

Examiners' Report
June 2018

GCSE Religious Studies B 1RB0 3B

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B – Beliefs in Action

Paper 3: Area of Study 2 – Religion, Philosophy and Social Justice

Option 3B – 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 is provided in the specification. The Edexcel specification should be used 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 philosophy of religion and issues of equality 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 1.8 – Divergent solutions offered to the problem of evil/suffering

The question asked was:

Outline **three** Christian responses to the problem of evil and suffering.

The candidates needed to provide responses and the responses could have been practical e.g. aid in some form or theoretical e.g. description of the theodicies.

This candidate is awarded 3 marks.

Answer ALL questions. Write your answers in the spaces provided.

Question 1: Christian Beliefs

1 (a) Outline **three** Christian responses to the problem of evil and suffering.

(3)

Firstly, one response to the problem of evil and suffering is prayer. Secondly, another response is missionary work. ~~over~~ Lastly, another response is giving money to charity such as Christian Aid.



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

Response is prayer (1)

Another response is missionary work (1)

Giving money to charity (1)

These are practical responses that Christians may use.



Lists gain a maximum of 1 mark. Candidates need to provide an outline and therefore should write in full sentences.

This candidate writes three sentences outlining three ways.

This candidate is awarded 3 marks.

Helps develop good characteristics
Suffering will come to an end
Evil is caused by humans or nature which
can be overcome by ~~the~~ theoretical, biblical or practical
solutions -



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

Helps develop good characteristics (1)

Suffering will come to an end (1)

Evil is caused by humans (1)

These are theoretical responses that Christians may use.



Candidates should refer to the specification for specialist words that may be used in questions.

Candidates should make sure they write in three distinct sentences.

Question 1 (b)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.4 – The Last days of Jesus' life

The question asked was:

Explain **two** things the Last Supper shows about the person of Jesus.

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, a quote or examples. The development must be of the reason given and to the question asked.

This question proved difficult for candidates who did not read the question carefully and ignored the part of the question stipulating it requires to be linked to the person of Jesus and instead described the Last Supper and therefore gaining no marks.

This candidate is awarded 4 marks.

(b) Explain **two** things the Last Supper shows about the person of Jesus.

(4)

Just before the last supper Jesus washed the disciples feet to show equality and his loving nature. Secondly Jesus broke bread and shared wine saying "this is my body and blood" showing even in human form the benevolence and omnipotence.



They are both reversed developments when the development comes before the point shown about Jesus.

Development One – Jesus washed his disciples feet (1)

Point One – showing his loving nature (1)

Development Two – Quotes the words from the Last Supper (1)

Point Two – showing his omnipotence (1)



Candidates should try to answer the question and then develop their answer rather than give an example or quote and then the reason.

This candidate is awarded 2 marks.

The Last Supper shows that Jesus was the incarnate of God, as He knew it would be his last meal. At the Last Supper Jesus told his disciples about how one of them would betray. At the last supper Jesus said that whoever eat the bread would have eternal life and should drink the wine of the new covenant. Jesus told the disciples to do this in the remembrance of him.



Point One – Jesus was the incarnate of God (1)
Development One – he knew it would be his last meal (1)

The rest is description of the Last Supper and cannot be credited.



When candidates have given two answers and crossed out the first, then examiners mark the replacement answer.

If the crossed-out answer was correct and the replacement is incorrect marks are not awarded. The candidate has chosen to give the wrong answer.

If the candidate crosses out a correct answer, and does not offer a replacement and we can read through the crossing out, it is possible to award marks.

Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.5 – The nature and significance of salvation

The question asked was:

Explain **two** reasons why salvation is important for Christians.

It was clear that candidates who were familiar with the term salvation did well and that many candidates did not understand this term even though it is in the specification.

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, a quote 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 the candidates 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.

This candidate is awarded 0 marks.

There are no optional questions in the examination paper, therefore it is very important that candidates study all the specification and are familiar with all the specialist terms used in the Pearson specification.

(c) Explain **two** reasons why salvation is important for Christians.

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

(5)

Salvation is important to Christians because this is where Christians come together and provide charities. They do this because it is what Jesus did for example he healed the blind, saved the adulterous women, saved people from death. Christians today will reflect on that and use the charity to help the poor, the homeless, give money and clothes, provide food and many more so when it comes to Judgment day they won't be judged. Christians can go on a pilgrimage to follow the teachings of what Jesus did and therefore is stated in the bible.



The candidate does not provide any material that indicates knowledge or understanding about salvation or why it is important to Christians.



Candidates must learn reasons why Christians hold beliefs and be able to develop them and give sources of wisdom and be able to use them accurately and in context.

This candidate is awarded 4 marks.

The reason why salvation is important to the Christians is because, the word salvation means getting rid of the sins or the consequences of sins. By removing the sins, Christians can build up a stronger relationship with God in which they can be forgiven and go into heaven (ascension). Another reason why salvation is important is because it helps Christians love God in a way that gets rid of sins. In addition to this, God it also shows that God loves Christians no matter what. In Bible the quote 'by getting rid of sin, you develop peacefulness', this quote clearly analyses the fact that because salvation gets rid of sins, Christians can become less worried. As to going to hell



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The candidate is awarded 4 marks.

Reason One – the consequences of sins (1)

Development One – build a close relationship with God (1)

Reason Two – Helps Christians love God (1)

This reason is not developed.

Reason Three – Helps Christians love God in a way that gets rid of sins (1)

Then there is an inaccurate quote – it is not in line with the rest of the argument.

Development – less worried as to going to hell (1)

In an answer with more than two reasons, the maximum possible marks is credited, not just the first 2 reasons.



The source must support the reason/ teaching/belief/way given.
Sources are checked using a search engine - type it in, followed by the word Bible or Jesus (according to who the answer attributes it to).
If the source is attributed to the wrong person/source/numerical reference, it cannot be credited e.g. a Pauline quote attributed to Jesus cannot be credited.
Numerical references on their own are not credited. The candidate must use it correctly e.g. not just write John 10:10.
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 means **considering the arguments for and against** and reach a **justified conclusion**. There must some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but did not evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting the candidate's 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 1.6 – Christian eschatology

The question asked:

'All Christians should believe in purgatory.'

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

The statement was about the different understandings about purgatory and all Christians should have this belief, the requirement for different Christian point of view should have alerted candidates to the fact that different Christian groups have different opinions, some candidates struggled with this not recognising that some Christians did not hold this belief and some incorrectly saying Catholics were not Christians. Some candidates wrote excellent answers referring to the 39 Articles however then failed to appraise their argument.

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

This candidate was awarded 8 marks

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

*(d) "All Christians should believe in purgatory."

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)

One could argue that all Christians should believe in purgatory as in the Bible it says "free will is the cause sin" and we ^{all} have free will therefore we ~~are~~ all must need to be cleansed to some extent no matter how moral we are in order to reside in the kingdom of God. This is also important as it portrays God as being the only capable person of wiping your sins from you, and this conveys the idea of everything happening with God's grace which is very important for Christians as without God's grace you ~~could not be allowed~~ it is not possible to attain salvation without the grace of God.

Alternatively, one could argue that the purgatory does not have to be a compulsory belief because as long as you follow Jesus' orders and



The candidate gained Level 2 because:

The candidate makes superficial connections among many, but not all, of the elements in the question, underpinned by 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 of the demands of the level descriptors for 2 are met.

In particular the response is lacking information in the argument against and it is only the last paragraph where appraisal is shown.

When looking for appraisal you are looking for:

The value of the evidence provided / the strength of the answer / the validity of the chains in the answer/ a consideration of what is written in order to answer the questions (rather than which side they agree with) / a measurement of which side is more logical / an assessment of which is the more compelling argument / an understanding of which argument is more convincing or rational or cogent.

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

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



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

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

(d) items are LEVEL marked, NOT point marked

To use level marking: Read the whole answer then the level should be decided using the level descriptors. After a level is decided by best fit decide a mark within the level.

(15)

Some Christians believe that all ~~Christians~~ Christians should believe in purgatory because it's the cleanliness of ^{the} soul which means before you go to God and Jesus you have ~~metaphorically~~ washed away the sins you have committed. In most cases Catholics believe in purgatory.

Other Christians would disagree and argue that they don't need to go to purgatory because God is Omnipotent (all powerful) ~~and forgiving~~ and forgiving therefore if you have committed a sin God will be still all loving and forgiving. One reason why God may be all loving and forgiving is because we are his children therefore he has to forgive us because everyone makes mistakes, it is human nature.

In my opinion, I think that not all Christians should believe in purgatory because it should be up to the individual if they want to believe

in that and ~~to~~ ~~not~~ ~~to~~ ~~actually~~ ~~not~~ Only God ~~can~~ ~~be~~ you should be telling you how to clean the soul from sins. ~~because~~ One reason I think that is because ^{only} God is all knowing.



The candidate gains 6 marks in total.

The candidate has reached Level 1 and was awarded 3 marks and then 3 marks for SPaG.

The candidate gained Level 1 because:

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

Gives isolated elements of understanding of religion and belief.

The candidate is awarded 3 marks in the top of the mark range for Level 1 because 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.
- Candidate uses rules of grammar with effective control of meaning overall.
- Candidate uses a wide range of specialist terms as appropriately.



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

Question 2 (a)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.2 – Visions as proof of the existence of God.

The question asked was

Outline **three** examples of visions.

The candidates needed to provide any three examples of Christian visions, which needed to be specific examples and could be biblical or non-biblical as indicated in the specification.

This candidate is awarded 3 marks.

Question 2: Philosophy of Religion

2 (a) Outline **three** examples of visions.

(3)

Three examples of visions are: '
Fristly the virgin Mary was visited by angel Gabriel
to tell her she will be pregnant with the son of God (Jesus)
Another example of a vision is Paul when he saw
God on his road to Damascus and was converted in faith
Finally, another example of visions is in Genesis when



Award one mark for each point identified.

- Virgin Mary was visited by angel Gabriel (1)
- Paul on the way to Damascus (1)

At this point it is clear that the answer is completed and where it cannot be seen it is referred to as 'out of clip'.

This answer was sent to review where the examiner was able to see it referred to Jacob's vision in Genesis and therefore credited with 3 marks.



If candidates run out of space in an answer they should use additional paper – or clearly label where in the exam paper they have completed their answer.

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

This candidate is awarded 0 marks.

One being John who predicted Jesus' arrival many years before. Two being Joseph who ~~was~~ had a vision on the colourful garments. The third being



The candidate had not given valid points that could be credited.

John identified Jesus' arrival but this was not a vision (if they had said John saw a vision during the baptism, this could have been credited).

Joseph in the Old Testament has many visions that could be credited, however the colourful garments was not one of them.



Candidates should learn 3 examples where relevant in the specification.

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

Question 2 (b)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.6 – Design argument

The question asked was:

Explain **two** characteristics of God shown by the design argument.

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, a quote 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.

Some candidates although aware of the design argument did not link this to the characteristics of God and thus gained no marks.

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

This candidate is awarded 4 marks.

Two characteristics of God shown by the design argument are that, one, He is omnipotent, this is conveyed through the intricacy of the world's creation; No one is as powerful ~~to~~ to create the universe. Secondly, God is portrayed as transcendent (above our understanding) ~~or~~ along with immanent as we cannot question or understand how He was able to create it.



The candidate gives two developed reasons.

Characteristic One – God is omnipotent (1)

Development One – intricacy of the worlds creation (1)

Characteristic Two – God is transcendent (1)

Development Two – cannot understand how he was able to create it (1)



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

This candidate is awarded 2 marks.

There is repetition in this answer which cannot be credited

Firstly, one characteristic shown is that God
(i) all powerful. This is because it poses
that only one person has the possibility of
being able to create the world: God. Secondly, it
shows that God is omnipotent. This means that
he is everywhere. This is proven as only someone
who is omnipotent would have the ability to create the
world in six days and rest on the seventh.



The candidate gives one developed reason.

Characteristic One – God is all powerful (1)

Development One – being able to create the world (1)

Characteristic Two – God is omnipotent (1) – is the same as all powerful and cannot be credited.



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

Question 2 (c)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.1 – Revelation as proof of the existence of God.

The question asked was:

Explain **two** ways revelation is shown in biblical covenants.

Candidates needed to answer giving ways they are shown they needed to identify specific covenants. The specification required a study of revelation through covenants with Noah, Abraham and Jesus. Some candidates used Moses and this was credited.

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.

This candidate is awarded 2 marks.

Revelation is shown where the son⁽¹⁾ of God (Jesus) is sent down to the earth in human form to protect us from our sins. This can link to the day virgin mary giving birth to Jesus on Christmas day and ~~from the vision the lord gave mary she knew~~



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(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 one developed way

Way One – Jesus sent down in human form (1)
Development One – to save us from sin (1)



Candidates must be prepared for the whole breadth and depth of the specification in order to achieve higher grades. It is best to check that materials used in school cover the specification.

This candidate is awarded 5 marks.

The candidate gives two ways these are developed in one case using a valid source of wisdom.

One way revelation is shown in the bible is through the story of Noah. This is because ~~the~~ Noah saw a rainbow at the end of the flood, which showed that God was sending a message that he would leave humanity alone.

Another way revelation is shown in the Bible is through the story of Abraham as God asked him to sacrifice his son for God and for humanity.



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To get 5 marks there needs to be two developed reasons AND a source of wisdom.

Way One - The story of Noah (1)

Source - Paraphrase of Noah (1)

Development One - God send a message he will leave humanity alone (1)

Way Two - the story of Abraham (1)

Development Two - sacrifice his son (a consequence of the covenant rather than part of it) (1)



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The source must be relevant and used as part of the candidate's 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 / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but did not evaluate the credibility of the argument. 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 Two: Philosophy of Religion

Bullet point 2.8 – Religious upbringing

The question asked was:

'All children should have a Christian upbringing.'

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.

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 religious upbringing and whether it is needed, better candidates referred to the reasons why Christians raise their children in the faith and explained Church teachings gave the answer weight. Some candidates did not use non-religious arguments and often referred to other religions or tried to say why Christians might let their children choose.

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

This candidate gains 4 marks.

Some Christians may believe this ~~is~~ statement because if children are brought up in a religion it helps them on how to live their lives the ~~the~~ thing they should and should not do for example the ten commandments would teach them to 'not steal, make ~~tr~~ false promises about their neighbour and to honour your mum and dad.' Another reason is why children should have a Christian upbringing is because they can spread the faith to other people and the next generation. Finally, another reason why children should have a Christian upbringing is because they have a God that they can pray to when they are in need (Jesus taught his disciples how to pray 'The Lord's prayer').

Some people may disagree because everyone is given free will and are able to practise what every religion they want. Another reason is they may want to bring up their children in the religion of Islam, Hinduism ~~and~~ or Sikhism.

Finally some people ~~to~~ may not believe in a religion (athrest) or and not ~~the~~ sure what religion they are and would want to not raise their kids in any religion.

In conclusion, all children should have a christian upbringing because it would help them live their live in a ~~eto~~ correct path by going to sunday school and the ~~with~~ would be less crime (Total for Question 2 = 24 marks) as children would be busy with church and have only been thought that in their lives.



The candidate reached Level 2 and was awarded 4 marks which is the bottom of Level 2.

The candidate gained level 2 because:

The candidate made superficial connections and among many, but not all, of the elements in the question.

The candidate uses knowledge from Christian perspective and isolated knowledge from a non-religious viewpoint (the information about other religions cannot be credited). The candidate shows a limited understanding of religion and belief.

A conclusion was given with no appraisal of the evidence. It is purely a personal assessment supported by additional factual reason rather than a comment of the logic and strengths of the arguments.

The candidate is awarded 4 marks at the bottom of the mark range for Level 2 because a few of the demands of the Level 2 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.

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

This question does not have SPaG marks – please ensure you do not inadvertently add them. 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 do not mention a non-religious view they cannot be awarded Levels 3 or 4.

This candidate gains 6 marks.

Christian upbringings can help strengthen the Christian community. Many Catholic children are raised by Catholic parents, sharing their Christian views through generations. As children, they may go to a Christian school where they are taught to pray and sing hymns. They will be raised to follow the 10 commandments, teaching them to eventually go to heaven. This religious upbringing may include also being baptised as one of the official sacraments, this is a way for children to be immediately free from sin before they enter into the Church. As a result of this Christian upbringing, the teachings of Jesus can be viewed as second nature for the children, they will naturally adopt the Christian religion, strengthening and broadening the Christian community. Children may even choose to join optional Sunday schools and Christian clubs to further incorporate Christianity into their everyday lives.

This religious upbringing could however lead to conversion. If a child has had an unpleasant upbringing, they will be more inclined to stop following the teachings of the church. As children grow older, when attending school, being educated regarding the science of our existence, children may disbelieve Christianity. Furthermore, being forced into religion may scare some children away, perhaps they take interest in another religion more than Christianity.

Atheists would disagree with this statement also. Atheists do not believe in a God and therefore being introduced to a God based religion is deemed unnecessary. Atheists will focus more on general education needs rather than following the teachings of the bible. They would also believe that choosing which religion you follow (if you feel you must) should be an independent decision, not something that is forced onto you from a young age.



The candidate has reached Level 2 and was awarded 6 marks which is the top 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 Christian perspective and isolated knowledge from a non-religious viewpoint. They showed a limited understanding of religion and belief. There is lots of description of a Christian upbringing which is not used to answer the question.

No conclusion was given which would be a good place to find appraisal of the evidence.

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

It clearly begins to appraise but it does not meet the level requirements for Level 3.



Appraisal shows the value of the evidence provided / the strength of the answer / the validity of the chains in the answer/ a consideration of what is written in order to answer the questions (rather than which side they agree with) / a measurement of which side is more logical / an assessment of which is the more compelling argument / an understanding of which argument is more convincing or rational or cogent.

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.6 – The future of the Christian Church

The question asked was

Outline **three** ways the Church carried out missionary work.

The candidates needed to provide ways not types, examples or reasons and these could be a number of things but had to lead to missionary activity.

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

This candidate is awarded 3 marks.

Question 3: Living the Christian Life

3 (a) Outline **three** ways the Church carries out missionary work.

(3)

Firstly, one way in which the church carries out missionary work is by going overseas and helping in poorer areas of the world. Secondly, by helping the local community, through. Lastly, by preaching the word of God encouraging others to convert to Christianity.



Award one mark for each way identified

- Helping in poorer areas (1)
- Helping in the local community (1)
- Preaching the word of God (1)



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

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

Three ways are required.

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

One way is by travelling to poverty or war stricken countries and offering sanitation and clean water to people who need it. A second way is by providing schools in places that need it. A third way is by teaching the work of Jesus and Christianity to those who need it.



This candidate is awarded 3 marks.

Award one mark for each point identified

- Offering sanitation to those who need it (1)
- Setting up schools in places that need it (1)
- Teaching the work of Jesus (1)



Three separate sentences is a good idea.

Question 3 (b)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.4 – Pilgrimage

The question asked was

Explain **two** reasons places of pilgrimage are important for Christians.

Candidates are asked to 'Explain **two**' on (b) items. 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, a quote or examples. The development must be of the reason given and to the question asked.

Candidates need to show knowledge and understanding about two places of pilgrimage and why people go there, examples were good ways to gain marks.

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

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

This candidate is awarded 4 marks.

Two reasons why the places of pilgrimages
for example 'Iona, Jerusalem and Taize' is
because it is a place to communicate with God
and God only and to strengthen peoples faith.
Another reason is because Jesus visited Jerusalem
when he was young with his parents for the passover
and Christians believe they should do it to so that
they can receive healing and repent.



The candidate gives two reasons both of which are developed.

Reason One – it is a place to communicate with God (1)

Development One – strengthen people's faith (1)

Reason Two – Jesus visited Jerusalem with his parents (1)

Development Two – receive healing and repent (1)

Award marks for reasons and development of reason – description on its own cannot be credited.



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

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

This candidate is awarded 3 marks.

One reason as to why places of pilgrimage are important for Christians is because it is usually classified as 'sacred ground'. ~~Second~~ Therefore it should be treated with respect. Secondly because it is holy and Christians believe it to have significant meaning.



The candidate gives two reasons one of which is developed

Reason One – classified as sacred ground (1)

Development Two – treated with respect (1)

The next reason offered: it is holy is the same as it is sacred ground and so cannot be credited. The same reason cannot be credited twice.

Reason Two – Christians believe it to have significant meaning (1)



Writing reasons in two separate paragraphs is a good idea.

Question 3 (c)

Candidates were assessed on Section Three: Living the Christian Life

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

The question asked was: Explain **two** reasons why the Eucharist is important for most 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 a 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 was completed well by most candidates many of whom referred to following the command of Jesus and to the value of the sacrament in Christian life. Some candidates did not recognise the term Eucharist and this is a reminder that candidates need to be familiar with the specialist terms used in the specification.

This candidate is awarded 4 marks.

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

Firstly, one reason why the eucharist is important is because it is one of the sacraments, this makes it important for christians as they know when they complete the eucharist it would strengthen their faith in God. Secondly, when the eucharist is performed, christians believe that the wine and the bread becomes part of your body meaning you feel closer to God.



Two developed reasons:

Reason One – One of the sacraments(1)

Development One – strengthen their faith in God (1)

Reason Two – Wine and bread become part of your body (1)

Development Two – feel close to God (expanding the way = extra material) (1)



The source of wisdom must be accurate. Candidates should not be encouraged to shoe horn in random ideas.

(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.

This candidate is awarded 4 marks.

The Eucharist is important to Christians because it is the clarification and remembrance of Jesus Christ which is significant as it was Jesus' request; 'Eat, drink ... do this as often in remembrance of me. Secondly it is important for most Christians because it ~~was~~ ~~deemed~~ signifies the oneness and unity of us and God.



The candidate gives two REASONS one is developed AND there is an accurate source of wisdom.

Reason One – Remembrance of Jesus (1)

Development One – It was at Jesu's request

Source – ' Do this in remembrance of me' (1) (1) (quotes are development)

Reason Two – Signifies the oneness and unity of us and God (1)



Sources can be paraphrased, but 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 some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but did not evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments limiting the 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 Three: Living the Christian Life

Bullet point 3.5 – Christian religious celebrations

The question asked:

'Advent is as important as Christmas.'

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. Nor are they expected to refer to different Christian point of view.

The statement was about the argument as to whether Advent, the preparation for Christmas is as important as the actual celebration. Candidates who were familiar with Advent did well with knowledge but many did not evaluate the validity of their arguments or appraise their argument. Some tried to argue whether Christmas is the most important festival, by comparing to Easter. This was not what the question required and gained no marks. Candidates must address the question set.

This candidate gains 9 marks in total.

The candidate reached Level 2 and was awarded 6 marks and then 3 marks for SPaG.

On one hand I agree with this statement because, Advent encourages Christians to prepare for the time of Jesus Birth and to remember the time leading up to his Birth. Advent allows Christians to think about the time before God the Son came into this world to teach humanity about God's plans and teachings about how God love ~~the~~ ^{his} creation. Advent allows Christians to prepare for the celebration of the Birth of Jesus, by gathering communities together and ~~fasting~~ ^{preparing} for a time of great enjoyment, by lighting a candle every Sunday from the 30th November to represent the journey that Mary and Joseph made, before Jesus was born.

On the other hand I do not agree with this statement because, Christmas is a worldwide celebration, which everyone has the time off, this is the only case which this happens in. Christmas is a joyful time to celebrate and remember the Birth of Jesus and to thank God, by going to carol services and a special service on Christmas day. Christmas is more important than Advent because it is the time to celebrate the amazing

time of Jesus and everything he did for humanity, including dying on the cross to allow humanity's sins to be forgiven and for their relationship with God to be restored.

In conclusion I do not agree that Advent is as important as Christmas because, you do not celebrate Advent with gifts and feasting on food like you do on Christmas. You also don't remember or thank God for this occasion like you do with Christmas. Advent is important for the preparation of Christmas but Christmas is the actual event that is recognised worldwide.



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 included links of factual information.

The candidate showed a limited understanding of religion and belief, but did not answer the question set.

Judgements of a limited range of elements in the question are made. These are found in the conclusion but they are not really appraisal of the argument.

When looking for appraisal you are looking for:

The value of the evidence provided / the strength of the answer / the validity of the chains in the answer/ a consideration of what is written in order to answer the questions (rather than which side they agree with) / a measurement of which side is more logical / an assessment of which is the more compelling argument / an understanding of which argument is more convincing or rational or cogent.

The candidate is awarded 6 marks, the top of the mark range for Level 2, because almost all of the demands of the level descriptor are met. In particular it needed appraisal.

SPaG was awarded 3 marks, in this example, because

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



Candidates have to evaluate their arguments as they go and especially at the end. The personal opinion is not required.

This candidate gains 0 marks in total.

The candidate did not know what Advent was and confused it with Lent.

The candidate showed no religious knowledge and understanding that was accurate and thus was unable to evaluate or appraise.

Advent is the purpose that wine is drank in the four weeks leading up to Christmas to ~~remember~~ resemble and consider the last days leading up to the death of Jesus, where he held the last supper and was betrayed by his disciples and arrested. This allows Christians to ~~re~~ re-evaluate all that God did for them and to reconnect with God the Son. Whereas, Christmas is the most common celebration where the actual death and crucifixion of Jesus is remembered and presents are given as a symbol of the gift God gave to them: the power to ascend to heaven.

As a result of this, some Christians would argue that Jesus truly endured the majority of his suffering on the day of his crucifixion and is therefore more important to show thanks and remembrance for. Additionally, it gave them the power to complete the central goal of Christianity, of relieving our sins and becoming closer to God in heaven. Contrastingly, some

christians would disagree as Jesus taught new morals during ~~the~~ ^{the} ~~great~~ last supper and we should therefore appreciate this more than giving presents and putting up decorations.

In my opinion, I believe that Christmas is more important than advent as this is where Jesus became flesh and sacrificed himself for the pure purpose of ^{extinguishing} humanity's sins.



The candidate did not reach Level 1 and was awarded 0 marks.

Then because there are no marks for religious content no marks can be awarded for SPaG.

The candidate did not gain Level 1 because:

The candidate did not provide accurate isolated pieces of information about why Christians should believe in purgatory.

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.



Candidates can answer a (d) item in many different ways. The use of a scaffold/ template may prevent candidates from achieving high grades but for less able candidates it may be helpful to tell them to follow the requirements of the question i.e. consider arguments for and against referring to Christian teachings and then providing a conclusion.

Question 4 (a)

Candidates were assessed on Section Four: Equality

Bullet point 4.8 – Christian attitudes towards wealth and poverty

The question asked was:

Outline **three** Christian responses to poverty.

The candidates needed to provide responses to poverty which is bullet 4.8 which elicited a wide range of correct responses, both practical and theoretical and showed that some candidates were aware of the concept of social justice.

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

This candidate is awarded 3 marks.

Question 4: Equality

4 (a) Outline **three** Christian responses to poverty. (3)

Christians would try their best to prevent this by working with charities to distribute wealth more equally. Christians would appreciate what they have more, as they know that not everyone has what they have. Also, they may partake in more missionary work to actually fly to those places of poverty and improve their



Award one mark for each point identified

- Working with Charities (1)
- They would appreciate what they have (1)
- Partake in more missionary work (1)

The candidate's answer continues but maximum marks have been gained.

Candidates who require more space than the allocated lines for their answer should ask for lined paper or clearly mark within the space where the rest of their answer is.



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

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

Three Christian RESPONSES are required – they can be any responses that a Christian may use either practical or theoretical.

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

Three Christian responses to poverty are that should ~~have~~ help them. Giving money or food.



This candidate is awarded 1 mark, because it is a sentence (or a list) but we credit it as one sentence.

Award one mark for each point identified

– They should help them (1)



Candidates should provide 3 full sentences to answer an item.

Question 4 (b)

Candidates were assessed on Section Four: Equality

Bullet point 4.5 – Christian attitudes towards racial harmony

The question asked was: Explain **two** reasons why Christians should work for racial harmony

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, a quote or examples. The development must be of the reason given and to the question asked.

Candidates who recognised the question asked for reasons why this work is done rather than describing what they do gained higher marks.

This candidate is awarded 4 marks.

Christians should work for racial harmony as it ~~keeps~~ is "the most loving thing to do" and would follow Jesus' requests, "love thy neighbour as I have loved you". Also, by working for racial harmony, Christians are preventing conflict to occur, reducing suffering and therefore improving their chances of going to heaven on judgement day.



The candidate gives two developed reasons.

Reason One – Most loving thing to do (1)

Development One – Following Jesus request to 'love thy neighbour' (1)

Reason Two – preventing conflict (1)

Development Two – reducing suffering (1)



Candidates should ensure they read the secondary command word in each question. In this case it is reasons.

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

because God taught to love
thy neighbour as he loves us and
that God doesn't favour anyone
suggesting everyone no matter,
gender, ability, race or age
we are all equal indicating
that Christians should work to reach
harmony.



ResultsPlus
Examiner Comments

The candidate is awarded 2 marks.

The candidate gives two reasons:

Reason One – Love thy neighbour (1)

'God doesn't favour anyone' is too vague

Reason Two – we are all equal (1)

The next part just refers to the question.



ResultsPlus
Examiner Tip

Candidates should try to vary their answers as much as possible to avoid overlapping material.

Question 4 (c)

Candidates were assessed on Section Four: Equality

Bullet point 4.2 – Christian attitudes towards equality

Explain **two** Christian teachings about equality

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, a quote 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 question asks for teachings, these did not have to be biblical teachings they needed to be beliefs taught by Christians.

(c) items are point marked

This candidate is awarded 5 marks.

One Christian teaching about equality
is that all Christians should treat everyone with equality as in the Bible it says "love thy neighbour as thyself" which means that we should Christians should treat everyone with the same respect they would want to be treated with. Another Christian teaching about equality is that "Man was made in God's image" therefore we should treat all people equally and with respect otherwise we are directly disrespecting God's creation and essence.



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

Teaching One – treat everyone with equality (1)

Source – love thy neighbour as thyself (1)

Development One – they would want to be treated with the same respect (1)

Teaching Two – Man was made in God's image (1)

Development Two – disrespecting God's creation (1)



Advice for centres as 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.

This candidate is awarded 3 marks.

Everyone has rights (freewill)

No one should be treated differently
we are all one or equal, in the
bible it says Love thy neighbour.



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

Teaching One – everyone has rights (1)

Teaching Two – No one should be treated differently (1)

Development Two – we are all equal (1)

The quote was not linked with the material and could not be credited.



Candidates should read the questions carefully and it is an advantage to be aware of the wording of the specification.

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 did not evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments limiting the 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: Equality

Bullet point 4.1 – Christian teaching on human rights

The question asked:

'All human rights should be protected by Christians.'

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, the candidates were required to give an ethical argument, but if non-religious arguments were given they could not be credited.

Candidates were able to give knowledge and understanding of this issue and many used the example of same sex-marriage. These were good when they were linked to human rights but less good when they went off topic and gained lower marks as a consequence. Very few candidates were analytical in their approach and limited themselves to Level 2 as a best fit.

This candidate gains 5 marks.

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

Christians are taught that it is their duty to protect both the environment and the people living in it, ~~and~~ due to the fact that God created it for them and they have already sinned once. As a result, many Christians would agree with the idea that rights such as "freedom of speech" and unequal treatment to all ^{being disallowed} should be ~~reinforced~~ reinforced and protected by them, as people of God. ~~Some~~ ~~Christians may disagree~~ Also, some Christians would argue that in not protecting ~~the~~ human rights you are at risk of going against God and may therefore be sent to ~~the~~ Hell on Judgement day. Despite this, other Christians may also believe that it ~~is~~ isn't their duty to do this as everyone should be judged on how they truly are on judgement day.

Similar to this opinion, ~~human~~ humanists would agree that human rights should only be protected if the reason is that it is out of their own morals and not due to the fear of punishment by a God.

In conclusion, I believe that human rights should be protected within all religions, as despite the idea of ~~a~~ a god, our moral compasses should tell us that these human rights are basic fundamentals to being a kind and caring human being. Therefore, we should all follow and protect these rules.



The candidate gained Level 2 because:

The candidate made superficial connections among many, but not all, of the elements in the question – they were able to use knowledge from Christian perspective and isolated knowledge from an ethical argument (situation ethics).

The candidate showed a limited understanding of religion and belief. A conclusion was given with no appraisal of the evidence.

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. Specifically it mentions Humanist views which had to be ignored as it is not an asked for element in this question and there is no ethical argument (which limits it to a maximum of Level 2).



Candidates should be familiar with the requirements in the levels presented in the mark schemes.

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

Human rights are basic rights and necessities that all humans upon this planet are allowed to obtain. For the most part, Christians too advocate this basic requirement to all and agree with the terms within the rights. For Christians to be the only ones to protect the rights is a little far fetched. However as they are the most popular religion within the UN, dominating all other and atheism, could interpret the human rights within their service as many of the human rights do directly link in with the ten commandments.

Many people, potential Christians, however ignore basic human rights for personal gain. Such as managers of factories in less developed countries. Bad Bosses who force their workers to work an irrational amount of time for minimal pay. These are people who are in definite need of being exposed to reduce inequality and follow human rights. However it is not the role of Christians to be the ones to update such a job



The candidate gained Level 2 because:

The candidate made superficial connections among many, but not all, of the elements in the question.

They showed limited understanding of religion and belief.

They made judgements of a limited range of elements in the question.

Judgements did not make any attempt to appraise evidence.

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.

Specifically it did not appraise evidence.



When looking for appraisal you are looking for:

The value of the evidence provided / the strength of the answer / the validity of the chains in the answer / a consideration of what is written in order to answer the questions (rather than which side they agree with) / a measurement of which side is more logical / an assessment of which is the more compelling argument / an understanding of which argument is more convincing or rational or cogent.

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 of 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>

