



Examiners' Report

June 2019

GCSE Religious Studies 1RB0 2B

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B – Beliefs in Action

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

Option 2B – Christianity

This paper contributes to 50% of the overall award. The paper includes four questions, each covers a section of the specification and candidates are expected to answer all four questions. There is no element of choice on the paper. The detail of the assessment content is provided in the specification. Centres are expected to use the Edexcel specification rather than other published resources when planning and teaching the course content. The examination is set from the specification.

This paper allows an in depth study of Christianity as the main religion within the United Kingdom, and its beliefs and teachings on life specifically about the issues of peace and conflict and crime and punishment. This unit engages the interest of young people, as it addresses many Christian beliefs and teachings in addition to some issues affecting young people today.

Question 1 (a)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.1 – The Trinity

The question asked was:

Outline **three** beliefs about the Trinity as shown in the Nicene Creed.

The candidates needed to provide beliefs shown in the Creed – not elsewhere – those candidates who used the Baptism of Jesus or the Trinitarian formula as a blessing were not awarded marks.

This candidate is awarded 1 mark. Examiners awarded one mark for each belief identified and written as an outline (in a sentence).

1 (a) Outline three beliefs about the Trinity as shown in the Nicene Creed.

(3)

- God is shown in three forms:

• God the Father

• God the Son

• God the Holy Spirit.



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Examiner Comments

The candidate outlines one belief:

God is shown in three forms God the Father, God the Son and God the Holy Spirit (1)

Although this is not written as a formal sentence it is an outline.

However there is no other information to be credited.



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Examiner Tip

Lists gain a maximum of 1 mark, candidates need to provide an outline; ideally they should write in full sentences.

This candidate writes three sentences outlining three beliefs.

They are awarded 3 marks.

Firstly, Christians believe that Jesus was the human incarnation of God who came from heaven to save our sins. ~~Next, it is believed that the Trinity is 3 'three equal persons' but is one God.~~ ^{Next} ~~Next~~, the Nicene Creed states that the Holy Spirit is the giver of life. Lastly, it ~~states~~ says that The Father created everything: the earth, the heavens etc.



ResultsPlus
Examiner Comments

The candidate writes three sentences outlining three beliefs.

Jesus was the human incarnation of God (1) The Holy Spirit is the giver of life (1) The Father created everything (1)



ResultsPlus
Examiner Tip

Teachers should refer to the specification for likely questions.

Candidates should make sure they write 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** reasons why the resurrection of Jesus is important to Christians.

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

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

This question was answered well by candidates who recognised the why it 'is important to Christians' is a significant element in this question, rather than describing the resurrection.

(b) Explain **two** reasons why the resurrection of Jesus is important to Christians.

(4)

The resurrection is important because it proves to Christians that Jesus was the son of God because he was brought back to life.

Also the resurrection was so important because it helps ~~to~~ back up everything ^{Jesus} ~~he~~ said about God. It helps Christians understand the religion more.



This candidate gives one developed belief and some material that is too vague to be credited. Belief One – Jesus was the Son of God (1)
Development One – because he was brought back to life (1)

The second paragraph needs to be more specific to be credited.



Candidates should try to link their response directly to the question to ensure they have addressed the question.

This candidate is awarded 4 marks.

(b) Explain **two** reasons why the resurrection of Jesus is important to Christians.

(4)

One reason why the resurrection is important is because it proves to Christians that Jesus is the son of God as the prophecy from the Old Testament came true. This is important because it means that the people began to truly believe and it helped to spread the Christian faith.

Another reason why the resurrection is important is because it shows that there is a life after death. This is important because it shows Christians that when you die, you will be resurrected on the day of judgement and reunited with God.



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Examiner Comments

The candidate gives two developed beliefs Belief One – Proves Jesus is the Son of God (1) Development One – the prophecy came true (1)

Belief Two – shows there is life after death (1) Development Two – reunited with God (1).



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Examiner Tip

If the candidate crosses out a correct answer, and does not offer a replacement and it is possible for the examiner to read through the crossing out, if it is credit worthy then the examiner will award marks.

Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.7 – The problem of evil/suffering and a loving and righteous God.

The question asked was:

Explain **two** reasons why evil and suffering may cause problems about the nature of God.

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.

This question was answered well by those candidates who focused on the nature of God and not well by those who simply described issues around evil/suffering.

Bullets 1.7 and 1.8 are about the 'Problem of Evil / suffering' as a philosophical issue.

This candidate is awarded 2 marks. Solutions to the problem of evil cannot be credited in this question.

(c) Explain **two** reasons why evil and suffering may cause problems about the nature of God for Christians.

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

(5)

Evil and suffering may make a Christian question their faith in God as they may believe that if he truly is omnibenevolent, he would not allow anyone to suffer. However, God states that Satan can be a source of evil in the world. Furthermore, some Christians may see ~~as~~ suffering as a test of true faith in God. It states in the book of Job that we should believe and have faith in God as he has a bigger plan for us that humans cannot understand.



The candidate gives one developed reason- they put their development first. Development One – it may make a Christian question their faith (1)

Reason One – If he is truly omnibenevolent he would not allow anyone to suffer (1). Then there is information about Job as a solution to the problem – which does not answer the question set (possibly trying to 'shoehorn' in a source of wisdom).



Candidates must learn sources of wisdom and be able to use them accurately and in context.

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

This candidate was awarded 5 marks.

(c) Explain **two** reasons why evil and suffering may cause problems about the nature of God for Christians.

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

(5)

One reason why evil and suffering may cause problems about the nature of God for Christians is because God is benevolent (all loving). This is shown in the Bible where it states "for God so loved the world that he gave his one and only son". This means that God cannot be all loving ^{if he} ~~and~~ causes evil and suffering.

Another reason why evil and suffering may cause ~~proble~~ problems about the nature of God is because God is ~~emp~~ omnipotent (all powerful). This means that God has the power to stop evil and suffering but does not want to, therefore he cannot be omnipotent and benevolent.



Belief One – because God is all loving (1) Source – for God so loved the world that he gave his one and only son (1) Development One – God cannot be all loving (1) Belief Two – God is all powerful (1) Development Two – God has the power to stop evil and suffering but does not want to (1).



Sources of wisdom and authority

- 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 **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 failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting students' progression to the higher levels.

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

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.3 – The Incarnation.

The question asked:

'It was essential that God became human as Jesus.'

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. In the specification bullet 1.3 does not require a study on a non-religious perspective. Candidates who included non-religious views self-penalised as this information would have been ignored.

The statement was about the Incarnation and whether it was needed. Some candidates failed to recognise this question was about the Incarnation.

(d) items are LEVEL marked they are NOT point marked This candidate gains 10 marks in total. The candidate has reached Level 3 and was awarded 7 marks and then 3 marks for SPaG.

* (d) "It was essential that God became human as Jesus." \rightarrow son of God

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

This response will assess whether it was essential that God became human as Jesus.

Some Christians may agree with this statement because if God did not ~~become~~ become flesh then it would mean Christians would not be saved from the original sin. To explain, Jesus ~~was~~ died ~~in~~ in order to save humanity as ~~it~~ only a sinless person could save. A quotation which supports this is "through his wounds we are healed". This means only Jesus can save humanity. This is a strong argument because as Jesus is the only one who can save, it was essential that God became human as Jesus as he is the only saviour.

Other Christians would disagree ~~with~~ with this statement because Christians ^{are} should be accountable for their sins and should be punished accordingly. This means by Jesus saving humanity, humans ~~will not~~ ^{cannot} learn from punishment which ~~will not~~ means they cannot better themselves. This is a weak argument because Jesus only saved those that believe in him and those that believed in ~~him~~ Him will ~~not~~ have moral values as they will follow his teachings. ~~To conclude~~, To conclude, the strongest side of the argument is ~~it~~ was essential that God became human as Jesus as it

allowed Christians to be free from the original sin. To explain, without being freed from the original sin, Christians would not be able to go ~~leave~~ heaven. Furthermore, ~~Jesus~~ God in the form of flesh proved ^{Jesus} God is "truly the son of God".



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Examiner Comments

Level 3 – 7 marks SPaG 3

There is accurate religious information among many of the elements; they gave reasons for and against. There are some gaps in logic present and some attempt at appraisal.

This is Level 3 not Level 2 as there are some judgements supported by the beginnings of the appraisal of the argument.

This is not Level 4: the accuracy is not sustained and there is not a comprehensive appraisal of the evidence used.

7 marks: this is the lowest of the mark range for level 3. A better Level 3 candidate would be more precise and contain more appraisal of the answer, rather than relying on a formula using the phrase 'This is a strong argument' at the end of each paragraph then extending their reasoning, not appraising.



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Examiner Tip

Candidates should be aware that appraisal is not adding to their reasoning, it is an assessment of the validity of the argument they have given. Thus limited reasoning followed by an attempt at appraisal – e.g. this is a strong reason – will not be sufficient.

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

(d) items are LEVEL marked they are NOT point marked. This candidate gains 6 marks in total.

Some would agree with this statement
because the world was corrupt full
of sin so God needed to become
Jesus "word in flesh" God Incarnate.

Some Christians ~~would~~ disagree
with this because God is all powerful
so God doesn't need to be on earth.

on the other hand if God ~~interacted~~
gets involved with humans he's
tampering with free will.

So God became Jesus so he can
relate to humans and has the same
limitations as a human.

In conclusion God needed to become
Jesus so he could interact with the
world just like a human does everyday.
If God didn't become Jesus God wouldn't
be able to save humanity's sins.



Level 1, 3 marks plus three marks for SPaG.

This is Level 1 where some information is identified and there are superficial connections.

This is not Level 2 as insufficient connections are made with too many inaccuracies, no judgements, just repetition.

3 marks is the top of the mark range for Level 1 awarded as there are several isolated ideas.



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: Crime and Punishment

Bullet point 2.3 – Christian teachings about good, evil and suffering.

The question asked was:

Outline **three** Christian teachings about the nature of good actions.

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

It appears that many candidates did not understand the word 'nature' in this context, the word nature is used in the specification and candidates should be aware of it.

(a) items are point marked – Outline requires three outlined points. Some candidates may answer using a list which is not an outline and thus can only receive 1 mark according to the mark scheme. This candidate is awarded 1 mark.

2 (a) Outline three Christian teachings about the nature of good actions.

(3)

One teaching is that you will go to heaven if you do good things.

Another teaching being that if you do good actions you will be rewarded.

Finally a teaching would be that if you do good things you'll be with God.



The candidate gives one teaching: Teaching One – You will go to heaven if you do good things (1)

The next 2 sentences are not valid teachings because they are not sufficiently different to the teaching already credited.



It helps candidates and examiners if candidates record each teaching separately, and check that they are all different.

(a) items are point marked – the outline requires three outlined points in sentences. This candidate is awarded 3 marks.

One teaching of nature of good action is
"There will be a reward in heaven"

A second teaching of nature of good action is
"let your left hand not know what your right hand is
doing" giving to give help poor in discrete.

A third teaching about nature of good action is you will be



The candidate has given 3 accurate teachings.

However part of their answer is not in the space for the response – this is partially due to the way they have written a lot for each outline and because they have left space throughout.

There will be a reward in heaven (1) help poor in discrete (secret) (1)



If a candidate runs out of space for an answer it is usually because they have written too much - they should practice answering in the space provided; this may also help with timing issues.

As they have completed their answer elsewhere this was picked up and marked separately.

Question 2 (b)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.4 – Christian attitudes towards punishment.

The question asked was:

Explain **two** reasons why some Christians believe punishment might be needed in society.

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 was a key to this question that the answer was about society; answers which were clearly about the individual were not credited.

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

This candidate is awarded 2 marks.

(b) Explain **two** reasons why some Christians believe punishment might be needed in society.

(4)

One reason why some Christians believe punishment might be needed in society is so that they can keep society safe and protected. ~~is~~

Another reason why some Christians believe punishment might be needed in society is because if there was no ~~punishment~~ punishment, then the criminals will keep on committing the crime.



(b) items provide marks for four points, 2 for reasons and 2 for the development of each reason. The candidate gives two reasons and there is no development: Reason One – Keep society safe and protected (1)

Reason Two – If there was no punishment then criminals will keep on committing the crime (1).



It helps to write answer divided into 2 paragraphs, each containing a reason and a development

The candidate is awarded 4 marks. The candidate gives two developed reasons.

★ (b) Explain **two** reasons why some Christians believe punishment might be needed in society.

(4)

one reason christians believe punishment is sometimes need is for protection. They believe that if the society or the criminal is in danger punishment could be the best option.

They also use punishment ~~to~~ for deterrence, to put the criminal off of doing the crime again. This is needed in society to stop criminal reoffending and doing it again.



Reason One – Punishment is sometimes needed for protection (1)
Development One – if the society... is in danger (1)
Reason Two – for deterrence (1)
Development Two – put the criminal off doing the crime again (1)



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

Question 2 (c)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.2 – Christian attitudes towards crime.

The question asked was:

Explain **two** ways Christians try to end crime.

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

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two ways are required, and both need to be developed. 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.

(c) items are point marked. This candidate is awarded 2 marks.

(c) Explain **two** ways Christians try to end crime.

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

(5)

One way christians try ~~to~~^{to} end crime is by ~~speaking~~
speaking to those who ~~have~~^{want to} committed a crime. This is
so they can think about their future.

Another way christian try to end crime to help them
understand what could be the consequences of it.



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Examiner Comments

(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 – Speaking to those who want to commit a crime (1) Development One – So they can think about their future (1)

The next paragraph is too similar to be credited as a different way.



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Examiner Tip

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 centres cover the specification.

(c) items are point marked. (c) items provide marks for five points, 2 for ways 2 for the development of each way and one for an accurate source that relates to the way given. This candidate is awarded 5 marks.

One way is that they try to help the vulnerable who are most likely to commit crime. The local church does lots of charity work → outreach to help poor/homeless people, eg. the Salvation Army, → they believe that their efforts can turn these people away from crime.

Another way is that they may try to convert people, especially convicted criminals, to Christianity. The Bible says that Jesus made his disciples into "fishers of men". This shows Christians that they should try to convert people → they believe that faith in Jesus may help to turn people away from crime. Many organisations, eg. Prison Fellowship, help in prisons to reform criminals → teach them about Jesus.



The candidate gives two ways. These are developed and there is an accurate source of wisdom: Way One – Help the vulnerable (1) Development One – lots of charity work (1) Way Two – try to convert people especially convicted criminals to Christianity (1) Source – 'fishers of men' (1) Development Two – turn people away from crime (1)

There is extra information in both paragraphs which whilst accurate does not add to the answer in a way that can be credited.



The source must be relevant and used as part of the candidates' reasoning.

Question 2 (d)

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 and the appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting student'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 Two: Crime and Punishment

Bullet point 2.7 – Christian teachings about the treatment of criminals.

The question asked was:

'Torture should never be used on criminals.'

Evaluate this statement considering arguments for and against. Candidates needed to have a greater understanding of the concept

In your response you should:

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

Please note that candidates were required to give an ethical argument, this had to be identifiable even if it was not named.

The statement was designed to evaluate the use of torture and whether it is ever correct to use it. Better candidates referred to the use of torture to gain information that can be used to save a large number of people; candidates who struggled misunderstood the reason for the use of torture and referred to it as a punishment for a crime.

This question does not have SPaG marks and it is out of 12. This candidate gains 10 marks.

(d) "Torture should never be used on criminals."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Most Christians would ~~strongly~~ agree with the statement, supporting the idea that criminals should never be tortured. Christians may agree with this due to the sanctity of life argument; all life is precious because all life was created by God, which is known to be true by Christians as the Bible says God is the "maker (...) of all that is." Therefore, Christians would use this to promote the idea that criminals, no matter how bad their crimes, should never be tortured as they are a part of God's creations even though they have sinned. This is a weaker argument, however, as it is based on theological evidence that requires interpretation - it isn't an argument based on the direct words of God.

In response to this, some Christians may disagree with the statement and promote the idea of situation ethics as an alternative to the sanctity of life. This is where Christians seek to do the most loving thing suited to the individual circumstance, and in the case of torture, this may be to reveal plans for further crimes committed by assailants who would cause more harm to more people. In circumstances like these, Christians may argue that torture is necessary to prevent more destruction, using the example of God's benevolence to support. The Bible states that God is "abounding in love," which promotes the idea of situation ethics, in addition to saying that "to act justly" is a requirement of all Christians.

which in the case of some criminals may mean implementing the use of torture. This is a strong argument based on theological evidence. Overall, ~~however~~ this lead from the Bible, however it may be weakened by the interpretation of quotes needed, as to "act justly" isn't necessarily equivalent to "implement torture" and therefore the use of such methods is subjective.

Overall, this leads to the conclusion that Christians may be divided on their stance ~~to~~ towards such issues. Some may believe it is necessary for the sanctity of the lives it protects and may argue that examples of it found in the Bible support its use, while others may argue it is wrong because the sanctity of life argument affects all life, including the criminal's, and that Jesus' example of kindness and mercy counters any examples of torture.



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Examiner Comments

There is accurate religious information among many of the elements and chains of logical reasoning given.

This is Level 4 not Level 3 as judgements are fully supported by appraisal of the argument and the accuracy is sustained.

This is not Level 3 as appraisal of the arguments is thorough and the candidate does not use reasoning but rather looks at the validity of the arguments discussed.

10 marks which is the lowest of the mark range for Level 4 was awarded. More able Level 4 would be more precise and contain more appraisal of the evidence.



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.

This candidate gains 7 marks. The candidate has reached level 3 and was awarded 7 marks which is the bottom of Level 3.

'Torture "Should never be used on criminal"

Some Christians may argue that this statement is true as Jesus brought revenge ~~and~~ ~~not~~ ~~revenge~~ is not the right response but forgiveness. "don't forgive seven times but seventy seven times", this shows how forgiveness is an important belief in Christianity and on day forgiving will change the person for the better, it will make criminals feel hopeful & happy & not want to commit to crime again. This is a strong argument due to situation ethics both the criminal & victim can agree, helping the criminal is the most loving thing.

Others may believe otherwise and ~~others~~ believe torture can be used in certain circumstances if it helps most of society, due to ~~the~~ utilitarianism if the criminal might harm group of people it is accepted by lesser of two evils, eg: if criminal knows where a bomb is. Christians believe in unity and killing many numbers will split people apart, " ~~be to all~~ ~~concerning~~ as

are a community ... never split".

However using torture will go against human rights, and causing pain to someone isn't what Jesus taught humans "love your enemies" this shows even if you show love to someone dangerous, they will be less aggressive.

~~Torture should be allowed~~ Some Christians believe torture should still be allowed as it's promoted in old testament "an eye for an eye" & "those who shed blood, will have their blood shed" which shows how certain crimes are not tolerated and torture is accepted. This is a weak argument as its scripture from old testament this makes it not relevant as views on retaliation have changed in Christian belief.

Overall torture should never be used on criminals as there are other options for criminals and torture is the same as murder, which Jesus doesn't promote, torture will also make a bad relationship with criminal & victims which is what Jesus also didn't teach. Jesus wanted kindly loving relationship with one another.



Level 3 – 7 marks

There is accurate religious information among many of the elements; they gave reasons for and against. There were some gaps in logic and some attempt was made at appraisal.

This is Level 3 not Level 2 as there are some judgements supported by the beginnings of appraisal of the argument – the use of ‘this is a weak argument’ followed by reasoning rather than appraisal is evident.

This is not Level 4 as the accuracy is not sustained and there is not a comprehensive appraisal of the evidence used.

7 marks the lower level of the mark range for Level 3 . A better Level 3 would be more precise and contain more appraisal of the evidence.

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



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

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.7 – The role and importance of the local church in the local community.

The question asked was:

Outline **three** activities of the local church that help people in the local area.

The candidates needed to provide examples of activities not reasons and they also need to assist people locally not in the world.

(a) items are point marked – Outline requires three outlined points. This candidate is awarded 3 marks.

3 (a) Outline **three** activities of the local church that help people in the local area.

(3)

One helpful activity of the local church is meetings and breakfasts to help older people socialise.

A second helpful activity of the local church is clubs for children to help them learn more about faith.

A third thing the church does to help the local community is fund-raising and outreach work to help those in need.



(a) items are point marked – Outline requires three outlined points. This candidate is awarded 3 marks.

Meetings... to help older people socialise (1)

Clubs for children (1)

Outreach work to help those in need (1)



Each activity needed to be in its own standalone sentence to be an outline.

(a) items are point marked – Outline requires three outlined points. This candidate is awarded 1 mark. The candidate did not provide an outline, they gave a list.

3 (a) Outline **three** activities of the local church that help people in the local area.

(3)

Group prayer, Bible study/teaching,



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

Group prayer / Bible study / Teaching (1) All activities identified in the list are correct – if any one activity was incorrect it would get 0 marks



Three separate sentences will be three outlines.

Question 3 (b)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.5 – Christian religious celebrations.

The question asked was:

Explain **two** ways Advent is celebrated by Christians.

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

Candidates do need to study the whole specification in this bullet as there are 4 celebrations in 3.5 that need to be studied.

(b) items are point marked – two ways are required. The candidate is awarded 2 marks.

(b) Explain **two** ways Advent is celebrated by Christians.

(4)

One way advent is celebrated by Christians is by going to church on the day before Christmas, where children will re-enact the nativity story to show the journey Mary and Joseph took to give birth the Jesus in Bethlehem. In the bible, it says that ~~3 to 3~~ ~~wise~~ Mary gave birth to Jesus in a stable because "there was no room in the inn", so she gave birth surrounded by animals showing the purity of Jesus and animals that surround us. People celebrate advent by buying advent calendars and exchanging gifts like the



(b) items provide marks for four points, 2 marks for ways and 2 marks for the development of each way. This candidate gives one developed way in a lot of detail and does not attempt a second reason: Way One – Going to church the day before Christmas (1) Development One – Where children will re-enact the Nativity story (1)

The rest of the answer is description of a Nativity play and does not gain any marks.



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

(b) items are point marked – two ways are required. This candidate is awarded 4 marks.

Note they do this in a succinct way and only use half the available lines – many candidates write too much and still fail to gain full marks.

During advent, a candle is lit to represent the coming of Jesus as he is known to be the 'light of the world'.

Christians will also read the story of Jesus' birth so that they understand and are prepared for when Jesus is born so that they can know more about it and appreciate it.



ResultsPlus
Examiner Comments

(b) items provide marks for four points, 2 marks for ways and 2 marks for the development of each way. This candidate gives two developed ways: Way One – a candle is lit to represent the coming of Jesus (1) Development One – He is known to be the light of the world (1) (extra information is development) Attitude Two – Read the story of Jesus birth (1) Development Two – so they understand and are prepared (1)

It is clear the candidate is not referring to Christmas so marks can be awarded.



ResultsPlus
Examiner Tip

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

Question 3 (c)

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

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

The question asked was:

Explain **two** reasons why Christians celebrate the Eucharist.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed. 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 candidate is awarded 2 marks.

(c) Explain **two** reasons why Christians celebrate the Eucharist.

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

(5)

Christians celebrate the Eucharist because it is a sacrament. The sacraments are very important in Christianity and should thusly be celebrated.

In the Bible, the story of ~~that~~ the last supper showed that by eating the bread (body) and drinking the wine (blood) Jesus would become part of them as the Holy Spirit



The candidate gives two reasons which are not developed: Reason One – It is a sacrament (1) the following material is not linked to the Eucharist and so is not answering the question and cannot be credited;

Reason Two – shown by eating bread and drinking the wine Jesus would become part of them (1).



(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 5 marks.

One reason Christians celebrate the ~~the~~ Eucharist is to remember Jesus and all he did to save us from our sins. They do this by eating the bread and drinking the wine to remind of the body and blood of Christ. This is supported by the quote 'do this in remembrance of me' which Jesus said to his ~~disciples~~ disciples at the Last Supper.

A second reason Christians celebrate the Eucharist is because it is a sacrament in both Catholicism and in Protestant communities. This means that it is a very important act that God wants Christians to perform and must be valued and respected by Christians so God may work 'invisibly within us'.



ResultsPlus
Examiner Comments

The candidate gives two reasons. These are developed AND there is an accurate source of wisdom: Reason One – to remember Jesus (1) Development One – they do this by eating the bread and drinking the wine (1) Source – do this in remembrance of me (1) Reason Two – it is a sacrament (1) Development Two – so God may work invisibly within us (1).

The information about the importance of sacraments does not answer the question so would not be credited.



Sources can be paraphrased, however they must be recognisable.

Question 3 (d)

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

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

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

Bullet point 3.3 – The nature and purpose of prayer

The question asked:

'The Lord's Prayer is the most important prayer.'

Evaluate this statement considering arguments for and against.

In your response you should:

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

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

This candidate gains 5 marks in total.

*(d) "The Lord's Prayer is the most important prayer."

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)

FOR

- Some Christians may agree with this statement as they believe The Lord's Prayer is the most important ~~of~~ prayer as it says it is in the Bible.

- Some Christians agree with this statement as they believe that The Lord's Prayer is the most important prayer as it is the only one you have to pray in the church.

AGAINST

- Some Christians disagree with this statement as they believe every prayer is as equally important as the other.

- some christians may disagree with this ~~statement~~ statement because they believe you don't know which prayer will be your last so you should treat all of them the same.

→ CONCLUSION

~~→ some~~ in conclusion, most christians believe that The Lords prayer is the most important prayer as Jesus said so.



ResultsPlus
Examiner Comments

At Level 1 some information is identified, there are superficial connections and a limited range of elements.

It is not Level 2 as insufficient connections are made. There are too many inaccuracies and no judgements.

2 marks for the middle of the mark range for Level 1 awarded.

SPaG was awarded 3 marks, in this example, because

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



Candidates can write on the exam paper to plan answers – possibly tick off bullet points as they address them.

This candidate gained Level 3 – 7 marks with 3 marks for SPaG.

One argument for the statement is that the Lord's prayer is a guide to Christians on how they should pray to God. 'This, then, is how you should pray.' This means that throughout the Lord's prayer, Jesus is teaching Christians how to pray to God and it is important to Christians because with guidelines of how they should pray, it allows them to become closer to God as they are praying in the correct manner. This argument is justified as Christians want to achieve atonement and salvation with God. Through the Lord's prayer, they are able to correctly connect with God.

One argument against the statement is that the other Christians may believe that the TSP prayer is the most important. Some Christians may believe this is that it is more straightforward and pragmatic for children as it teaches them to say thank you for what God has given them, sorry for mistakes and please for what they need the most. This means that if children have a better understanding of prayer from a younger age,

then when they are older they are more likely to understand their faith and the Christian community can continue to expand. This is an impractical argument as the TSP prayer will not fully help you to understand prayer, so children would be better off learning the Lord's prayer so it is less confusing when they grow up.

To conclude, the arguments for the Statement are more justified as the Lord's prayer is a teaching directly from Jesus and whereas the TSP prayer was created by the Christian community for children to help them to better understand prayer.



ResultsPlus
Examiner Comments

There is accurate religious information among many of the elements; they gave reasons for and against. There were some gaps in logic. There was some attempt at appraisal.

This gained Level 3 not Level 2 as there are some judgements supported by the beginnings of the appraisal of the argument.

This is not Level 4 as the accuracy is not sustained and there is not a comprehensive appraisal of the evidence used.

7 marks the lowest of the mark range for Level 3 which is what is awarded. A better Level 3 would be more precise and contain more appraisal of the evidence.



ResultsPlus
Examiner Tip

Candidates should be able to assess the strength of the arguments they have used.

Question 4 (a)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.8 – Christian attitudes to the issues surrounding conflict.

The question asked was:

Outline **three** Christian responses to the problems caused by conflict.

The candidates needed to provide responses to the problems – these problems are highlighted in the specification as violence, war and terrorism however others were accepted.

(a) items are point marked – the outline requires three outlined points. This candidate is awarded 1 mark.

4 (a) Outline three Christian responses to the problems caused by conflict.

(3)

Some christian will do some charity aid.

Some christians do capital punishment



ResultsPlus
Examiner Comments

The candidate was awarded one mark for one accurate response identified: Some Christians will do some charity aid (1)

The rest of the answer is not linked to conflict.



ResultsPlus
Examiner Tip

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

This candidate is awarded 3 marks.

- Firstly, one response is gathering the opposing sides of conflict together to reconcile and prevent further violence.
- Secondly, another response is donating to the victims of conflict and helping them rebuild their lives.
- Thirdly, another response is praying to God and asking that the issues are resolved.



ResultsPlus
Examiner Comments

They were awarded one mark for each response they outlined.

Gathering the opposing sides ... to reconcile (1)

Donating ... helping them rebuild their live (1)

Praying ... asking that issues are resolved (1)

It does not matter that they used dots as if these are bullet points.



ResultsPlus
Examiner Tip

Candidates should provide 3 full sentences to answer an a item.

Question 4 (b)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.1 – Christian attitudes toward peace.

The question asked was:

Explain **two** teachings about Jesus as peacemaker.

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

Candidates did not have to use scriptural teachings, however, given the content those who scored highest marks did.

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

(b) Explain **two** teachings about Jesus as a peacemaker.

(4)

Jesus preached teachings of forgiveness. and Instead of fighting back one should 'turn the other cheek'. If people forgave then fighting and war would happen less



The candidate gives one developed teaching: Teaching One – Jesus preached about forgiveness not fighting back (1) Development One – 'turn the other cheek' (1)



Candidates should ensure they read the secondary command word in each question. In this case it is teachings, these can be any teaching from a source of authority a Christian might use, not just those found in the Bible.

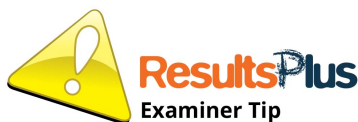
This candidate is awarded 4 marks.

~~reason~~ Jesus said "blessed are the peacemakers" this means that we should promote peace just as Jesus did because he is an important/significant role model for Christians.

Jesus also said to "turn the other cheek" this shows that Jesus was a pacifist (against violence) and only taught peace. He taught to turn away from violence and not to retaliate.



Teaching One – Jesus said 'Blessed are the peacemakers' (1). This needed the reference to Jesus at the beginning in order to answer the question. Development One – we must promote peace just as Jesus did (1) (the information about Jesus is irrelevant to this question). Reason Two – Jesus said 'turn the other cheek' (1) Development Two – Shows that Jesus was a pacifist (1).



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

Question 4 (c)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.6 – Christian attitudes to Holy War.

The question asked was:

Explain **two** reasons a Christian may support Holy War.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed. 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 item intended to gain responses explicitly about Holy War and thus those responses which used the conditions of a Just War (Bullet point 4.5 in the specification) did not gain any marks.

The candidate is awarded 2 marks.

(c) Explain **two** reasons a Christian may support Holy War.

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

(5)

Christians may support holy war because it is fought ~~for~~ in the name of ^{their} ~~your~~ religion. It is to help your religion, so is sometime seen as acceptable.

It is also seen as acceptable ~~because~~ when it is to restore peace. If you main or only intention is to restore peace then you can go forward with it.



The candidate gives one developed reason. Reason One – Fought in the name of their religion (1)

Development One – to help your religion, so acceptable (1)

The second paragraph uses a condition of the Just War – to restore peace – and thus this cannot be credited



Candidates should learn the difference between a Just War and a Holy War

(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 5 marks.

Firstly, one reason a Christian may support Holy War is to defend that religion. This is because that they would not like other people from different religion to take over their religion.

Secondly, another reason is that they believe a Holy War would start by a Holy person like the priest. This is because they would want to spread Christianity or do Evangelisation. That means that the Bible says "Go and make disciples of all nations." which they would have more followers of Christianity.



ResultsPlus
Examiner Comments

The candidate gives two responses. These are developed and use an accurate source of wisdom. Reason One – is to defend that religion (1) Development One – not like ... different religion to take over their religion (1). Response Two – started by a holy person (1) Development Two – to spread Christianity (1)

Source – Go and make disciples of all nations (1).



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.

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 and appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting student'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 Four: Peace and Conflict

Bullet point 4.5 – Christian attitudes to the Just War Theory.

The question asked:

'No war is a Just War.'

Evaluate this statement considering arguments for and against.

In your response you should:

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

Please note that as required in the bullet point in the question, candidates are required to give an ethical argument to get beyond Level 2.

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

This candidate has reached level 2 and was awarded 4 marks.

(d) "No war is a Just War."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

FOR

- Some Christians may agree with the statement as they believe no war can be a fair one and for a good enough ~~reason~~ reason.

- Some Christians may agree with this statement as they believe that there can never be a justified reason for fighting and killing innocent people.

AGAINST

- Some Christians may ~~dis~~ disagree with this statement as they believe war can be a just war. They believe if a country attacks, you can attack them which is a just war.

- some Christians believe a war can be justified if it's to do with God or religion.

CONCLUSION

In conclusion, most Christians believe fighting and killing people is wrong and that there is need for it which makes no war, a just a war.



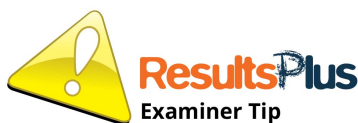
Level 2 – 4 marks

There is limited information among a limited range of elements many of which are isolated, the conclusion repeats information already used.

This is Level 2 not Level 1 as in the arguments against the elements of understanding they are not isolated there are the beginnings of chains of logical reasoning.

This is not Level 3 as there is no appraisal of the arguments given. The conclusion does not consider the quality of the arguments (appraisal). It repeats information and provides reasoning. Ethical arguments are not considered.

4 marks is the lowest mark in the mark range for level 2. A better Level 2 would be more precise and contain more chains of reasoning.



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

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

This candidate gains 7 marks.

Many Christians would disagree with this statement as they would believe that war is acceptable if it follows the Just War Theory conditions, as set by St Augustine in the 5th century and St Aquinas in the 13th century. This means that war is acceptable if conditions are met such as the fact that no civilians would be harmed, the war has legal authority and that the means of winning used are appropriate to the cause. However, this is a fairly weak argument as there is no guarantee that war will not result in any of these, such as during World War Two where the US dropped atom bombs ~~at~~^{on} Nagasaki and Hiroshima, where it could be said that the means were not appropriate to the cause.

~~The~~ Furthermore, Christians following situation ethics would argue that war is justifiable if it is the most loving thing, such as to free other Christians from persecution or to protect smaller nations. This is a fairly strong argument as it is supported by Jesus' teachings on the fact that violence can be used in some situations, such as 'If you do not own a sword, sell your cloak and buy one' and 'I did not come to bring peace, but a sword.'

However, other Christians would counteract this argument by claiming that Jesus only meant for violence to be used spiritually, which is reinforced ~~in the~~ by the fact that Jesus was a pacifist who taught love and forgiveness, such as 'love thy neighbour' and 'those of you without sin, be the first to throw a stone.' Therefore, many Christians would argue that war cannot be just as it goes against Jesus' teachings, which is ~~to~~ a very ~~sure~~ successful argument as it is supported by the Decalogue's 'Do not kill' - the direct word of God.

In conclusion, from the evidence put forwards, it is clear that many Christians would agree that war cannot be justified in any circumstance due to Jesus' teachings against violence, while others would argue that war is the most loving thing to do in some situations. This is an important issue due to rising tensions between countries such as the US and Iran.



Level 3 – 7 marks

There is lots of accurate religious information among many of the elements; they gave reasons for and against. The candidate clearly has lots of AO1 skills. However there is only a limited attempt at appraisal.

This is Level 3 not Level 2 as there are some judgements supported by the beginnings of appraisal of the argument.

This is not Level 4 as there is not a comprehensive appraisal of the evidence used.

7 marks the lowest of the mark range for Level 3. A better Level 3 would be more precise and contain more appraisal of the evidence.



Candidates must use their AO1 skills to evaluate and analyse to gain higher levels in d) items.

Paper Summary

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

- Answer (a) items in outlines i.e. full sentences
- Provide 3 sentences for (a) items , each on a separate line
- (b) items should have 2 developed reasons, not more than 2
- development may be 1) examples, 2) quotes, 3) extra relevant material
- development must link to the reason given and still answer the question set
- (c) items are similar to (b) items but should also use a source as a fifth element
- the source of wisdom may be a paraphrase but should be identifiable
- the source of wisdom must be linked to the reason given and the question asked
- (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 are used to mark (d) items, not point marking; candidates should be familiar with the mark scheme.

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>

