

Examiners' Report  
June 2019

GCSE Religious Studies 1RB0 1A

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# Introduction

The paper contributes 50% of the overall award centres can choose to combine Area of Study 1 – Religion and Ethics – Catholic Christianity with Paper 2 or 3 for all religions except Christianity. The most popular combinations with Area of Study 2 Religion Peace and Conflict are options with 2C or 2F.

The assessment consists of four questions one from each section of the specification: **Catholic Beliefs, Marriage and the Family, Living the Catholic Life** and **Matters of Life and Death**.

Candidates must answer all four questions. The details of the assessment content are provided in the specification. Centres are to use this rather than other published resources when planning the course content.

This is the second year the specification was awarded by comparison to the previous year and there is much to commend the candidates on.

In (a) items less candidates gave lists so were more likely to score better on the more straight forward questions.

In (b) items they continued to differentiate between those candidates who had a secure knowledge and understanding of religion and belief.

In (c) items more candidates attempted to link in the source of wisdom and authority into the answer.

It is the (d) items that remain much the same in terms of marks awarded, even though it was evident that more candidates attempted to 'consider' the arguments for and against, appraise the evidence, this did not result in them necessarily achieving the higher levels. The use of writing frames appeared to inhibit the flow and was often at the expense of the development and coherency of the response.

## Question 1 (a)

Candidates were assessed on bullet point 1.5 of the specification; the Incarnation.

The question asked candidates to outline three beliefs about the Incarnation.

Most candidates could identify two correct beliefs about Jesus as the Incarnation. A significant number of candidates did not know the term and wrote about reincarnation or life after death in general.

This candidate was awarded 3 marks.

1 (a) Outline **three** Catholic beliefs about the Incarnation.

(3)

Firstly, Catholics believe the incarnation is God in human form (God the Son).

Secondly, the Incarnation, (Jesus) lived among humans and was an example for all Catholics.

Finally, the Incarnation brought about Salvation to save Catholics from sins.



The candidate has identified three correct beliefs in sentences.

- God in human form (1)
- Lived among humans (1)
- Brought about salvation (1)



Candidates are advised to write separate sentences and starting a new line signposts three clear points are being made. Centres should ensure that the candidates are familiar with the specialist terms used in the specification e.g. the Incarnation.

## Question 1 (b)

Candidates were assessed on bullet point 1.4 of the specification; the significance of the Creation in understanding the characteristics of God.

The question asked candidates to explain two characteristics of God shown in the biblical account of Creation.

The most successful responses correctly identified a characteristic of God and developed the answer by linking it to the account of Creation.

A significant number of candidates retold the account in all or part of the answer, which did not answer the question set.

This candidate was awarded 4 marks.

(b) Explain **two** characteristics of God shown in the biblical account of Creation.

(4)

Firstly, God is depicted as omnipotent as God was able to cause all and make all in only ~~3~~ 6 days. The creation story shows God's power through ~~genesis 1~~ The ~~creation~~ ~~'s~~ creation account.

Secondly, God is depicted as <sup>omnibenevolent</sup> ~~omnipotent~~ as God was so loving that he shared his creation with man and gifted humans with his beautiful ~~creations~~ ~~and~~ highlighting God's affection for ~~the~~ humans.



The candidate gives two characteristics that are developed by reference to the biblical account of creation.

- Characteristic One – God is depicted as omnipotent (1)
- Development One – God was able to cause/make all in six days (1)
- Characteristic Two – God is depicted as benevolent (1)
- Development Two – shared his creation with man (1)



Candidates should aim to write as succinctly as possible to allow themselves more time on d items.

## Question 1 (c)

Candidates were assessed on bullet point 1.7 of the specification; the significance of Jesus' life, death, resurrection and ascension for Catholic beliefs about salvation.

The question asked candidates to explain two Catholic beliefs about salvation.

A significant number of candidates struggled to support their answer with an appropriate source of wisdom and authority; the specification refers to both John 3:10-21 and Acts 4: 8-12.

Some candidates wrote about forgiveness or judgement not salvation.

This is an example of a candidate who wrote succinctly but gained full marks for this question.

(c) Explain **two** Catholic beliefs about salvation.

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

(5)

Firstly, Catholics believe that Jesus was incarnated and "dwelt among us" in order to bridge the gap between humans and God. This shows that salvation only came to be because of God which emphasises his benevolence.

Secondly, Catholics believe that Jesus suffered incredibly in order to help us. This means that the only way we could have been had salvation was from Jesus' death and therefore we should be eternally grateful.





The candidate was awarded 5 marks

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

- Belief One – Jesus was incarnated in order to bridge the gap between God and humans (1)
- Source of Wisdom and Authority – ‘dwelt among us’ (1)
- Development Two – this shows salvation only came because of God’s benevolence (1)
- Belief Two – only way we have salvation through Jesus’ death (1)
- Development Two – Jesus suffered to help us (1)



The source of wisdom and authority cited needs to be part of the answer, linked to either the reason or development.

## **Question 1 (d)**

Candidates were assessed on bullet point 1.8 of the specification; divergent Christian beliefs about life after death with reference to purgatory.

Candidates were asked to evaluate 'believing in purgatory is essential for all Christians' by:

- considering arguments for and against
- referring to Catholic teachings and different Christian points of view
- and reaching a justified conclusion based on the arguments/evidence offered.

The more successful responses gave arguments for why Catholics consider purgatory essential and considered why different Christians do not see belief in purgatory as essential. But many still did not make judgements about the quality of the evidence or argument and often just gave more reasons why.

Please note that nowhere in the bullet points, nor in the question, are candidates required to give a non-religious response so any arguments based on not believing in God or life after death cannot be taken into account when awarding a level.

This is an example of a level 2 answer at the top of the range of marks.

Purgatory is the space where people who aren't good enough to get to heaven nor bad enough to go to hell go.

Liberal Christians

Firstly, some ~~Catholics~~ might agree with this statement because purgatory encourages good behaviour from all Catholics as they would just prefer to go straight to heaven rather than be judged again. This means that purgatory acts as a deterrent to Catholics. I think this is a weak point because purgatory is least talked about in Christianity which could mean that it is less important and therefore unnecessary for Catholics.

On the other hand, some Catholics might disagree with the statement because heaven and hell are more important. They could be seen as more important given that every Catholic fears going to hell and strives to getting into heaven however, they don't usually talk about getting into purgatory which could emphasize the unimportance of purgatory and therefore why it isn't essential. I think this is a strong point because heaven and hell are mostly emphasized to show off their significance but purgatory isn't.

Secondly, some Christians might agree with the statement because Saint Patrick had emphasized the importance of purgatory to the Irish. This means that purgatory is important given that it was told to many people in order for them to become the perfect Catholic to get into heaven; it furthermore acts like a deterrent. Moreover, purgatory is a place of waiting until you are thoroughly judged on judgement day. I think this is a weak point as hell already is the biggest fear for Christians. There is no need for any more fear.

Finally, <sup>some</sup> literalist Christians might disagree given that purgatory isn't mentioned in the Bible. This emphasizes the insignificance of it and therefore only heaven and hell are the only essential beliefs for Christians. Furthermore, it shows that purgatory has been introduced over the years to people & is therefore, slightly new unlike heaven and hell which were mentioned constantly throughout the Bible. I think this is a strong point because ~~many~~ <sup>all</sup> Catholics know about heaven and hell whereas only some know about purgatory.

In conclusion, I disagree with the statement given that heaven and hell are portrayed as significant places that Catholics must know about ~~through~~ thoroughly whereas purgatory is more based on the deterrent side of things.



This candidate was awarded level 2 because:

- some logical chains of reasoning that consider points of view but some inaccuracies in understanding of religion and belief.
- there are limited judgements with an attempt to appraise the evidence.

This is not level 3 as the accuracy of the evidence shows a limited understanding. To be level 3 the answer would be more precise and consider, appraise, the arguments for and against.

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

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

The candidate was awarded 9 marks in total.



As the bullet points in d questions do not ask for a personal point of view the use of 'I think' is best avoided.

## Question 2 (a)

Candidates were assessed on bullet point 2.1 of the specification; the purpose of marriage for Catholics.

Most candidates were able to give three purposes of marriage for Catholics and generally referred to; it being a life long, to enjoy a sexual relationship, to raise a family. Some focused on marriage as a sacrament and bringing God's Grace.

This is an example of candidate who was awarded 3 marks and clearly set their answer out.

2 (a) Outline **three** purposes of Catholic marriage.

(3)

Firstly, ~~married~~ one purpose of marriage is to have a life long relationship.

Secondly, a purpose of marriage is for procreative sex.

Thirdly, a purpose of marriage is to have a family and bring up children in the way of the Lord.



In the third bullet the candidate was awarded the mark for 'have a family' the rest of the information is correct but in a) items if developments are given they are not credited.



Remember in a) items when asked to 'outline' one mark is awarded for each point identified, there is no need to develop the point.

## Question 2 (b)

Candidates were assessed on bullet point 2.2 of the specification: Catholic teaching on homosexuality.

Most candidates correctly cited Catholic teaching; that being a homosexual is not a sin but a homosexual sexual relationship is, referred to the teachings of the Church on same sex marriage and/or recent teachings of Pope Francis.

Some candidates offered some other Christian or non-religious views about homosexuality and cited them as Catholic teachings.

This candidate was awarded four marks for making two developed points.

(b) Explain **two** Catholic teachings about homosexual relationships.

Catholics are not against homosexual relationships, so it's allowed. <sup>do anything</sup> <sup>(4)</sup> <sup>but can't</sup> Catholics cannot discriminate against homosexual relationships as it's sinful, so you're sinning against God which distances you from Him. Also Catholics believe that they cannot ~~be~~ take part in sexual activities as ~~as~~ homosexual relationships can't biologically produce a child. The Pope says it's forbidden to take part in any sexual activities.



Teaching One – Catholics are not against homosexual relationships (1)

Development One – discriminating against homosexual relationships is sinful (1)

Teaching Two – they cannot take part in sexual relationships (1)

Development Two – ... as can't biologically produce a child (1)



Candidates need to be clear about what the Catholic Church teaches and how it may differ to other Christian teachings on issues relating to marriage and family.



## Question 2 (c)

Candidates were assessed on bullet point 2.4 of the specification: why the local parish tries to support families.

This question required candidates to explain why parishes support Catholic families.

While there were many good responses a significant number of candidates gave 'ways' a parish tries to support families and not the reasons why.

Also, some candidates went off on a tangent about marriage and divorce and did not address the question set about the family.

This is an example of how a source of wisdom and authority can be deployed effectively in an answer.

(c) Explain **two** reasons why parishes support Catholic families.

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

(5)  
Firstly, Catholic parishes support families because ~~they~~ children are the future and Jesus said "the kingdom of heaven belongs to such as these" when talking about children. This shows how children must learn the Catholic faith in Sunday School and be supported as they will one day need to teach and pass it down.

Secondly, parishes also support Catholic families because Jesus came from a loving family who had lots of friends and support so the parish should mirror this and be part of people's family. This means that Catholics have a much wider range of support in times of difficulty.



Reason One – supports families as they are the future (1)

SoWA – 'the kingdom of heaven belongs to such as these' when talking about children (the candidate has quoted part of Matthew 19:14)

Development One – as one day they will need to teach it and pass it down (1)

Reason Two – the parish should mirror Jesus' loving family and be part of people's family (1)

Development Two – this means a much wider range of support in times of difficulty (1)



Candidates are advised to practise including a source of wisdom and authority into their answers.

## **Question 2 (d)**

Candidates were assessed on bullet point 2.5 of the specification; Catholic teachings on family planning including the application of ethical theories and Catholic responses to them.

Candidates were asked to evaluate 'couples should not use family planning' by:

- considering arguments for and against
- referring to Catholic teachings and a relevant ethical argument
- and reaching a justified conclusion based on the arguments/evidence offered.

On the whole this question was not well answered as a significant number of candidates did not seem to know what 'family planning' is within the context of the specification.

The better answers referred to teachings about artificial contraception and natural family planning; so were able to present arguments for and against the statement.

A significant number of candidates either offered other Christian or non-religious points of view and failed to refer to an ethical argument so limiting the marks that could be awarded to the lower levels.

This is an example of an answer that addressed most elements of the question.

(d) "Couples should not use family planning."

Evaluate this statement considering arguments for and against.

In your response you should:

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

<sup>Catholics</sup>  
~~Christians~~

F - Contraception

A - natural  
cont.

F-

A - doesn't stop chances  
of preg.

(12)

Someone may agree with this statement because family planning is a method of contraception, and Catholics are against any form of contraception because the main objective of marriage and relationships is to "be fruitful and multiply". Any form of contraception is ~~a~~ thinning the possibility of children, which isn't fair. I think this is a <sup>on the possible lives</sup> ~~strong~~ <sup>weak</sup> point because not all couples will be religious, so it depends on their situation.

Conversely, someone could disagree with the statement because family planning is a form of natural contraception ~~and~~ ~~so~~ so it doesn't eliminate the chance of having a baby. ~~It will also help couples space out their children so they will be able to look after them as best as possible.~~ I think this is a strong argument because it doesn't include an abortative nature and could end up in a pregnancy.

Someone might agree with this statement because it isn't a barrier method and doesn't prevent the spread of STIs. ~~What~~ Humanists and atheists

wouldn't agree with family planning because it isn't working for the greater good of the couple, because if an STI is passed on, it will cause the person suffering, ~~and~~ which isn't fair on them. I think this is a strong point because there are other ~~or~~ methods of contraception that can prevent STIs, like condoms, which still can end ~~to~~ up in pregnancies.

~~#~~ Someone may disagree because it helps couples space out their children so they don't have too many at once. The church agrees with this because they don't think ~~it~~ it would be fair on the family if they had too many children at once because it would cause financial and emotional problems for the whole family. I think this is a strong point because it improves the families lives in the long term which can save stress and help the family become independent.

In conclusion, families should use family planning in order to assure a happy family, but at the same time ~~not~~ having the chance of pregnancy present. It is also the ~~church's~~ church's most agreed with method of contraception.



This candidate was awarded level 2 because there is evidence of:

- some logical chains
- gives arguments for and against
- makes some reasoned judgements but lacks coherency in places
- the conclusion is not fully justified.

It is not Level 3 as they have not clearly referred to ethical arguments but offered non-religious viewpoints.

The candidate is awarded 6 marks top range of the level as the 'best fit'.



Candidates are advised to signpost in their responses where they are referring to an ethical theory e.g. 'Using situation ethics'.

### Question 3 (a)

Candidates were assessed on bullet point 3.5 of the specification; the role and importance of popular piety, the nature of the Stations of the Cross.

This question required candidates to outline three of the Stations of the Cross. Many candidates were able to give three distinct Stations of the Cross but a significant number gave three events of the Jesus' death, resurrection or ascension so did not answer the question asked.

Two examples of how candidates answered the question: one gaining one mark the other three marks.

**3 (a) Outline three of the Stations of the Cross.**

(3)

Firstly, the last supper. Jesus shared ~~the~~ Passover with his disciples. It was his last meal.

Secondly, His arrest. Jesus was arrested at the Garden of Gethsemane while praying to God.

Finally, his ~~crucifixion~~ Crucifixion. Jesus was nailed to the cross after being three times.



**ResultsPlus**  
Examiner Comments

This candidate gives one correct Station of the Cross:

- Jesus was nailed to the cross (1)

3 (a) Outline **three** of the Stations of the Cross.

(3)

One of the Stations is Simon ~~helps~~ helps Jesus carry the cross.

Another station is ~~Jesus~~ Jesus ~~falls~~ falls for the first time.

Another station is Jesus is nailed to the cross.



**ResultsPlus**  
Examiner Comments

This candidate gives three correct Stations of the Cross that is clearly set out.

- Simon helps Jesus to carry the cross (1)
- Jesus falls for the first time (1)
- Jesus is nailed to the cross (1)



### Question 3 (b)

Candidates were assessed on bullet point 3.8 of the specification; Catholic mission and evangelism – divergent ways this can be put into practice by individuals.

Most candidates did give ways of how Catholics can evangelise in the world today as asked but tended to focus on converting people to religion and missed opportunities to give ways Catholics can engage in evangelism today e.g. through marriage and family life, chosen career, use of social media.

This candidate was awarded 4 marks for two developed ways.

(b) Explain **two** ways a Catholic can evangelise in the world today.

(4)

One way a Catholic can evangelise in the world today is by donating to Catholic charities such as CAFOD as if people are helped by Catholics they may consider joining the religion due to them being helped or saved by them.

Another way a Catholic can evangelise in the world today is preaching as it's spreading God's message to people quickly and the more people who listen and are preached to the much more likely people are going to understand God's message and want to live their life that way so they will be able to go to Heaven and rest peacefully eternally.



Even though the candidate has gained the full marks for the question it may be at the expense of not finishing the longer answer questions on the paper.

Candidates should consider a smarter way to answer (b) questions by identifying a way a Catholic can evangelise then adding some extra information, an example or teaching. So for example:

Some Catholics might write religious blogs (1) so encouraging others to reflect on their faith (1)



Candidates need to be aware of the many different ways Catholics can evangelise in the world today.

### Question 3 (c)

Candidates were assessed on bullet point 3.1 of the specification; sacramental nature of reality – the meaning and effects of each of the seven sacraments.

The question asked candidates to explain two reasons why baptism, one of the sacraments, is important for Catholics.

Most candidates were able to give at least one reason and many two, but did not develop both reasons or link in an appropriate source of wisdom and authority.

A common error was to go off on a tangent explaining the story of Adam and Eve; as result they explained about original sin and not Baptism.

The candidate was awarded 5 marks.

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

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

(5)

Firstly, Baptism is a sacrament of initiation so it is used to welcome people and start their journey with God. This is important because we are brought into the church and the family of God. Also it allows us to live after death as 'anyone who lives and believes in God will not die' so we are told if we believe in God we will have life after death.

Secondly, Baptism washes us of original sin committed by Adam and Eve. This allows us to be freed from sin and to ask for forgiveness from God.

\* This is important because



The candidate gives two reasons these are developed and a source of wisdom is deployed correctly.

Reason One – a sacrament of initiation (1)

Development One – brought into the Church (1)

SoWA – so 'anyone who lives and believes in God will not die'

The source is from John 11:26

Reason Two – washes away original sin (1)

Development Two – it allows you to be 'freed from sin' (1)



Candidates need to ensure the development given relates both to the reason and to the **question**.

### **Question 3 (d)**

Candidates were assessed on bullet point 3.2 of the specification; liturgical worship within Catholic Christianity. Including divergent Christian attitudes towards liturgical worship, and its significance for Catholics and less structured worship in evangelical Christian denominations.

Candidates were asked to evaluate 'worship should always have a formal structure' by:

- considering arguments for and against
- referring to Catholic teachings and a different Christian points of view
- and reaching a justified conclusion based on the arguments/evidence offered.

The most successful responses compared the formal structure of the Mass with evangelical styles of worship being led by the Holy Spirit. Others referred to the use of formal /informal prayers or the use of popular piety; generally candidates found it harder to structure and develop their answer beyond the lower levels.

This is an example of a candidate who engages with question and achieved a level 3.

\* (d) "Worship should always have a formal structure."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(15)

Catholics would argue for this statement. This is because Catholic <sup>masses</sup> ~~masses~~ are always liturgical. This means that they have a set structure. A Catholic would argue this is <sup>extremely</sup> ~~extremely~~ <sup>important</sup> ~~important~~ because it ensures that they are always meeting on ~~correct~~ <sup>any</sup> thresholds for worship that is expected of them. Furthermore, ~~it can be argued it allows for more~~ Therefore a Catholic may argue this brings them closer to God as the worship is <sup>how held</sup> ~~other~~ <sup>how</sup> like it to be willed. Additionally, Evangelicals would also argue for the statement due to the fact that <sup>as</sup> because the prayers are always the same (for example the Nicene Creed is a key part of most Catholic liturgical masses) this means that it gives a warm sense of form familiarity to Catholic services. This is important as ~~then~~ ~~at~~ ~~mass~~ Catholics go to church for sanctuary and peace. Therefore ~~is~~ <sup>it</sup> clearly offers more <sup>comforting</sup> ~~comforting~~ worship.

However ~~from a protestant~~ other Christians may argue that <sup>worship</sup> ~~prayers~~ shouldn't always have formal structure.

this is because it could be argued that other worshippers without structure, Christians are able to ask for guidance or specific needs. These needs this as they not only help them reflect on the things that matter, it will allow them to become better Christians as they are dealing with issues directly that affect them. This can be done ~~of~~ effectively in private worship.

But finally, it could be also argued that the statement is wrong as some Christians would argue that it brings a closer and stronger bond to God. This is because during non-structured worship the you aren't just reading ~~of~~ from a sheet but ~~as~~ but thinking about the words you are saying. Some Christians argue that they are also guided by the Holy Spirit in this type of prayer, this shows that they can get closer to God.

In conclusion, it is clear that Catholics agree with the statement as in Catholic masses, non-liturgical worship is essential. Additionally, they believe it brings comfort when worshipping. However non-Catholics such as Protestants believe a stronger bond is felt during non-liturgical worship as they are guided directly by the Holy Spirit.

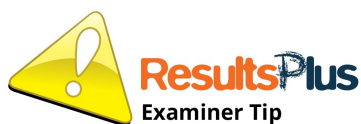


This candidate was awarded level 3 because evidence of:

- logical chains of reasoning
- gives arguments for and against
- makes some reasoned judgements
- considers different Christian points of view
- the conclusion is not fully justified.

Level 3 not level 2 as evidence of some appraisal of the evidence/reasons given for the different points of view. A better level 3 judgment would be supported by appraisal of evidence that contributes to justifying the conclusion. Therefore, best fit lower mark in the level.

The candidate's correct use of specialist terms shows their answer is underpinned by an accurate understanding of religion and belief e.g. liturgical, Holy Spirit, Nicene Creed.



Candidates can show their answer is underpinned by an understanding of religion and belief by making use of the specialist terms.



## Question 4 (a)

Candidates were assessed on bullet point 4.5 of the specification; Catholic teachings that support the existence of life after death.

This question required candidates to outline three **Catholic** teachings that support life after death. While many did so a significant gave non- religious evidence that may support life after death e.g. mediums.

A number of candidates confused resurrection and reincarnation.

This is an example of a candidate who gave three correct teachings.

4 (a) Outline **three** Catholic teachings that support the existence of life after death.

Firstly, one catholic teaching that supports <sup>(3)</sup> the existence of life after death is ~~that~~ <sup>was Jesus's resurrection.</sup> ~~when Jesus~~ This proved L.A.D because Jesus died and then came back alive. Secondly, another teaching is the immortality of the soul. This means that your soul leave the body and lives on in the after life. Thirdly, another teaching is that when you die you go <sup>either</sup> to heaven, hell or purgatory to live.



Even though the candidate gained full marks the extra information was not needed.

An example of outlining Catholic teachings are:

The Church teaches that Jesus rose from the death.

It is taught that the soul is immortal.

The Catholic Church teaches that purgatory exists.



Read the question carefully; do not ignore the key words such as **Catholic** in questions.

## Question 4 (b)

Candidates were assessed on bullet point 4.8 of the specification; Catholic responses to issue in the natural world – differing Catholic responses to animal rights.

The questions asked candidates to explain two Catholic responses to animal rights. The more successful answers focused on how a Catholic would respond to an issue linked to animal rights e.g. animal experiments use of animals for food rather than if people were for or against animal rights.

This is a good example of a candidate who gained full marks who wrote two issues linked to animal rights.

(b) Explain **two** Catholic responses to animal rights.

(4)

Catholics would say that we are allowed to kill animals for food. This is because God gave us dominion over the earth and so we are more dominant over animals.

Also, Catholics would say that we can experiment on animals. <sup>To save lives</sup> This is because human life is more important as humans ~~are~~ are made in the image of God.



The candidate identifies two responses to the issue of animal rights and develops the response by referring to Catholic teachings.



Candidates should always link the Catholic teachings they use in an answer to the question.

## Question 4 (c)

Candidates were assessed on bullet point 4.3 of the specification; Catholic responses to scientific explanations about the origin and value of human life, such as evolution.

The question asked candidates to explain two Catholic responses to evolution.

A significant number of candidates wrote about the Big Bang theory and not evolution. Some candidates made good use of recent Catholic teachings about origins of life e.g. Pope Francis' statement at the Pontifical Academy about evolution, this is given in the specification. But in the main there was an over reliance on the biblical account of Creation and the view that religion and science are opposed to each other.

This candidate was awarded 5 marks.

(c) Explain **two** Catholic responses to the theory of evolution.

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

(5)

Firstly, Catholics would respond to the theory of evolution by saying that God created humans as in the bible it says "man and woman, he created them". They would say humans and animals are different so cannot have evolved from each other as animals aren't *imago dei*.

Secondly, Catholics may also respond by accepting ~~evolution~~ evolution but would argue that ~~god~~ God caused it. This is the causation argument and supports scientific theories but outlines that God caused them to happen.



Two developed reasons and source of wisdom and authority are given.

Reason One – God created humans (1)

SoWA – “man and woman he created them” (Genesis 1:27)

Development One– animals are not imago dei (1)

Reason Two – accept evolution but God caused it (1)

Development Two – causation argument supports scientific theories (1)



Centres are advised to study current Catholic Church teachings as given in the specification.

## **Question 4 (d)**

Candidates were assessed on bullet point 4.7 of the specification: Implications of Catholic teachings about the sanctity of life for the issue of euthanasia: support for hospice care and application of ethical theories.

Candidates were asked to evaluate 'hospice care is the best way to show love for those who are terminally ill':

- considering arguments for and against
- referring to Catholic teachings and a relevant ethical argument
- and reaching a justified conclusion based on the arguments/evidence offered.

The more successful answers recognised that this was a question about euthanasia and used this to offer arguments against the statement. It was evident that some candidates did know what a hospice was, so limited the answer to the lowest level or failed to score on the question.

This is an example of a mid-range level two answer.

(d) "Hospice care is the best way to show love for those who are terminally ill."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some Catholics would agree with the statement as a hospice has everything that someone who is terminally ill would need. This means that they would be well looked after and they could enjoy their final days in a place best suited for their needs.

On the other hand, some ethical arguments would disagree with the statement and say that the most loving thing to do is euthanasia. This means that it would end the suffering of the ill person and they would no longer have to experience their pain.

Some Catholics would agree with the statement as they believe this would be the most loving thing to do as they disagree with euthanasia. This means, that they cannot end their persons

pain fully, but can make them comfortable until God takes the life away, which is important as only God can give and take life.

Finally ethics would say that they should be in a hospital, where they can get any medication to stop anything hurting or at home so they can die peacefully and naturally. This means that the person can die peacefully when their time comes, and not in a hospice with random people there.

After weighing up the arguments, I believe that the agree argument is stronger as it allows God to take the life when he believes that the time is up. Secondly the argument in disagreement is weaker, as even though it may be the most loving thing to do, it goes against God and the 10 commandments of "thou shalt not kill".





The candidate was awarded level 2 because:

- underpinned by limited understanding of religion and belief
- beginning to show logical chains
- gives arguments for and against
- makes some reasoned judgements

5 marks the middle of the mark range for level 2 awarded. A better level 2 would be more precise and less general about Catholic teachings and situation ethics.



Centres are reminded that A02 needs to be underpinned with a secure knowledge and understanding of religion and belief.

## Paper Summary

Based on their performance in this paper, candidates should:

- answer the (a) items using three separate, full sentences
- in (c) items references to a source of wisdom and authority need to form part of the response and be relevant to the question
- take time to read each question carefully to ensure they understand what the question is asking e.g. reasons/ways
- in (d) items the bullet points after the question indicate which viewpoints will be credited in the response
- in (d) items candidates must demonstrate AO2 to achieve the higher levels. The instructions ask them to evaluate by 'considering' or appraising the evidence or arguments to reach a justified conclusion.

## 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>

