

Examiners' Report
June 2018

GCSE Religious Studies B 1RB0 2B

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B - Beliefs in Action

Paper 2: Area of Study 2 – Religion, Peace and Conflict

Option 2B – Christianity

This paper contributes to 50% of the overall award. The paper includes four questions, each covers a section of the specification, candidates are expected to answer all four questions; 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 about the issues of peace and conflict and crime and punishment. This unit 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 suffering causes problems for Christians'.

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

The candidate is awarded 0 marks.

- It can be caused by a natural way.
- It can be caused because of other people.
- It can be caused by someone's sin.
- It can be caused by a natural way.
- It can be caused by a person.
- It could be because of an earthquake or someone stealing your things.



The candidate gives examples or causes of suffering rather than the problems it causes. Marks can only be awarded when the candidate answers the question set.



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

The candidate writes three sentences outlining three ways.

One way suffering causes problems for Christians is because it means more people need help. Another way it causes problems is because it means it is harder to keep peace. Another way it causes ~~suffering~~^{problems} is because it means there is more disruption which could lead to conflict.



Three marks are awarded for:

- It means more people need help (1)
- It is harder to keep peace (1)
- There is more disruption (1) this is a different piece of information so should be credited.



Make sure you have three distinct sentences to gain marks.

Question 1 (b)

Explain **two** ways belief in the Trinity is shown in Christian worship.

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.

This question proved difficult for candidates who failed to read the question carefully and ignored the part of the question stipulating the ways the Trinity is shown in Christian worship and instead described the Trinity.

The candidate is awarded 0 marks.

(b) Explain **two** ways belief in the Trinity is shown in Christian worship.

(4)

One way is God the son, which links to
Jesus, which is who christians believe is Gods son.

Another way Trinity is shown is from God the
father which links to God being Jesus's ~~father~~.



The candidate is unable to give any ways.



Candidates should read the question very carefully

The candidate is awarded 3 marks

One way they show their belief in Trinity through worship is by ~~hand~~ performing cross during prayer. This is to dedicate their faith to the 'son' part of the Trinity, which is Jesus Christ.

Another way they do this is by baptism. When a baby is baptised, the vicar will draw a cross using holy water on the babies head and state 'In the name of the father, the son & the holy spirit'



The candidate gives two ways and the second is developed:

- Way One - Performing the cross during prayer (1)

The next part is not about Trinity so cannot be credited - dedicate their faith to Jesus

- Way Two - by baptism (1)
- Development Two - stating the Trinitarian formula (1)



Always try to develop the way.

Question 1 (c)

Bullet point 1.2 – The creation of the universe.

The question asked was:

Explain **two** ways the Bible describes the creation of the universe.

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.

Information about the creation of Adam and Eve cannot be credited in this example as this is about creation of humanity not creation of the universe.

(c) Explain **two** ways the Bible describes the creation of the universe.

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

(5)

One way the bible describes the creation of the Universe is when it says that God put light into the world which means that he had put light into the world first.

Another way the bible describes the creation of the Universe is when the bible says that Adam and Eve were sent down by God, after creating the Universe.



The candidate gives one accurate way:

- Way One – God put light into the world (1)

Then there is repetition about light into the world

Then there is information about the creation of Adam and Eve, which cannot be credited as this is about creation of humanity not creation of the universe.



Try to learn sources of wisdom and be able to use them accurately and in context in your exam.

(c) items are point marked.

This candidate was awarded 5 marks.

(c) Explain **two** ways the Bible describes the creation of the universe. ^{- created in 6 days}

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

(5)

One way that the bible describes the creation of the universe is that it happened in 6 ~~7~~ days. The bible explains how ^GGod added different things to the universe on each day, and on Sunday he rested. The bible says also that the universe is "his creation", meaning that the universe belongs to God.

Another way that the bible describes the creation of the universe is that it was in ^GGod's image. This means that ^GGod created the universe for reflecting his own power and security, ^{intending} ~~intending~~ it to be perfect.



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

- Way One – it happened in six days (1)
- Source – added things to the universe on each day and on Sunday he rested (1) – this is a paraphrase of Genesis 1 which can be accepted as a source
- Development One - as the universe belongs to God – this is extra and different material, so it is development (1)

There is then information about the universe being in God's image - this refers to humanity not the universe so cannot be credited. Only accurate information can be credited.

- Way Two – Universe reflects his power and beauty (1)
- Development Two – intending it to be perfect (1)



The source of wisdom can be given as a recognisable paraphrase.

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 1.5 – The nature and significance of salvation and the role of Christ within salvation.

The question asked:

'Atonement is all that is needed for people to be saved.'

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 on the question are candidates required to give a non-religious response.

The statement was about the different understandings about salvation and whether atonement is needed or not. Better scoring candidates referred to the sacrificial death of Jesus, and faith shown by action, and candidates who struggled generally misunderstood the concept of atonement.

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

The candidate gains 4 marks in total.

The candidate has reached level 1 and was awarded 1 mark + 3 marks for SPaG.

*(d) "Atonement is all that is needed for people to be saved."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

~~exam~~ I am arguing for the statement as Atonement helps people forget about their sins and what they have done so they don't have to worry about anything



The candidate gained level 1 because...

The candidate is able to provide information among a limited range of elements in the question.

This gives an isolated element of understanding of religion and belief.

The candidate is awarded 1 mark in the bottom of the mark range for level 1 because a small number of the demands of the level descriptor are met.

SPaG was awarded 3 marks in this example because:

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



Please ensure you address all the bullet points in the question.

Do 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 you any credit.

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

The candidate gains 11 marks in total.

*d) "Atonement is all that is needed for people to be saved."

oneness of humanity - relationship restored.
Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

For
"be shepherds of God's flock"
- work together -
• No evil like Adam & Eve

Against
• Salvation
• "those who"
• "forgiveness"
Hell (15)

Some Christians would agree as atonement is the oneness of humanity and the restoration of the perfect relationship with God so if this is achieved humans will have the perfect life like Adam and Eve had before they disobeyed God with no evil or suffering. This shows they will be saved from the evil in the world which was a result of Adam and Eve's sin. Also, some Christians would believe that as atonement refers to the oneness of humanity, if everyone works together they can be saved. They are told to do so by the Bible which says "be shepherds of God's flock" which teaches Christians to bring everyone together. Christians would want to follow this as by following the teachings of God they are more likely to achieve their ultimate aim of salvation.

However, this could mean that some Christians believe salvation is needed for people to be saved and then atonement can be achieved. This is because Jesus came to the world to bring salvation and Christians are taught that "those

who believe in Jesus will have eternal life." ~~so~~ So in order to get eternal life ^{which} ~~and~~ ^{and} atonement ~~for~~ Christians must follow Jesus. This means that they should accept ~~the~~ ^{the} grace that he gave in order to achieve the salvation that he brought. This suggests Christians would see salvation ~~as~~ something that's also needed to be saved.

In conclusion, I disagree because Christians believe that for atonement to happen they need to achieve salvation and also despite atonement not everyone is saved as those who do not believe in Jesus go to hell.



The candidate reached level 3 and was awarded 8 marks + then 3 marks for SPaG

The candidate gained level 3 because....

The candidate deconstructs religious information at many points. They write coherent and logical chains of reasoning that consider different viewpoints.

They have made connections among many, but not all, of the elements in the question.

At the end of each paragraph the candidate constructs coherent and reasoned judgements of many, but not all and begins to make judgements

The candidate begins to appraise evidence in each paragraph.

They write a partially justified conclusion.

The candidate is awarded 8 marks in the middle of the mark range for level 3 because more demands of the level descriptors for 3 rather than 2 are met.

SPaG was awarded 3 marks, in this example, because

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



You should ensure you take opportunities to assess and analyse the validity of the evidence supporting the statement.

Question 2 (a)

Candidates were assessed on Section Two: Crime and Punishment, Bullet point 2.4 – Christian attitudes towards punishment.

The question asked was:

Outline **three** Christian teachings about punishment.

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

(a) items are point marked, the outline requires three outlined points.

Some candidates may 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 3 marks.

2 (a) Outline **three** Christian teachings about punishment.

(3)

Christians ^{usually} believe in 'an eye for an eye' however in the second testament it is advised to always forgive those who have done wrong and to 'turn the other cheek'. So literal Christians would follow the bible and always forgive.
Many Christians believe God is the only rightful person to punish someone



Award one mark for each point identified;

- An eye for and eye (1)
- Always forgive those who have done wrong (1) (which is developed and there are no marks for developed) in an (a) item
- Only God should punish (1)

It does not make any difference whether a candidate uses bullet points or not.



If you record each teaching separately, it makes it easier to read for those who are marking your script.

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

2 (a) Outline **three** Christian teachings about punishment.

(3)

1) No second chances.

2) bad person
they

3) and go to hell



This candidate is awarded 0 marks as the candidate has not given 3 accurate teachings even as a list.



To gain 1 mark for a list 3 responses in the list must be correct.

Question 2 (b)

Candidates were assessed on Section Two: Crime and Punishment, Bullet point 2.7 – Christian teachings about the treatment of criminals.

The question asked was:

Explain **two** Christian teachings about the treatment of criminals.

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.

It appears that many candidates were not able to provide development for this question; it is important that candidates know the teachings and are able to explain them and give examples of their use.

(b) items are point marked and two beliefs are required.
This candidate is awarded 2 marks.

Christian (4)
one teaching about the treatment of criminals
is that they should be treated fairly and
helped to become ~~pett~~ better citizens.



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

The candidate gives two reasons:

- Reason One – Be treated fairly (1)
- Reason Two – become better citizens (1)



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

The candidate is awarded 4 marks.

The candidate gives two developed reasons.

One christian teaching about the treatment of criminals is that they should be forgiven.
E.g. when Jesus told everyone to forgive the lady that was caught ^{with} ~~doing~~ adultery.
Another christian teaching is that you should 'Love thy neighbour' which is saying you shouldn't hate anyone which links to the idea that criminals should not get hate or treated differently.



- Reason One - Should be forgiven (1)
- Development One - the example of Jesus forgiving the woman (1)
- Reason Two - Love thy neighbour (1)
- Development Two - criminals should not be treated differently (1)



A source can be accepted as a development of a reason.

Question 2 (c)

Candidates were assessed on Section Two: Crime and Punishment, Bullet point 2.3 – Christian teachings about good evil and suffering.

The question asked was:

Explain **two** ways Christians explain why people suffer.

Candidates needed to answer 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.

Candidates giving better answers referred to free will, moral and natural evil. Less able candidates tried to shoehorn in the inconsistent triad, and they gained no marks.

(c) items are point marked.

The candidate is awarded 2 marks.

Some people suffer from different things some people suffer from not having enough food or drink.

Some people suffer from family and friends dying ~~the~~ and people want to end up like them.



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

The candidate gives two ways; these are not developed:

- Way One – Not have enough food or drink (1)
- Way Two – Family and friends die (1)



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

(c) items are point marked.

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

The candidate is awarded 5 marks.

One way Christians explain suffering is that god is testing us to see how loyal we are the story of Job shows us that god took away his money, home, friends, children and wife till he was all alone and then because he was still loyal to god he was rewarded with more money, children and got everything back. Another way Christians explain suffering is Adam and Eve breaking gods rule and passing us the 'original sin' so we are all born as sinners that are being punished for their sin of disobeying god.



The candidate gives two ways. These are developed and there is an accurate source of wisdom.

- Way One – God is testing us (1)
- Development One – to see how loyal we are (1)
- Source - Paraphrase of Job (1)
- Way Two – breaking God's rule (1)
- Development Two – punished for their sin (1)



Always use a relevant source.

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, 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 Two: Crime and Punishment, Bullet point 2.1 – Christian attitudes towards justice.

The question asked was:

'Justice is important for victims.' Evaluate this statement considering arguments for and against.

Candidates needed to have a greater understanding of the concept.

In your response you should:

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

Please note that candidates were required to give a non-religious response, this did not have to be specifically Humanist or atheist.

The statement was designed to evaluate different understandings about justice and whether it is needed for victims specifically or not. Better scoring candidates referred to justice and were able to refer to biblical examples and explain that biblical evidence gave the answer weight; candidates who struggled misunderstood the concept of justice or did not refer to the victim, referring to the perpetrator instead.

This question does not have SPaG marks and it is out of 12.

This candidate gains 7 marks.

deserve
~~deserve~~ the right to be fair unbiased trial. ~~In the Quran~~ In the bible it
states 'Do not pervert justice.' Therefore this suggests that as we were
all created by God, we should deserve the same rights because we will be
the one ~~to~~ ^{to} decide in our afterlife whether we will go to heaven or hell.

Finally another reason against the statement is that we are all sinners.
Therefore we don't have the right to judge or give someone less human
rights because we are all guilty of going against God.

(Total for Question 2 = 24 marks)

Finally another reason ^{for} against the statement is that it is the
only way to achieve peace. By getting ~~what~~ what is deserved to Christians
the people who have done wrong towards them, means that, it
can ~~rehabilitate~~ ^{change} criminal ~~but~~ always for them meaning that it can
remove back to forgiveness.

In conclusion I ^{feel} ~~feel~~ that Justice is important for nations because
they ~~have not~~ ~~been~~ ~~against~~ ~~the~~ ~~victims~~ ^{you} with Allah hates

In conclusion I think that justice is important for everyone
because ~~we~~ we were created from God's image and we will
be judged properly ~~at~~ on the Day of Judgement.



The candidate gained level 3 because....

The candidate deconstructs religious information at many points. They write coherent and logical chains of reasoning that consider different viewpoints.

They have made connections among many, but not all, of the elements in the question.

At the end of each paragraph the candidate constructs coherent and reasoned judgements of many, but not all and begins to make judgements.

The candidate begins to appraise evidence in each paragraph. They write a partially justified conclusion.

The candidate is awarded 7 marks, the bottom of the mark range for level 3 because not all of demands of the level descriptors for 3 rather than 2 are met.

There is lots of information here but some is general, and it could provide more deconstruction of religious information and issues, leading to coherent and logical chains of reasoning that consider different viewpoints.



Do not become too general in your answers.

This question does not have SPaG marks and is out of 12.

The candidate gains 5 marks.

Firstly, most Christians would agree with this statement because they believe that no matter who you are and what type of situation you're in, all of humanity should be treated fairly, 'God created you in his own image'. Therefore, most Christians would follow God's commands and teachings then they should believe victims should be treated with justice. Secondly, Christians would agree with this statement, 'treat people the way that you would want to be treated'. Therefore, Christians should give victims justice because they would want justice themselves.

Firstly however, non-religious people would think there might be a certain reason why they are a victim, for example, the victim could have done something in the past so make them be in this state to be a victim. Secondly, most people in modern society believe that victims should have justice because, at

the end of the day, we are already all human, therefore it doesn't matter if you're religious or not, most people think that victims deserve to be treated fairly.



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

The candidate gained level 2 because....

The candidate superficial connections are made among many, but not all, of the elements in the question - it is able to use knowledge from the Christian perspective and isolated knowledge from a non-religious viewpoint.

They showed a limited understanding of religion and belief.

A conclusion was given with no appraisal of the evidence.

It is really important to use the level descriptors to find the level, rather than look for a number of facts. These are AO1.

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.



Remember to mention either a Christian view or a non-religious view so you can be awarded levels 3 or 4.

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life, Bullet point 3.3 – The nature and purpose of prayer.

The question asked was

Outline **three** types of prayer.

The candidates needed to provide types, not ways or reasons, and these could be varied but not named examples.

(a) items are point marked. An outline requires three outlined points.

This candidate is awarded 3 marks.

3 (a) Outline three types of prayer.

(3)

One type of prayer is singing hymns.
Another type of prayer is reading passages from the bible.
A final type of prayer is the lords prayer.



This candidate outlined three types.

- Singing hymns (1)
- Reading passages from the Bible (1)
- Lord's Prayer (1)



Each type needs to be in its own standalone sentence to be an outline.

This candidate did not provide an outline only a list.

3 (a) Outline **three** types of prayer.

(3)

• community • praise
• Seeking forgiveness
• worship



Three TYPEs are required.

This candidate has answered using a list which is not an outline and thus can only receive 1 mark according to the mark scheme.

This candidate is awarded 1 mark.

All types identified in the list are correct – if any one type was incorrect it would get 0 marks.



Three separate sentences is a good idea.

Question 3 (b)

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

The question asked was:

Explain **two** different Christian attitudes towards the use of sacraments.

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.

Candidates need to show knowledge and understanding of 2 attitudes to sacraments. Comparing denominations was an ideal way to do this.

(b) items are point marked. Two attitudes are required.

The candidate is awarded 3 marks.

(b) Explain **two** different Christian attitudes towards the use of sacraments.

(4)

A sacrament is a physical action or ceremony to feel a spiritual blessing.

A Christian teaches two sacraments, one of which being Baptism. The Roman Catholic Church teaches seven. Sacraments are outlined by Jesus

and the person is said to feel blessed and

a connection to Jesus/God when they take place.

So many Christians have a positive attitude to them.



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

The candidate gives two attitudes, one of which is developed:

- Attitude One – they are a special blessing (1)
- Attitude Two - Some Christian think there are 2 (1)
- Development Two - Catholics think there are 7 (1)

The rest of the answer does not add to the first reason and therefore cannot be credited.



Examples linked to the reason given are a good way of gaining marks.

This candidate is awarded 4 marks.

one Christian attitude towards the sacraments is that they are important as you are choosing the path of god and to have god as part of your life. Sacraments are seen as important as you are committing yourself to god

~~an~~ an opposing Christian view is that the sacraments are not important and that if you follow the god and his rules and the ~~bibet~~ bible then it doesn't matter if you have been through the sacraments.



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

The candidate gives two developed attitudes:

- Attitude One - choosing the path of God (1)
- Development One - have God as part of your life (1) (extra information is development)
- Attitude Two - Some think it is not important (1)
- Development Two - follow God and his rules (1)



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 missionary work is important for some Christians.

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 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 missionary work is important for some Christians.

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

(5)

One reason why missionary work is important to Christians is because they can spread their faith across to different ~~pea~~ people and this will encourage others to want to convert into their religion. This view is supported by the teaching of Jesus saying "preach the gospel to all creation", so Christians would be following this teaching. Another reason for missionary work is that it helps others who are in need and in poverty. Christians do this because Jesus has told them that they should give to charity and care for others and "treat others how you would want to be treated" which tells them that everyone deserves to be treated well so that they can go to heaven.



The candidate gives two REASONS. These are developed AND there is an accurate source of wisdom:

- Reason One – Can spread their faith (1)
- Development One – encourage others to convert (1)
- Source - Jesus said preach to all creation (1)
- Reason Two – Helps others in need (1)
- Development Two – Treat others.... (source = development) (1).



Sources can be paraphrased, however they must be recognisable.

The candidate is awarded 2 marks.

One reason why missionary work is important to for some christians is because it gets the person closer to God, and it makes their beliefs stronger.



The candidate gives one developed reason and no source.

- Reason One – Closer to God (1)
- Development One – makes their belief stronger (1)

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/appraisal 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 was: 'Worship should have no formal structure.' 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, neither in the bullet point, nor on the question, are candidates required to give a non-religious response.

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 arguments or appraise their argument.

The candidate gains 9 marks in total.

* (d) "Worship should have no formal structure."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings for - non-liturgical
- refer to different Christian points of view against - liturgical
- reach a justified conclusion. \ god judges everyone
he alone

(15)

On one hand, a Christian may agree with the ~~statement~~ ^{statement} because non-liturgical worship is more ^{lively} ~~able~~ and brings people together with ^{gospel} ~~gospel~~. This means that because non-liturgical worship is about enjoying yourself and while you are praying to ^{to} ~~to~~ God, there is a ~~more~~ feeling of contentment and as if you are part of a community, therefore making the idea of ~~non-liturgical~~ ^{non-liturgical} worship more appealing and ^{enjoyable} ~~enjoyable~~, and therefore agreeing with the statement.

On the other hand, a Christian may disagree with the statement and say that liturgical worship, which has a formal structure is better. This means that for every service there is a clear focus on God, and all of the features of Christianity, including sacraments, such as the ~~the~~ Eucharist, can be done. Also the fact that it is more formal means that there is a greater focus on ^{to} ~~to~~ God with no distractions, making the connection between worshippers and God more prominent.

Finally, another Christian may agree with the statement, because they may believe that God treats everyone equally,

and form no judgement that it is different for different people. This means that ~~it~~ it does not matter how you worship towards God, ~~it will not~~ all that matters is the idea that you are worshipping and the connection between you and God will always be present.

To conclude, in my opinion there should be no structure to worship, because it does not matter how you worship God, or where, because he will welcome everybody equally whether they are worshipping formally or not.



The candidate has reached level 2 and was awarded 6 marks + 3 marks for SPaG.

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 6 marks at the top of the mark range for level 2 because nearly all of the demands of the level descriptor are met and there is the beginning of an appraisal shown.

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.



You can write on the exam paper to plan as required.

The candidate gains 4 marks in total.

The candidate has reached level 1 and was awarded 1 mark + 3 marks for SPaG.

Firstly, Christians traditionally practice non-liturgical worship, meaning that there is no structure or arrangements to the prayer. However, it could be said that Christians who attend church on only a special day or ~~other~~ occasion means you are following a fixed pattern.

Non-religious people may believe that all worship is liturgical due to lack of knowledge on the topic. Only few Christians will pray publically to achieve evangelism, however this is not often done at all.

Finally, I think that the statement is true as worship can be performed at any time or location in Christianity,

which is not the case in some religions. Also, worship should be performed in order to suit personal ambitions or situations, therefore, no formal structure can be arranged.



The candidate gained level 1 because...

The candidate makes superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.

Judgements are supported by generic arguments to produce a conclusion that is not fully justified.

The elements missing in this response are that it shows arguments for and not against and it does not give a conclusion. This means it cannot go beyond L2.



Practice arguing for and against judgements before the exam.

Question 4 (a)

Candidates were assessed on Section Four: Peace and Conflict, Bullet point 4.1 – Christian attitudes towards peace.

The question asked was:

Outline **three** Christian teachings about peace.

The candidates needed to provide teachings about the peace which is bullet 4.1. This elicited a wide range of correct responses; it did not require teachings quoting a source of wisdom.

(a) items are point marked. An outline requires three outlined points.

This candidate is awarded 3 marks.

4 (a) Outline three Christian teachings about peace.

(3)

Christians believe in peace full protests and are against war and violence

The bible ~~for~~ says "blessed are the peacemakers"

Most Christians are pacifists and are against violence.



Candidate was awarded one mark for each point identified:

- Christians believe in peaceful protest (1)
- Bible says 'blessed are the peacemakers' (1)
- Being against violence (1)



Do not use a list when an outline is asked for.

This candidate is awarded 1 mark.

4 (a) Outline **three** Christian teachings about peace.

(3)

the peace is good in most situations
try to love thy neighbour



One mark is awarded for each point identified:

- Love thy neighbour (1)

The other information is not entirely accurate and would need more information to be credited.



You should provide 3 full sentences to answer an item.

Question 4 (b)

Candidates were assessed on Section Four: Peace and Conflict, Bullet point 4.5 – Christian attitudes to the Just War theory.

The question asked was:

Explain **two** reasons why a conflict might be described as a Just War.

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.

Candidates who knew the conditions of a Just War were able to give reasons but often were unable to develop this reason.

(b) items are point marked. Two reasons are required.

The candidate is awarded 3 marks.

(b) Explain **two** reasons why a conflict might be described as a Just War.

(4)

If the casualties would be less in the event of a war than if the problem was left. Then the war would be just and fair. Also if you were retaliating under self defense then the war wouldn't be your fault and you'd need to fight back to survive.



The candidate gives two reasons and one is developed.

- Reason One – Casualties would be less (1)

No development

- Reason Two – self-defence (1)
- Development Two – to survive (1)



Please ensure that you read the secondary command word in each question.

The candidate is awarded 4 marks.

The candidate gives three reasons. Only the first and third reasons are developed.

One reason is because a just war is when conflict is caused for the right reasons and is not going against any important teachings. Another reason is that the conflict causes ~~the least pain~~ no death to the innocent and is only based on ~~pe~~ fighting the wrong. Also it must be a last resort so this means it must be something terrible that has caused it to happen as nothing else could stop it.



The candidate is credited so that they gain the maximum marks possible.

It is not the first 2 reasons given that are credited.

- Reason One – Right reasons (1)
- Development One – no going against... teaching (1)
- Reason Two – no death to innocent (0)
- Reason Three – Last resort (1)
- Development Three – nothing else would stop it (1)



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

Question 4 (c)

Candidates were assessed on Section Four: Peace and Conflict, Bullet point 4.6 – Christian responses to non-religious arguments against life after death.

The question asked was:

Explain **two** Christian responses to the problems caused by conflict.

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 almost using the exact wording and yet some candidates assumed it was looking for Christian teachings about conflict and so received no marks. The specification identified three problems: violence, war and terrorism. Some candidates did very well on this question.

The candidate is awarded 4 marks.

The candidate gives two developed responses, however there is no accurate source of wisdom.

(c) Explain **two** Christian responses to the problems caused by conflict.

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

(5)

One christian response to the problems caused by conflict is that it must have happend ~~is that it must have been for a~~ for a reason, for example to test faith as it would make people ^{question} think ~~as~~ whether god is real.

Another christian response is that they would send christian aid (a christian charity) to help and support those in need. This is suggested in the new testement when Jesus help those in need by preforming miricles.



- Response One – Must have happened for a reason (1)
- Development One – To test faith (1) (examples are development)

Then there is reversed development

- Development Two – Send Christian Aid (1) (this is an example so this is development)
- Response Two – support those in need (1) (this links to protest).



Read the questions carefully. It is an advantage to be aware of the wording of the specification.

(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 1 mark.

One Christian response to the problem caused by conflict ~~exit~~ is that ~~it should not be~~ there should not be any violence involved.

Another response ^{to} the problems caused by conflict is that you should not act upon the conflict in a bad way and that it should be peaceful.



The candidate gives one response, which is vague and repeated.

- Response One – there should be no violence involved (1)

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/appraisal 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 candidates' 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: Peace and Conflict, Bullet point 4.7 – Christian attitudes to weapons of mass destruction.

The question asked was: 'Christians should not support the acquisition of weapons of mass destruction.' 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 are required to give an ethical argument.

Candidates were able to give knowledge and understanding of this issue; however it was often overlooked that the question was about acquisition, not use, and those who missed that point gained lower marks as a result. Very few candidates were analytical in their approach and limited themselves to level 2 as a best fit.

The candidate gains 8 marks.

(d) "Christians should not support the acquisition of weapons of mass destruction."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings - *God is a warrior*
- refer to relevant ethical arguments - *those who live by the sword die by the sword, Situation Ethics*
- reach a justified conclusion.

(12)

A Christian might agree with the statement because weapons of mass destruction can cause a large amount of damage if used, for example ~~the~~ Hiroshima. They would agree that all life is holy and it should be protected not destroyed. They would ~~also~~ ^{also} argue that Jesus told Peter, 'those who live by the sword, die by the sword' suggesting that those who are for the acquisition of weapons of mass destruction will end in suffering because of it.

A Christian might disagree with the statement because in the Old Testament God said to kill every thing that breathes, and to leave no one alive. This suggests that a Christian would support the ~~the~~ acquisition of weapons of mass destruction as it would allow them to punish and remove those who cause harm from the world.

~~The~~ The ethical argument that would disagree with the statement would be situation ethics as ~~it~~ ~~is~~ ~~the~~ ~~theory~~ suggests to do the most loving thing in a situation.

In war war 2, it would have been more loving to use weapons of mass destruction, if they existed back then, to kill Hitler and stop him from massacring the Jewish population. In some cases weapons of mass destruction are the ~~best choice~~ most loving choice.

In conclusion I disagree with the statement because the acquisition of weapons of mass destruction can be used as a deterrent preventing more lives being lost.



The candidate gained level 3 because...

The candidate deconstructs religious information at many points. They write coherent and logical chains of reasoning that consider different viewpoints.

They have made connections among many, but not all, of the elements in the question.

At the end of each paragraph the candidate constructs coherent and reasoned judgements of many, but not all and begins to make judgements.

The candidate begins to appraise evidence in each paragraph. They write a partially justified conclusion.

The candidate is awarded 8 marks in the middle of the mark range for level 3 because more demands of the level descriptors for 3 rather than 2 are met.

There is lots of information here but some is general, and it could provide more deconstruction of religious information or issues, leading to coherent and logical chains of reasoning that consider different viewpoints.



Make sure you are familiar with the requirements in the levels mark schemes.

The candidate gained Level 3 and 8 marks

(d) "Christians should not support the acquisition of weapons of mass destruction."

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)

Christians should not support the use of weapons of mass destruction. This is because they are specifically taught by Jesus that they must not "harm each other" as this would definitely ~~break~~ go against one of the ten commandments which is "do not kill". Furthermore Jesus also ~~better~~ shows this through his life as a human when he was about to get arrested and his followers pulled out their swords. Jesus was against the use of weapons as he told his followers that "Do not pull out the sword" because it was wrong and he told them that this was a sin and instead they should "pray" and "love thy enemies" as this ~~is~~ was the right thing to do. Christians would want to follow this Act from

Jesus as he is their role model and they follow him. This is the main reason why Christians are against weapons because Jesus told them not to use them. An argument ~~against~~^{for} the use of weapons of mass destruction in an ethical viewpoint is that it may be the most loving thing to do for the greatest number of

(Total for Question 4 = 24 marks)

people. From a utilitarianist viewpoint they would agree with the use of weapons of mass destruction because it ~~be~~ may mean that more people are saved as one person may be causing pain or killing many other people, so utilitarianists would think it would be more sensible to use weapons of mass destruction on that one person if it brings the greatest happiness.

TOTAL FOR PAPER = 102 MARKS

Also another reason why a Christian would go against the use of weapons of mass destruction is because it is destroying the earth and nature so this would be going against their roles of stewardship.

Altogether, I believe that weapons of mass destruction are wrong because they cause suffering and also this may mean that innocent people are killed and it destroys the environment and habitats.



The candidate gained level 3 because....

The candidate deconstructs religious information at many points. They write coherent and logical chains of reasoning that consider different viewpoints.

They have made connections among many, but not all, of the elements in the question.

At the end of each paragraph the candidate constructs coherent and reasoned judgements of many, but not all and begins to make judgements.

The candidate begins to appraise evidence in each paragraph.

They write a partially justified conclusion.

The candidate is awarded 8 marks in the middle of the mark range for level 3 because more demands of the level descriptors for 3 rather than 2 are met.

There is lots of information here but some is general, and it could provide more deconstruction of religious information or issues, leading to coherent and logical chains of reasoning that consider different viewpoints.

Paper Summary

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

- Answer (a) items in outlines, i.e. full sentences
- Provide 3 sentences for (a) items, each on a separate line
- (b) items should have 2 developed reasons, 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, 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>

