdom is the Catechism 'raises heart and mind to God' (1) this suggests to pray at a special time to communicate with God this is developed by strengthen peoples' relationship with him (1).*

Reason two: helps bring people together (1) *this is developed by (1) as they are all sharing love for God (1).*

(c) Explain **two** reasons why prayer is important for Catholics.

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

(5)

The Catechism teaches that prayer "raises heart and mind to God", which suggests that prayer is a special time to communicate with God and to strengthen peoples relationship with him.

Secondly, prayer in social areas helps bring people together as they are all sharing their love for God. Also, prayer helps to bring inner peace because it is a time to confess sins and to ask for Gods help, which increases the chances that they will be allowed access to heaven.



The response gives two developed reasons and a source of wisdom and authority.

Reason one: *the reference to a source of wisdom is the Catechism 'raises heart and mind to God'(1) this suggests pray at special time to communicate with God this is *developed by* strengthen peoples' relationship with him (1).*

Reason two: helps bring people together (1) *this is developed by* (1) as they all sharing love for God (1).

There is a further developed reason but the candidate has now gained full marks for this question.



Candidates must link the reference to the source of wisdom and authority into their response, not just write it out at the beginning or end of their answer.

Question 3 (d)

Part (d) level descriptors can be found in the sample assessment material and mark scheme for this examination.

Candidates were assessed on Section Three: Living the Catholic Life: 3.6 Pilgrimage – the divergent Christian understanding about whether pilgrimage is important for Christians today.

The question asked was:

“Everyone should go on pilgrimage.”

Evaluate this statement considering arguments for and against.

In your response you should:

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

The bullet points after the statement asked candidates to refer to different Christian points of view as well as Catholic teaching but some wrote about non-religious-view points or referred to another religion which could not be taken into account when awarding the levels.

The candidates who referred to the significance of the different places of pilgrimage for Catholics and other Christians found it easier to develop coherent and logical chains of reasoning.

When referring to the different Christian points of view students tended to cite practical or financial reasons why they do not think people should go on pilgrimage rather than religious or spiritual reasons; which limited their response.

The candidate was awarded 10 marks - 7 marks plus 3 for SPaG.

* (d) "Everyone should go on pilgrimage."

god is everywhere.

Evaluate this statement considering arguments for and against.

In your response you should:

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

(15)

Many people would support this statement because the Catechism teaches that 'pilgrimage' strengthens the faith, which is important because it shows that you are dedicated to God and your religion.

I would support this argument with the suggestion that when Christians visit Jerusalem, they are visiting a place which was very special to Jesus and this helps them to feel closer to God.

An alternative viewpoint would be that some people may not be able to afford to go on pilgrimage as it can be very expensive. Therefore, this should not determine if you are a good Christian or not because it is not the fault of the person.

This point makes me think that not everyone should have to go on pilgrimage because if this was the case, many people would feel stressed and overwhelmed if they are unable to make it as they would feel like they're letting God down.

In opposition to this viewpoint, Pilgrimages are important because they bring inner peace as Catholics are able to feel closer to God. They are also recommended by other Christians because it is a time to think about God and to show your appreciation for everything he has done for us.

However, some people may argue that you shouldn't have to go on Pilgrimage to feel closer to God. This is because Catholics believe that God is present everywhere, so he listens to your prayers and tries to guide you no matter if you are on a Pilgrimage or not.

(Total for Question 3 = 27 marks)

After weighing up both sides of the argument, I would disagree with this statement because even though Pilgrimages show that you are dedicated to your faith, you may be a generous and caring individual who may not be able to afford to go on a Pilgrimage. So, this shouldn't determine your love or appreciation for God.



The response gained level 3 because there was evidence of:-

- elements of deconstructing the issues to support a chain of reasoning with a consideration of different view points
- partially coherent and reasoned judgements offered to most elements of the issue
- a partially justified conclusion

The response provided evidence suggesting the lower end of the level because of:-

- some superficial appraisal of the arguments given.



Centres need to encourage candidates to read and note all the elements (especially in the bullet points under the statement) they are required to refer to in the question before starting to write their response.

Question 4 (a)

Candidates were assessed on Section Four: Matters of Life and Death: 4:4 Implications of Catholic teachings about the value and sanctity of life for the issue of abortion – Church teachings about abortion.

The question asked was:

'Outline **three** Catholic teachings about abortion.'

The question required candidates to know and state three **Catholic** teachings about abortion.

A significant number ignored the reference to **Catholic** and gave other Christian teachings or non-religious arguments for allowing abortion; these points could not be rewarded.

The candidate was awarded 3 marks.

4 (a) Outline three Catholic teachings about abortion.

(3)

Firstly Catholics teach that abortion is wrong.

Secondly Catholics teach that it is killing potential life.

Thirdly Catholics teach that everyone has sanctity to life.



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Examiner Comments

The response gives three correct Catholic teachings about abortion in three clear sentences.

Question 4 (b)

Candidates were assessed on Section Four: Matters of Life and Death: 4:6 Catholic responses to non-religious arguments against life after death - why Catholics reject arguments against belief in life after death.

The question asked was:

'Explain **two** Catholic responses to arguments against life after death.'

The candidates were required to explain how a Catholic might reply to those who believe there is no life after death.

A number of candidates just stated Catholic beliefs about life after death or why people do not believe in life after death; which did not answer the question so gained no marks.

The candidate was awarded 4 marks.

(b) Explain **two** Catholic responses to arguments against life after death.

Catholics respond to the argument that "there is no ⁽⁴⁾ ~~heaven~~ ^{heaven} in the ~~literal~~ ^{literal} world" by saying that the mind is separated from the body and that heaven is a spiritual ~~dimension~~ dimension that we cannot physically visit.

Catholics respond to the idea that there is no life after death by saying that all four gospels recorded Jesus' ascension and that the writers would not risk their ~~lives~~ lives for a lie, so the Bible must be true.



The candidate gives two developed responses.

One response: mind is separated from the body in heaven (1) by 'heaven as a spiritual place which cannot be visited' (1).

The candidate has identified the non-religious response as there is 'no heaven in the literal world' and responded to that by offering the view heaven is a spiritual place.

Second response: Gospels record Jesus ascended into heaven; (1) this is developed by writers who would not risk their lives for a lie (1).

The candidate has identified the non-religious response as there is no life after death and responded to that by offering evidence and why it is reliable.



To help ensure candidates answer the question set when it asks for a Catholic response to a given viewpoint, they should have in mind the non-religious belief, viewpoint or evidence that they are going to offer the Catholic response to before writing their answer.

Question 4 (c)

Candidates were assessed on Section Four: Matters of Life and Death: 4:7 Implications of Catholic teachings about the value and sanctity of life for the issue of euthanasia – Church teachings about euthanasia.

The question asked: Explain **two** Catholic teachings about euthanasia.

Some candidates gained no marks as they did not appear to know or understand what 'euthanasia' is.

The candidate was awarded 5 marks.

In the response there are two developed reasons and a source of wisdom and authority.

(c) Explain **two** Catholic teachings about euthanasia.

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

(5)

Catholics teach that euthanasia is not allowed because God is omnipotent, therefore only he can decide when someone dies. ~~Also, human beings are created by God and are not to be destroyed.~~

Secondly, human life is sacred and euthanasia is killing a human life. Catholics teach that this is wrong because murder is forbidden in the ten commandments, so God would be against this.

The Catechism teaches that euthanasia is not allowed, this is because we are all made in the image of God so we must remain faithful when something bad happens that puts our life at risk.



The reference to the source of wisdom and authority is murder is forbidden in the Ten Commandments.



Candidates need to know and be able to recognise the key terms/phrases used in the specification so they access the questions set.

Question 4 (d)

Candidates were assessed on Section Four: Matters of Life and Death 4:8: Catholic responses to issues in the natural world – stewardship and humanity’s role as stewards and application of ethical theories.

The question asked was:

'Humans are good stewards of the world.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teaching
- refer to relevant ethical arguments
- reach a justified conclusion.

The question was asking the candidates to consider if humans are good stewards, not should they be. The responses that consider threats to the world of such things as pollution, global warming and the use of natural resources and the related evidence found it easier to develop coherent chains of reasoning for and against the statement.

A significant number of candidates made no reference to a relevant ethical theory therefore could not progress beyond level 2.

Candidates need to plan their time carefully in the exam so they have time to both attempt and complete 4d which is worth 12 marks.

In the specification it is stated where candidates are required to study a relevant ethical theory, e.g. situation ethics or utilitarianism, it is on these topics that candidates may be asked to refer to them in their responses.

(d) "Humans are good stewards of the world."

'God transcended creation +
is present'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

'God saw what he made and it
was good'

(12)

Many people would agree with this statement because Catholics, as well as other people, encourage people to use public transport and to not litter. This helps the world because there would be a reduction in pollution, implying that humans are good stewards of the world.

I would support this argument with the suggestion that the Catechism says 'God saw what he made and it was good'. Therefore, if people truly love and respect God and his creation, they should ensure that they look after the earth and pass it onto the next generation as this is what God wanted us to do.

An alternate viewpoint would be that humans are using non-renewable resources in a faster rate in which they are reduced. This implies that one day they are going to run out which suggests that humans are not good stewards of the earth because the Catechism teaches that God wanted all resources to be shared out fairly.

I would support this argument with the suggestion that humans are cutting down trees which is increasing the rate of pollution. This point makes me think that humans are not being good stewards of the earth because they are polluting the atmosphere which God created for us.

In opposition to this viewpoint, many people now use renewable resources such as wind power and solar power. This is important because resources are being shared out equally and

(Total for Question 4 = 24 marks)

they are protecting the environment by not using resources which will run out and damage the environment.

TOTAL FOR PAPER = 102 MARKS

▣ This point makes me think that God created the earth as a safe place for people to live, so if humans respect and appreciate this then they should take care of the environment in the way God wanted them to.

After weighing up both sides of the argument, I would disagree with this statement because over recent years, there has been an increase in carbon dioxide as a result of human activity. This suggests that some humans are not good stewards of the earth but many people are due to their reliance on renewable resources that are shared out equally.



The response gained level 2 because there was:-

- evidence of arguments for and against
- an attempt to appraise/assess the evidence/arguments
- a conclusion that was not fully justified

But the candidate had not considered all elements of the question, a relevant ethical argument, so was limited to level 2.



Candidates need to plan their time carefully in the exam so they have time to both attempt and complete 4d which is worth 12 marks.

Paper Summary

Based on the performance of candidates on this paper, the following advice is offered:

- In response to the (a) items use **three** full sentences when answering the question. Each sentence should make one point or give one piece of information.
- In (b) and (c) the reason/way can be developed by giving extra information, an example or a quote/reference to a source of wisdom and authority.
- The source of wisdom offered to support answers in (c) items must be relevant to the question and used in the answer to support the point being made.
- The (d) items require candidates to evaluate the statement, after considering the evidence. The higher levels are achieved if the evidence/arguments given is 'considered' or appraised for its value as an argument; this is part of reaching a **justified** conclusion.
- On (d) items the bullet points indicate the viewpoints that can be awarded in the response. Candidates should read the question carefully and ensure they include the viewpoints asked e.g. reference to relevant ethical arguments.
- Rather than use extra sheets candidates should write on the blank space below the lines.

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>

