



Examiners' Report

June 2018

GCSE Religious Studies B 1RB0 1B

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B - Beliefs in Action

Paper 1: Area of Study 1 – Religion and Ethics

Option 1B – Christianity

This paper contributes to 50% of the overall award. The paper includes four questions and each covers a section of the specification. Candidates are expected to answer all four questions so there is no element of choice on the paper. The details of the assessment content are 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 examination is set from the specification.

This paper allows an in depth study of Christianity as a lived religion within the United Kingdom, and its beliefs and teachings on life, specifically within families and with regard to matters of life and death. This unit has the largest entry on the specification and engages the interest of young people, as it addresses many Christian beliefs and teachings in addition to some issues affecting young people today.

Question 1 (a)

Candidates were assessed on Section One: Christian Beliefs, Bullet point 1.7 - The problem of evil/suffering.

The question asked was "Outline **three** ways natural suffering causes problems for Christians".

The candidates needed to provide ways, not reasons, and the ways could have been practical or theoretical.

The candidate lists three correct points.

The answers are given in a list, therefore can gain a maximum of 1 mark.

- Loss of house
- Cause damage
- Death

1 (a) Outline **three** ways natural suffering causes problems for Christians.

(3)

- Tsunami - loss of house (everything)
- Earthquake - Cause Damage (house)
- Volcanos - Dangerous (death).



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Examiner Comments

The candidate writes a list and examples are provided. However, these should be written in sentence form.



ResultsPlus
Examiner Tip

A list gains a maximum of 1 mark. You need to provide an outline, and therefore should write in full sentences.

1 (a) Outline **three** ways natural suffering causes problems for Christians.

(3)

- 1) If God is omnipotent then why isn't he powerful enough to stop suffering - may believe he's not omnipotent
- 2) Christians may lose faith as God's meant to be all loving so why would he make them suffer if he loves them.
- 3) Christians may think God doesn't care if he's omniscient and knows about all the suffering.



This candidate is awarded 3 marks.

Award one mark for each point identified

- Why isn't he powerful enough to stop suffering (1)
- They may lose faith (1)
- They may think he does not care (1)



You should refer to the specification for likely questions.

Make sure you have three distinct sentences.

Question 1 (b)

Candidates were assessed on Section One: Christian Beliefs, Bullet point 1.5 - The nature and significance of salvation.

The question asked was - "Explain **two** Christian beliefs about atonement".

Candidates are asked to "Explain **two**" on (b) items. Therefore, two beliefs 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 reason given and to the question asked.

This question proved difficult for candidates who had been taught the general understanding that atonement means being at one with God. It was less difficult for those who had been taught the theological concept of the pardoning of all sin through the sacrificial death of Jesus.

The candidate is awarded 4 marks

Here beliefs are identified correctly.

(b) Explain **two** Christian beliefs about atonement.

(4)

Christians believe that Jesus came to earth to redeem
from
any sin. ~~from~~ humanity as Jesus had the power and
strength to do so. Jesus is known as the closest thing
to God so by showing of him redemption for their sins
and being the best person they can be helps them to achieve
salvation and spend eternity with God in heaven.



The candidate gives two developed beliefs:

- Belief One – Jesus came to earth... sin from humanity (1)
- Development One – as Jesus had the ...power to do so (1)
- Belief Two – helps them to achieve salvation (1)
- Development One – and spend eternity with God in heaven (1)



Ensure you do not use the same information twice. You will only be rewarded once for a specific piece of information.

The candidate is awarded 4 marks.

(b) Explain **two** Christian beliefs about atonement.

(4)

Christians believe that Jesus came to earth to redeem from any sin. ~~from~~ humanity as Jesus had the power and strength to do so. Jesus is known as the closest thing to God so by showing of him redemption for their sins and being the best person they can be helps them to achieve salvation and spend eternity with God in heaven.



The candidate gives two developed beliefs:

- Belief One – Jesus came to earth... sin from humanity (1)
- Development One – as Jesus had the ...power to do so (1)
- Belief Two – helps them to achieve salvation (1)
- Development One – and spend eternity with God in heaven (1)

(b) items are point marked – two beliefs are required.

The candidate is awarded 2 marks.

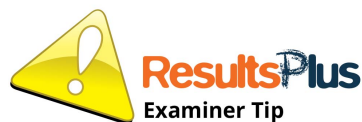
Christians believe atonement (being forgiven for your sins) can only be granted directly by God, as the master of all things or by his representatives on earth which are the clergy. This is especially true in Catholic Christianity where priests engage in confession with believers, which washes them of their sins provided they make up for them by giving those they have sinned retribution.



(b) items provide marks for four points, 2 for reasons and 2 for the development of each reason. The candidate gives one developed belief:

- Belief One – Forgiveness of your sins can only be granted directly by God (1)
- Development One - as the master of all things or one of his representatives on earth which are the clergy (1)

The extra information is further development but it cannot be credited.



Ensure you follow the requirements of the question which asks for 2 beliefs. This candidate gave lots of information which could not be credited.

Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs, Bullet point 1.6 – Christian Eschatology.

The question asked was:

"Explain **two** Christian teachings about the nature of heaven and hell".

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 and quotes or examples. The development must relate to 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 examiners are unsure they will use a search engine. Enter the gist of the paraphrase and 'Bible' or 'Christian teaching'.
- 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.

The candidate is awarded 3 marks.

The words which the candidate has put speech marks around do not provide enough of a source to be identifiable in a scriptural reference and thus cannot be credited.

Heaven is viewed upon as a place of 'total peace' in which we are at one with God. When we die, we can go to the golden gates of Heaven where we are united with God.

Hell is a dark place where there is a river of 'fire'. If we are banished to hell we have lived a sinful life and will spend eternity in punishment and misery.



The candidate gives two accurate teachings, one is developed but there is no accurate source of wisdom.

- Teaching One – at one with God (1)

Then there is repetition about being united (at one) with God (cannot credit golden gates - could have credited pearly gates from Revelation if the candidate had given this).

- Teaching Two – banished to hell...sinful life (1)
- Development Two – spend eternity in punishment and misery (1).



Learn sources of wisdom and be able to use them accurately and in context.

The candidate is awarded 5 marks.

The candidate gives two accurate teachings. They are both developed and there is an accurate source of wisdom.

(c) Explain **two** Christian teachings about the nature of heaven and hell.

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

(5)

Christians believe that heaven is a pure and ~~per~~ perfect place where the pure go to be reunited with god. ~~Hea~~ In heaven there is no sin nor suffering and it is a place of eternal happiness. However Hell is a place for the 'unrepentant sinners', those who have neglected ~~g~~ the opportunities god gave them to repent. Hell is a place where these people will experience suffering and pain, ~~and~~ Hell is a place of eternal darkness. Where those who are taken there 'shall never see light again'



Teaching One – The pure go to be reunited with God (1).

Development One - a place of eternal happiness – this is extra and different material, so it is development (1).

Teaching Two – Hell is a place for the unrepentant sinners - this is credited as a teaching not as a source as it is too vague (1).

Development Two – It is a place ...these people experience suffering (1).

Source – "shall never see light again" (1) – this is a paraphrase of Psalm 49:19 which can be understood to be about life after death and this is acceptable as a source.



Do not attempt to "shoehorn" in random quotes as sources of wisdom. You must use them appropriately.

Question 1 (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, including their significance and influence. AO2 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 validity of the arguments used to gain the higher grades. Many candidates produced excellent answers, giving reasons for and against, but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments, restricting students' progression to the higher levels.

(d) items are marked using levels and awarding is carried out using "best fit" according to the level descriptors.

Candidates were assessed on Section One: Christian Beliefs.

Bullet point 1.2 – The creation of the universe.

The question asked was:

"The biblical account of creation is a metaphor"

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Please note that, neither in the bullet point, nor in the question, are candidates required to give a non-religious response.

The statement was about the understanding of the creation as being metaphorical or literal. It was not about whether God created the universe. It is important that candidates respond to the question asked.

(d) items are LEVEL marked. They are NOT point marked.

The (d) items are marked by reading the whole answer, then deciding the level by using the level descriptors. After a level is decided by best fit, then the mark within the level is decided.

* (d) "The biblical account of creation is a metaphor."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

In the Bible, Genesis describes how the Earth, sea and sky as we know it came into existence. It is ~~felt~~ that God created ~~the~~ everything within ^{six} ~~seven~~ days and on the seventh he rested in awe of his creation. However, science as we know it seems to have opposing ideas and theories of how creation came to be. So the question arises - how do we interpret creation, as literalists do through the literal word of the bible? Or as conservatives do, believing that such accounts were metaphorical?

Some agree that the biblical accounts of creation were metaphorical, as leading scientific theories suggest so, such as the Big Bang theory which believes that the universe came into being 13.4 billion years ago. Because of sound evidence, such as cosmic - background - radiation it is hard to disprove such theories, theories that directly contradict the Bible. Another example is Darwinism, which suggests that man evolved from animal, rather than being created by God beforehand, as the biblical accounts

suggest. This theory is backed by scientific evidence such as fossils with carbon-dates that range to millions of years ago - much further back than the thousands of years in which the bible suggested was the beginning of time. Therefore with such solid theories on the creation and evolution of man the only argument left that supports both the bible and said theories is the idea of the bible being more metaphorical than literal, made to represent the power of God rather than ~~actual~~ actual history.

(Total for Question 1 = 27 marks)

However, an opposing belief is the idea that the word of the bible is literal, and that God really did create the world in seven days. Literalists believe this because it is written and accounted for in the Bible, and therefore it is the word of God and is true. Furthermore, to combat the idea of Darwinism, they believe that when God made man he was an adult, similarly, the Earth has had seemingly aged therefore carbon-dating as a means of evidence holds no weight.

In conclusion, I believe despite the Bible being the literal word of God, the accounts of creation are more hugely metaphorical because of modern scientific theories regarding how things came to be such as the big bang. This is because they provide strong evidence, and are becoming more widely accepted even within the Christian community today.

The candidate gains 14 marks in total -

The candidate has reached level 4 and was awarded 11 marks + then 3 marks for SPaG. The candidate gained level 4 because....

- The candidate is able to critically deconstruct religious information
- They used coherent and logical chains of reasoning that considered different viewpoints.
- They made use of sustained, accurate and thorough understanding of religion and belief.
- There were connections made among the full range of elements in the question.
- They then made some judgements fully supported by appraisal of evidence.

The candidate could have provided a comprehensive appraisal of all the evidence provided.

The candidate is awarded 11 marks in the middle of the mark range for level 4 because most, but not all 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 appropriately.



Please ensure you 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) items are LEVEL marked they are NOT point marked.

The candidate gains 14 marks in total.

*(d) "The biblical account of creation is a metaphor."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

In the Bible, Genesis describes how the Earth, Sea and sky as we know it came into existence. It is ~~felt~~ that God created ~~the~~ everything within ~~seven~~^{six} days and on the seventh he rested in awe of his creation. However, science as we know it seems to have opposing ideas and theories of how creation came to be. So the question arises - how do we interpret creation, as literalists do through the literal word of the bible? Or as conservatives do, believing that such accounts were metaphorical? Some agree that the biblical accounts of creation were metaphorical, as leading scientific theories suggest so, such as the Big Bang theory which believes that the universe came into being 13.4 billion years ago. Because of sound evidence, such as cosmic - background - radiation it is hard to disprove such theories, theories that directly contradict the Bible. Another example is Darwinism, which suggests that man evolved from animal, rather than being created by God beforehand, as the biblical accounts

suggest. This theory is backed by scientific evidence such as fossils with carbon-dates that range to millions of years ago - much further back than the thousands of years in which the bible suggested was the beginning of time. Therefore with such solid theories on the creation and evolution of man the only argument left that supports both the bible and said theories is the idea of the bible being more metaphorical than literal, made to represent the power of God rather than ~~actual~~ actual history.

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However, an opposing belief is the idea that the word of the bible is literal, and that God really did create the world in seven days. Literalists believe this because it is written and accounted for in the Bible, and therefore it is the word of God and is true. Furthermore, to combat the idea of Darwinism, they believe that when God made man he was an adult, similarly, the Earth so had seemingly aged therefore carbon-dating as a means of evidence holds no weight.

In conclusion, I believe despite the Bible being the literal word of God, the accounts of creation are more hugely metaphorical because of modern scientific theories regarding how things came to be such as the big bang. This is because they provide strong evidence, and are becoming more widely accepted even within the Christian community today.



The candidate is able to critically deconstruct religious information.

They used coherent and logical chains of reasoning that considered different viewpoints.

They made use of sustained, accurate and thorough understanding of religion and belief.

There were connections made among the full range of elements in the question.

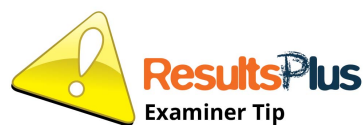
They then made some judgements fully supported by appraisal of evidence.

The candidate could have provided a comprehensive appraisal of all the evidence provided.

The candidate is awarded 11 marks in the middle of the mark range for level 4 because most but not all 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 appropriately.



Remember to provide a comprehensive appraisal of all the evidence given.

This item assessed the candidate's ability to evaluate statements about the way that the biblical account may be understood by Christians.

(d) items are LEVEL marked they are NOT point marked.

The (d) items are marked by reading the whole answer then deciding the level by using the level descriptors. After a level is decided by best fit then the mark within the level is decided.

*d) "The biblical account of creation is a metaphor."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

In the bible it is stated that God created the earth and the universe in 7 days. On the first light and darkness. On the second the ground ~~and the~~ and the flowers. On the third he created the sun the stars and the moon. On the fourth day he created the sky. On the ~~5th~~ 5th day the ~~oceans~~ seas and on the 6th day he created man and animals. On the 7th he rested ~~and~~. Some Christians are taught this and so they also rest on the seventh day but Christians believe that this account is true because it shows how omnipotent God is and proves that he created earth and humans. This ~~the~~ account in the bible shows God's power and why people believe him to be all powerful. However, ~~science~~ scientists believe that the universe was created by a large cataclysmic explosion between positive and negative matter. Also the

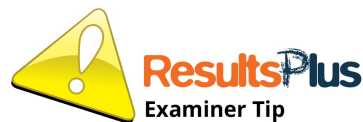
Theory of evolution shows that we were not just created but we evolved from monkeys and so have other animals. So in conclusion we were not made by an all powerful God we are created through an explosion of matter



The candidate gains 0 marks in total. The candidate failed to reach level 1 and was awarded 0 marks and then because there are no marks for religious content 0 marks for SPaG can be awarded. The candidate failed to gain level 1 because They failed to provide accurate isolated pieces of information about whether the biblical account of creation is a metaphor. As the information was not on topic nothing could be awarded for content. The candidate is awarded 0 marks because it was below the bottom of the mark range for level 1.

SPaG was awarded 0 marks, in this example, because

- The candidate's response does not relate to the question.



Always read the question carefully before you start to answer.

Question 2 (a)

Candidates were assessed on Section One: Christian Beliefs, Bullet point 2.8 – Christian teachings about gender prejudice and discrimination.

The question asked was:

"Outline **three** Christian teachings about gender discrimination."

The candidates needed to provide any Christian teaching, not specifically Bible teachings or any other form of source of wisdom.

This question covers a wide range. Any possible Christian teachings about gender discrimination, including teachings about what each gender is allowed or not allowed to do were accepted.

2 (a) Outline three Christian teachings about gender discrimination.

(3)

In the bible Paul teaches christians to challenge inequality and gender discrimination. It is believed that Jesus helped ~~us~~ on outcast women showing he loved both men and women. Thirdly it is believed God loves men and women but they just have different roles to play.



This candidate is awarded 3 marks.

Award one mark for each point identified:

- St Paul teaches to challenge inequality and discrimination (1)
- Jesus showed love to both men and women (1)
- It is believed God loves men and women but they have different roles (1)



Remember to record each teaching separately.

This candidate clearly had some understanding, but needed to record it accurately to be credited with any marks.

Question 2: Marriage and the Family

2 (a) Outline **three** Christian teachings about gender discrimination.

(3)

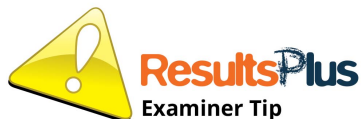
The ~~mate~~ ~~mate~~ male of the family goes out to do the
working whilst the female stays in and looks after the
children.
females ~~stay~~ should get better with more respect.



This candidate is awarded 0 marks.

The first part of the answer is a description, not a teaching.

The second part is not sufficiently accurate to be credited.



An outline must be more than one word or item of knowledge.

Question 2 (b)

Candidates were assessed on Section Two: Marriage and the Family.

Bullet point 2.5 – Christian teaching about family planning.

The question asked was:

"Explain **two** reasons family planning may be important for Christians".

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

Development consists of a piece of extra information, a reference to a source of wisdom, and quotes or examples. The development must be for the reason given and to the question asked.

In this question we are assessing the candidate's knowledge from bullet point 2.5 in the specification about contraception. Teachers should use the wording and specialist terminology in the specification to assist candidates in the understanding of questions.

(b) Explain **two** reasons family planning may be important for Christians.

(4)

Family planning is important to Christians because it enables them to control when they want children - resulting in every child being a wanted child.

It is also important because it allows Christians to build a stable home before bringing children into the world. Resulting in the child having the best life possible.



(b) items are point marked.
The candidate is awarded 4 marks.

The candidate gives two developed reasons:

- Reason One – Control when they want children (1)
- Development One - every child is a wanted child (1)
- Reason Two – Stable home before bringing children into the world (1)
- Development Two - child having the best life possible (1)



(b) items provide marks for four points, 2 for reasons and 2 for the development of each reason.

It helps to write answer which divide into 2 paragraphs, each containing a reason and a development.

The candidate is awarded 2 marks.

(b) Explain **two** reasons family planning may be important for Christians.

(4)

Family planning can be important as some believe that contraception shouldn't be used as God said 'Be fruitful and multiply' so sex should only be for reproduction and planned for



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The candidate gives two reasons:

- Reason One – It shouldn't be used because God said "Be fruitful and multiply"(1)
- Reason Two – Sex should only be used for reproduction (1)

It is important to remember that in the question we are assessing the candidate's knowledge from bullet 2.5 in the specification about contraception.



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Examiner Tip

It is good to use a source as the reason – in many other places a source can be accepted as a development of a reason.

Question 2 (c)

Candidates were assessed on Section Two: Marriage and the Family.

Bullet point 2.4 – Support for the family in the local parish.

The question asked was:

"Explain **two** ways the local parish tries to support families".

Candidates needed to answer by giving ways they are helped, not reasons why they are helped.

Candidates are asked to "Explain **two**" on (c) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks. They must also correctly use a source of wisdom in their answer which must be identifiable, relevant and linked to the way given in the answer.

The candidate is awarded 5 marks.

The candidate gives two ways these are developed and uses an accurate source of wisdom.

(c) Explain **two** ways the local parish tries to support families.

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

(5)

One way that the local parish tries to support families is by allowing children to attend Sunday school. This allows them to learn about the Christian faith. This can be shown by the quote (Matthew 19:1-12) 'let the children come to me, do not hinder them.'

One more way the local parish helps is by doing rites of passage/ sacramental ceremonies such as baptism or confirmation. This helps because God is involved in the family and can help them.



Way One – Offers Sunday schools (1)
Development One – to teach them about the faith
(a reason = extra material) (1)
Source – Let the children come to me (1).

This is Matthew but it is 19:14, not 19:1-12 as the candidate stated. Nonetheless, as it is Matthew, we can award the source. However, if they had given the wrong name of the Book/Gospel/writing, it could not be credited.

Way Two – Rites of passage (1)
Development Two – God is involved in family life
(expanding the way = extra material) (1).



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

The candidate is awarded 3 marks.

The candidate gives two ways: one of which is developed. HOWEVER there is no source of wisdom used to link to the way.

(c) Explain **two** ways the local parish tries to support families.

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

(5)

One way the local parish tries to support families is by organising local groups for the kids which can include Sunday school, letting teenagers run apart of the service etc. A second way the local parish tries is by also organising adult groups so the parents can meet other parents. Especially if there is a single-parent that would like to get to know their neighbours by going to a coffee group of some sort.
"Love thy neighbour"



- Way One – groups for the kids which can include Sunday schools (1)

This is not developed.

- Way Two – adult groups so parents can meet other parents (1)
- Development Two – get to know their neighbours (expanding the way = extra material) (1)

The source "Love thy neighbour" is then written at the end. It is not used to add to the answer, so it cannot be credited.



The source must be relevant and used as part of your reasoning.

Question 2 (d)

The focus of the marking is AO2 on the (d) items. As explained in the specification this means:

Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall mark.

The question asks candidates to "**Evaluate** this statement **considering the arguments for and against** and reach a **justified conclusion**" – there must be some consideration of the validity of the arguments used to gain the higher grades. Many candidates produced excellent answers giving reasons for and against, but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments, therefore restricting students' progression to the higher levels.

(d) items are marked using levels and awarding is carried out using "best fit" according to the level descriptors.

Candidates were assessed on Section One: Christian Beliefs

Bullet point 2.2 – Christian teachings about the nature and importance of sexual relationships.

The question asked:

"Sexual relationships are only for married couples."

Evaluate this statement considering arguments for and against.

In your response you should:

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

The candidate gains marks 5

The candidate has reached level 2 and was awarded 5 marks which is the middle of Level 2.

(d) "Sexual relationships are only for married couples."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Firstly, most Christians would see this as true as one of the 10 commandments state "Thou shalt not commit adultery", and therefore sex outside of marriage is not permitted by God, therefore they would agree with this statement.

Secondly, Christians see marriage as the appropriate environment to raise a family however without this marriage children are not going to be in a good environment for them too to become Christians as their parents do not follow its teachings.

Finally, sex should be seen as an opportunity for a married couple to show their love for each other. In the Bible it teaches that men and women who get married and have sex will become "one flesh" so to have sex outside of marriage is to take advantage of the gift God has given to humans.

However, humanists will see sex outside of marriage in a committed relationship as acceptable as they believe when two people plan to spend the rest of their life with each other, they should have sex if they wanted to with both partners consent.

Secondly, atheists ~~see~~ ^{may} see sex as a way to enjoy life and as long as two people give consent, there is no reason that they shouldn't be allowed.

Finally, Humanists ~~see~~ may see marriage as too expensive so therefore do not want to get married. However, they still act as any married couple would. Marriage brings God into a couple's relationship, yet without believing in God, Humanists will not see the point in a marriage.

(Total for Question 2 = 24 marks)

In conclusion, there are strong arguments from both sides of the statement. Christians see sex outside of marriage as adultery and breaking one of the 10 commandments. However, as Humanists do not believe in God, there is no need for them to get a marriage so can have sex when both partners want to.



(d) items are LEVEL marked and are NOT point marked.

This question does not have SPaG marks. Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2. So if they failed to mention either a Christian view or a non-religious view they cannot be awarded levels 3 or 4.

The candidate gained level 2 because...

- The candidate's superficial connections are made among many, but not all, of the elements in the question. It superficially used isolated knowledge from Christian and non-religious viewpoints.
- They showed a limited understanding of religion and belief.
- Limited judgements were made in the conclusion.

The candidate is awarded 5 marks, in the middle of the mark range for level 2 because most but not all the demands of the level descriptor are met.



There are many different ways to answer (d) items and gain marks, a template will not assure good marks.

Do not try to point mark (d) answers. They should be read completely and then assessed against the level descriptors to find a best fit.

The candidate gains 6 marks.

The candidate has reached level 2 and was awarded 6 marks, which is the top of Level 2.

(d) "Sexual relationships are only for married couples."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Many ~~and~~ conservative Christians would ~~agree~~ agree with this statement, particularly ~~the~~ Catholics. They believe that sexual relations are very special and important but must be reserved only for married couples as they require a strong dedication between partners to be appropriate. They regard married couples people ^{that} 'God has joined', they have made vows to each other and God - only this shows the dedication necessary for a sexual relationship. They also believe that allowing sex outside marriage will encourage adultery which is forbidden in the 10 Commandments: 'Thou shalt not commit adultery' (Exodus) as it disrespects the vows made to God.

However, more liberal Christians and non-religious people disagree. They believe that with modern contraception (e.g. condoms) the impact of sexual relations can be reduced as pregnancy can be prevented - thereby allowing unmarried couples to enjoy sex without ^{needing} ~~needing~~ to worry about having an unplanned child. Non-religious people in particular believe that attitudes to sex in the Bible reflect the ~~a~~ very conservative attitudes at the time the Bible was written rather than acting as good advice for modern life.

Overall, I believe sexual relations are appropriate for unmarried partners as they can still be equally committed to each other as a married couple and ~~modern~~ ~~contracept~~ ~~truly~~ love one another - ~~therefore~~

they should be allowed to express their love through sex.

⑤ As long as ~~none~~^{no one} is hurt by the sexual relationship then ~~it is deemed~~^{it is deemed} appropriate for married and unmarried people.



The candidate gained level 2 because....

They made connections among many, but not all of the elements in the question, showing a limited understanding of religion and belief.

The candidate made almost no attempt at appraisal, just a superficial judgement, leading to a conclusion that is not fully justified.

The candidate is awarded 6 marks in the top of the mark range for level 2 because nearly all the demands of the level descriptor are met.

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.5 – Christian religious celebrations

The question asked was:

"Outline **three** ways Christians may celebrate Holy Week".

The candidates needed to provide ways not reasons and they did need to be about Holy Week not Easter Sunday. Easter is a separate celebration in the specification.

This candidate is awarded 2 marks.

Three ways were required, not reasons why Holy Week is celebrated.

3 (a) Outline three ways Christians may celebrate Holy Week.

(3)

Christians may celebrate by ~~going~~ going to
mass.

Christians may celebrate by taking part in Lent

Christians may celebrate by not eating meat on
Good Friday.



(a) items are point marked – Outline requires three outlined points.

Some candidates answer using a list, which is not an outline and thus can only receive 1 mark according to the mark scheme.

This candidate is awarded 2 marks.

Award one mark for each point identified

- By going to Mass (1)

- By not eating meat on Good Friday (1)

By celebrating lent is not a way. This is too vague as it does not explain a way they do this.



You should be familiar with the requirements of the specification, not purely reliant on teaching materials. Examinations are set from the specification alone.

Question 3: Living the Christian Life

Palm Sunday
Maundy Thurs
Good Friday
Holy Sat

3 (a) Outline **three** ways Christians may celebrate Holy Week.

(3)

- On Maundy Thursday, Christians will receive the Eucharist at mass, to remind them of Jesus' teachings at the Last Supper.
- On Good Friday, Christians will go to a special service at Church to remember Jesus' sacrifice.
- On Holy Saturday, Christians rest ^{reconcile} and pray to God, to strengthen their relationship with God.



ResultsPlus
Examiner Comments

One mark is awarded for each point identified.

- Receive the Eucharist at Mass (1)
- Good Friday special service (1) (this identifies precisely what the special service is)
- Holy Saturday rest and pray (1)



ResultsPlus
Examiner Tip

Three separate sentences is a good idea.

Question 3 (b)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.2 – The role of sacraments in Christian life.

The question asked was:

"Explain **two** reasons why sacraments may be important for Christians".

Candidates are asked to "Explain **two**" on (b) items. Therefore, two reasons are required, and both need 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 reason given and to the question asked.

The candidate is awarded 4 marks.

(b) Explain **two** reasons why sacraments may be important for Christians.

(4)

One reason why sacraments may be important for Christians is that they show devotion to God, for example baptism as it cleans the sins of the new born child and allows the trinity to be with them. Another reason why sacraments may be important for Christians is that during the anointing of the sick the person who is unwell is passed into God's hands, either making them better or providing them a place in heaven where they will rest peacefully.



The candidate gives two developed reasons:

- Reason One – they show devotion to God (1)
- Development One - baptism clears the sins (1)
(examples are development)

Then a reason where the example, the Development, comes before the reason. We refer to this as reversed development.

- Development Two - Anointing of the Sick (1)
(examples are development)
- Reason Two – may make them better (1).



Examples linked to the reason given are a good form of development.

The candidate is awarded 4 marks.

(b) Explain **two** reasons why sacraments may be important for Christians.

(4)

One reason is because it accepts you into the church family. Christians believe that as Jesus was baptised, they should be as well.

Another reason is that it commemorates parts of Jesus' life. For example, the Eucharist commemorates the last supper.

A third reason is a quote from the Catechism of the Catholic Church, which states that 'the seven sacraments touch all the stages and all the important moments of Christian life'. This means that the sacraments are a big part of living the Christian life.



The candidate gives two developed reasons:

- Reason One – accepts you into the Church family (1)
- Development One - they should be baptised (1) (extra reasoning is development)
- Reason Two – commemorates part of Jesus' life (1)
- Development Two - Last Supper (1) (examples are development)

The third reason is not needed and not credited.



Writing reasons in separate paragraphs, like this candidate, is a good idea.

Question 3 (c)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.6 – The future of the Christian Church.

The question asked was:

"Explain **two** reasons why Christians carry out evangelical work".

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 and 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.

(c) items are point marked.

(c) items provide marks for five points, 2 for REASONS, 2 for the development of each REASON and one for an accurate source that relates to the REASON given.

The candidate is awarded 5 marks.

(c) Explain **two** reasons why Christians carry out evangelical work.

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

(5)

~~the~~ By carrying out evangelical work, you spread the word of Christianity and God. This is important as you follow the word of God which was shared by Jesus. A source of wisdom and authority is that Jesus roughly said to his disciples to spread the word.

~~the~~

They also carry out evangelical work because it makes more people follow the religion which means that more people have access to Heaven by following the teachings of Jesus.



The candidate gives two reasons. These are developed AND there is an accurate source of wisdom used appropriately.

- Reason One – Spread the word of God (1)
- Development One – follow the word of God shared by Jesus (a reason = extra material) (1)
- Source – Spread the word – paraphrase of "preach the gospel" Mark 16:15 (1)
- Reason Two – More people follow the religion (1)
- Development Two – More have access to heaven (expanding the way = extra material) (1)



GENERIC advice for candidates to what constitutes a source of wisdom:

·They do not have to reference a quote or quote it word for word.

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

The candidate is awarded 5 marks.

(c) Explain **two** reasons why Christians carry out evangelical work.

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

(5)

Firstly, Christians carry out evangelical ^{work} because it is what Jesus told his disciples to do. Therefore should follow in his commands as he is God incarnate.

An example to support this would be when Jesus roughly says go forth and spread the gospel.

Secondly, Christians carry out evangelical work as it is the right thing to do. Therefore as a result of spreading the gospel they will go to Heaven.



The candidate gives two REASONS. These are developed and then a valid source of wisdom is provided.

- Reason One – What Jesus told his disciples to do (1)
- Development One – follow his commands as he is God incarnate (1)
- Source One - Go forth and spread the Gospel (1)
- Development Two – The right thing to do (1)
- Reason Two – as a result they will go to heaven (1)



Sources can be paraphrased, however they must be recognisable.

Question 3 (d)

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

AO2 constitutes 50% of the overall marks on this paper.

The question is "**Evaluate** this statement **considering the arguments for and against** and reach a **justified conclusion**" – there must be some consideration of the validity of the arguments used to gain the higher grades. Many candidates produced excellent answers giving reasons for and against, but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting students' progression to the higher levels.

(d) items are marked using levels and awarding is carried out using "best fit" according to the level descriptors.

Candidates were assessed on Section Three: Living the Christian Life:

Bullet point 3.1 – Christian worship

The question asked:

"All Christians should worship in the same way. 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.

Please note that candidates were required to give different Christian points of view.

The statement was about the different understanding about liturgical and non-liturgical worship. Most candidates were able to recognise this, but few were able to compare and contrast the different Christian arguments or appraise their argument.

The candidate gains 3 marks in total.

The candidate has reached level 1 and was awarded 1 mark + then 2 marks for SPaG.

*(d) "All Christians should worship in the same way."

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.

(15)

Not all Christians should worship the
in same way. Some prefer to do
either a group prayers at a
church or at home in their
own time so they can
speak to a God one on one.
Personally I think that Christians
should not all pray in the
same way as they want have the
freedom they deserve.



(d) items are LEVEL marked. They are NOT point marked.

The candidate gained level 1 because....

The candidate identifies information/issues, underpinned by isolated elements of understanding of religion and belief.

The candidate is awarded 1 mark at the bottom of the mark range for level 1 because not many of the demands of the level descriptor are met.

SPaG was awarded 2 marks, in this example:

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.
- The candidate uses a good range of specialist terms as appropriately.



Candidates can write on the exam paper and cross out the elements required.

The candidate gains 8 marks in total.

The candidate has reached level 2 and was awarded 5 marks + then 3 marks for SPaG.

*(d) "All Christians should worship in the same way."

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.

quotes?

(15)

Christians have different worship methods suited to them. One form of worship is liturgical that ~~many~~ ^{many} Anglicans use. This consists of a set form of words or ~~hymns~~ ^{hymns} that usually are read from the Book of ~~Common~~ Common Prayer. ~~That~~ Christians use this form of worship as they like to keep tradition and they believe the ancient ~~etc~~ Christian sayings or sacred ~~and~~ should be repeated for generations. However, ~~some~~ other Christians ~~do~~ prefer to worship differently as they ^{prefer} ~~do~~ like to not ~~to~~ follow an agreed ^{form} set ^{of} words. This can give Christians more freedom to express ~~the~~ ^{their} devotion and love to God. Another form of worship is individual worship. This is private prayer where Christians ^{may} feel closer to a God. They can ask more personal questions and connect privately with God. It can make them

have a special relationship with God.

##

To conclude, I believe Christians should choose how to pray to God and as it is a personal time with God to ask him for advice or thanking him and it should be a relaxed time to say to speak in any form of worship to him.



The candidate gained level 2 because...

- The candidate's superficial connections are made among many, but not all, of the elements in the question.
- It did not really go beyond recording arguments for and against. They showed a limited understanding of religion and belief.
- Judgements of a limited range of elements in the question are made.
- The candidate is awarded 5 marks in the middle of the mark range for level 2 because most but not all 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 appropriately.



AO2 needs to be evidenced in (d) items.

Candidates must use their knowledge and understanding to put forward arguments for and against and then they must assess the validity of their argument.

Question 4 (a)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.1 – Christian teachings about the origins and value of the universe.

The question asked was:

"Outline **three** Christian beliefs about the origins of the universe".

The candidates needed to provide beliefs about the universe which is bullet 4.1, not beliefs about the origins of human life, which is Bullet 4.3 in the specification.

This candidate is awarded 2 marks.

4 (a) Outline **three** Christian beliefs about the origins of the universe.

(3)

Christian believed that God created everything.
Christian don't believe in the Big Bang.
Christian believe that ~~every life is~~ all of
God's creations are precious.



ResultsPlus
Examiner Comments

Award one mark for each point identified:

- God created everything (1)
- Don't believe in the Big Bang (1)

The next parts are not about Christian beliefs about the origins of the universe.



ResultsPlus
Examiner Tip

Candidates should read the questions carefully to discern what is required in their answers.

This candidate is awarded 1 mark.

One mark for each point identified:

- The Big Bang Theory (1)

4 (a) Outline **three** Christian beliefs about the origins of the universe.

(3)

one Christians belief about the universe
is the big bang theory,



ResultsPlus
Examiner Comments

If it states three reasons, always try to give three reasons.



ResultsPlus
Examiner Tip

Candidates should provide 3 full sentences to answer an (a) item

Question 4 (b)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.8 – Christian responses to issues in the natural world.

The question asked was:

"Explain **two** reasons why Christians believe they should be stewards of the natural world"

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

Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked.

(b) items are point marked. Two developed beliefs are required.

(b) items provide marks for four points. 2 for reasons and 2 for the development of each reason.

The candidate is awarded 4 marks.

(b) Explain **two** reasons why Christians believe they should be stewards of the natural world.

(4)

one reason why christians believe they should be stewards of the natural world is because god gave us the world as a gift. therefore it is our responsibility to look after it.

another reason why christians believe they should be stewards is to keep the earth a ^{pleasant} good place for the future generations. this is so other people are able to enjoy the world.



The candidate gives two developed reasons:

- Reason One – God gave it as a gift (1)
- Development One - our responsibility to look after it (1)
- Reason Two – keep the world a pleasant place for future generations (1)
- Development Two - so other people are able to enjoy the world (1)



Ensure you read the secondary command word in each question. In this case it is 'reasons'.

The candidate is awarded 2 marks.

(b) Explain **two** reasons why Christians believe they should be stewards of the natural world.

(4)

• so they can care about the world

• caring for each other

• Taking care of the ~~the~~ natural world



The candidate gives two reasons:

- Reason One – So they can care about the world
(1)
- Reason Two – So they can care about each other
(1)

The rest of the information is repetition.



Try to vary your answers as much as possible to avoid overlapping material.

Question 4 (c)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.6 – Christian responses to non-religious arguments against life after death.

The question asked was:

"Explain **two** Christian responses to arguments against life after death".

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 and 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.

This item was straight off the specification using almost the exact wording and yet it causes some candidates difficulty and they assumed it was looking for arguments against life after death therefore received no marks.

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.

(c) items provide marks for five points, 2 for RESPONSES, 2 for the development of each RESPONSE and one for an accurate source that relates to the RESPONSE given.

The candidate is awarded 4 marks.

(c) Explain **two** Christian responses to arguments against life after death.

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

(5)

Some Christians would say that life after death only comes to those who have worked hard and deserve it, since it is a reward from God for looking after the world.

Other Christians would say there is no proof of life after death since the human mind cannot ~~possess~~ possess God's creation and therefore will not understand life after death.



The candidate gives two responses. These are developed, HOWEVER there is no accurate source of wisdom.

- Response One – Comes to those who have worked hard and deserve it (1)
- Development One – God's reward (1)
- Response Two – the human mind cannot possess God's creation (1)
- Development Two – Therefore you will never understand life after death (expanding the way = extra material) (1)



GENERIC advice for candidates to what constitutes a source of wisdom:

- You do not have to reference a quote or quote it word for word.
- Enter the gist of the paraphrase and 'Bible' or 'Christian teaching'.
- If you state that it is in John 1:18 and then state another verse from John – then this can be awarded. We are not holding candidate to 'verses' but it must be the correct book.
- If you give the paraphrase and then puts (John 1:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored.
- If you quote Jesus and it was Paul or vice versa; and the quote is not accredited to them, it is not awarded.

(c) items are point marked.

The candidate is awarded 1 mark.

(c) Explain **two** Christian responses to arguments against life after death.

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

(5)

Some people believe that when you die that's it as "one life is enough". Others say you're judged then sent to heaven or hell. Mediums prove that your body dies and spirit lives on (ghosts) and does paranormal activity. Finally people say you are reincarnated as something good or bad depending on how you've been in your life.



ResultsPlus
Examiner Comments

Much of this information is not identifiably Christian:

- Response One – you're judged and sent to heaven or hell (1)

You should give Christian teachings and Christian beliefs about life after death in response to assertions that there is no life after death.



Be familiar with basic Christian beliefs on this paper.

Question 4 (d)

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

AO2 constitutes 50% of the overall marks on this paper.

The question is "**Evaluate** this statement **considering the arguments for and against** and reach a **justified conclusion**". There must be some consideration of the validity of the arguments used to gain the higher grades. Many candidates produced excellent answers, giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting students' progression to the higher levels.

(d) items are marked using levels and awarding is carried out using "best fit" according to the level descriptors.

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.4 – Implications of the value and sanctity of life for the issue of abortion.

The question asked:

"Abortions should never be allowed

Evaluate this statement considering arguments for and against".

In your response you should:

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

Please note that as required in the bullet point in the question, candidates were required to give an ethical argument.

Candidates were able to give knowledge and understanding of this issue, sometimes at length, but very few were analytical in their approach and limited themselves to level 2 as a best fit.

The candidate has reached level 3 and was awarded 7 marks.

(d) "Abortions should never be allowed."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some Christians will agree with this statement because they believe life begins at conception they also believe in ~~one of~~ the Commandments one of which states 'thou shall not kill' and because life ~~beginning~~ begins at conception abortion is killing a life. Also, most Christians believe that the purpose of sex is procreation and if the parents did not intend to have a child they should not have sex as they believe in the sanctity of life which means all life is holy and should not be taken away except by God.

On the other hand, some people may disagree with this statement due to situational ethics. For example if the parents are too poor to look after a child they should not be forced to have one. Or if the mother of the foetus was raped etc and cannot mentally cope with ~~giving~~ giving birth. Perhaps the child will be born disabled or kill the mother during child birth?

In conclusion, I believe that abortion is okay if ethically it's better for the baby to be born as it is the lesser of the two evils compared

to forcing the parents to give birth and the child grow up with a bad life



The candidate gained level 3 because....

The candidate deconstructed in a simple way religious information, leading to coherent and logical chains of reasoning that consider different viewpoints.

They showed an accurate understanding of religion and belief. They referred to deontology and situation ethics.

They made limited judgements leading to a partially justified conclusion.

The candidate is awarded 7 marks at the bottom of the mark range for level 3 because only some of the demands of the level descriptor are met.



Be familiar with the requirements in the levels mark schemes.

This question does not have SPaG marks.

It is out of 12

The candidate gains 9 marks

(d) "Abortions should never be allowed."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some Christians would agree as ^{Catholics} they believe that a baby has a life straight after it has been conceived. ^{Christians} Catholics would argue that abortion is murder and therefore you are going against the ~~de~~ Decalogue which roughly states thou shall not kill. However, it could be argued that the mother may not be physically able to look after it, therefore should abort it. Although it could then be argued that they shouldn't have had a sexual relationship if they didn't want to procreate; therefore going against God's plan. Some Christians also believe in the sanctity of life and that all life is holy; therefore there is a reason for the child to be born and that it has everything to do ~~is~~ with God's plan. This is a convincing argument as ~~they~~ Christians believe that only God can give and take life, therefore ~~is~~ we shouldn't play God as it will result in going to Hell.

Humanists would disagree as they believe that a baby doesn't become a human until way after 24 weeks. Some Christians would argue that it has a heartbeat therefore it is a human. However, it could also be argued that if the mother can't look after it due to ~~help~~ health problems then it shouldn't be

born as the woman has the right to choose what happens to the child. ~~How~~ Humanists would also argue the idea of utilitarianism which shows the greater happiness for the greater ~~number~~ numbers. Therefore a child should be brought into the world if it is unwanted.

In conclusion, the strongest argument is that abortion should be allowed if the ~~sc~~ circumstances are serious and the law in the UK for abortion states that abortion can only happen if two doctors give consent.



The candidate reached level 3 and was awarded 9 mark which is the highest mark in Level 3

The candidate gained level 3 because....

- The candidate deconstructs religious information and issues, leading to coherent and logical chains of reasoning that consider different viewpoints.
- They show an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.
- They begin to use reasoned judgements of the elements in the question.
- Judgements are supported by the appraisal of evidence towards the end of each paragraph, some of which is superficial, leading to a partially justified conclusion.
- The candidate addresses all the elements in the question including ethical theories when they refer to Utilitarianism.

The candidate is awarded 9 marks, the top of the mark range for level 3 because the demands of the level descriptor are met, however they did not show the requirements described in level 4.



Practice writing argument in a concise way.

Paper Summary

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

- Answer (a) items in outlines, for example full sentences
- Provide 3 sentences for (a) items, each on a separate line
- (b) items should have 2 developed reasons and not more than 2
- development may be (1) examples, (2) quotes, (3) extra relevant material
- development must link to the reason given and still answer the question set
- (c) items are similar to (b) items but should also use a source as a fifth element
- the source of wisdom may be a paraphrase but should be identifiable
- the source of wisdom must be linked to the reason given
- (d) item responses must show AO2 skills to get high marks
- (d) items must show an appraisal of the argument and not simply rely on a set format
- Level descriptors should be used to mark (d) items, not point marking.

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>

