

Examiners' Report
June 2019

GCSE Religious Studies 1RB0 3B

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Introduction

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

Option 3B – Christianity.

This paper contributes to 50% of the overall award. The paper includes four questions, each covers a section of the specification, candidates are expected to answer all four questions. There is no element of choice on the paper. The details of the assessment content is provided in the specification. 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 major lived religion within the United Kingdom, and its beliefs and teachings on life, specifically about the philosophy of religion and issues of equality. This unit engages the interest of young people, as it addresses many Christian beliefs and teachings in addition to some issues affecting young people today. It is also excellent preparation for those candidates who plan to continue studying religion at A Level.

Question 1 (a)

Candidates were assessed on Section One: Christian Beliefs bullet point 1.8 – Divergent solutions offered to the problem of evil/suffering.

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

The candidate is awarded 1 mark.

1 (a) Outline **three** ways Christians respond to the problem of evil and suffering. (3)

- God is all loving.
- God will judge everyone equally.
- Human responsibility to help the poor.



One mark was awarded for each way identified and written in a sentence.

The first information is not linked to the question.

Human responsibility to help the poor (1).

This is a practical response that Christians may use.



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

The candidate writes three sentences outlining three ways.

The candidate is awarded 3 marks.

1 (a) Outline **three** ways Christians respond to the problem of evil and suffering.

(3)

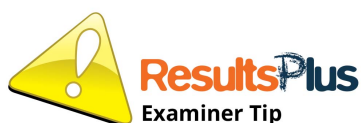
1. Christians believe that evil and suffering is a test from God.

2. Christians respond to evil and suffering by praying to God and having strong faith.

3. Christians also respond to evil and suffering by being patient as God has plan for everyone.



Award one mark for each point identified and written in a sentence. Is a test from God (1). Praying to God (1). Being patient God had a plan (1).



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

Candidates should make sure they write in three distinct sentences.

Question 1 (b)

Candidates were assessed on Section One: Christian Beliefs bullet point 1.1 – The Trinity.

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 as quotes or examples. The development must link to the way given and to the question asked.

This question proved difficult for candidates who failed to read the question carefully and ignored the part of the question stipulating that it requires to be linked to the Nicene Creed. Candidates wrote about the Trinity in the Bible and thus did not gain marks.

The candidate is awarded 2 marks.

(b) Explain **two** ways the Trinity is shown in the Nicene Creed.

(4)

The ~~first~~ first way is ~~to~~ the Oneness of God, this is shown by the creation of the world. Another way the Trinity is shown is again the Oneness of God but there are three persons, they are the Father, the Son and the ~~not~~ Holy Spirit.



The first part is not about the Trinity in the Nicene Creed Way One – the Oneness of God (1). Development One – there are three persons (1).



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

The candidate is awarded 4 marks.

(b) Explain **two** ways the Trinity is shown in the Nicene Creed.

(4)

The Trinity is shown through the Father in the Nicene Creed. He is shown as omnipotent because He is the maker of Heaven and earth.

The Trinity is also shown through the Son in the Nicene Creed. He is shown as omnibenevolent because He died for our sins.



Way One – Seen through the Father (1). Development One – Maker of heaven and earth (1). Way Two – Shown through the Son (1). Development Two – He died for our sins (1).



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

Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs bullet point 1.5 – The nature and significance of salvation.

The question asked was:

Explain **two** beliefs about Jesus that are shown in the last days of his life.

It was clear that candidates who were familiar with the events in the last week of Jesus's life did well and that many candidates did not understand the term 'last days' even though it is on the specification.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two reasons were required, and both needed to be developed for 4 marks.

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

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

The candidate is awarded 5 marks.

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

(c) Explain **two** beliefs about Jesus that are shown in the last days of his life.

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

(5)

One belief about Jesus shown in the last days of his life is that he is prophetic. At the last supper, Jesus said "The hand of him who is going to betray me is with mine at the table" ^{Bible,} Luke 22:21. This shows Jesus is ~~pr~~ prophetic as he knew that one of his disciples would betray him.

Another belief about Jesus shown in the last days of his life is that he is forgiving. This is shown when he asked God to forgive those who mocked them on the cross "Father forgive them" ~~to~~ (Bible). This shows ~~is~~ Jesus to be forgiving as he offered forgiveness to others even on the day of his death.



(c) items provide marks for five points, 2 for beliefs about Jesus, 2 for the development of each belief and one for an accurate source that relates to the belief about Jesus. The response needs to focus on what it says about Jesus rather than what happened in the last week. The candidate is awarded 5 marks.

Belief One – He is prophetic (1)

Source – the hand ...at the table (1). The reference is not needed but as it is there it must be correct (which it is).
Development One – knew one of his disciples would betray him (1). Reason Two – he is forgiving (1). Development Two – forgive those who mocked them on the cross (1).

There is then another correct source but maximum marks have already been achieved.



Candidates must learn reasons why Christians hold beliefs and be able to develop them and give sources of wisdom and be able to use them accurately and in context. Trying to 'shoehorn' in references often leads to incorrect answers.

The candidate is awarded 5 marks.

(c) Explain **two** beliefs about Jesus that are shown in the last days of his life.

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

(5)

One belief is that Jesus is omnipotent, as he says: "You will deny three times that you know me" to Peter at the last supper. This is a source of authority, and therefore true, and this proves that Jesus is omniscient because Peter does deny Jesus three times before the "cock crows".

The passion shows Jesus to be omnibenevolent because in the Bible, a source of authority, it says that Jesus said: "Forgive them father for they do not know what they are doing" to about the people he was being crucified with. Therefore Jesus is omnibenevolent as he forgives people on his deathbed.



Belief One – Jesus is omnipotent (1).

Source – You will deny three times that you know me (1).

Development One – Peter does deny Jesus three times (1).

Reason Two – the passion shows Jesus to be omnibenevolent (1). Development Two – forgive them Father (1) the source is credited as a development here.



The source must support the reason / teaching / belief / way given. Sources can be double 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 be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting candidate's progression to the higher levels.

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

Candidates were assessed on Section One: Christian Beliefs bullet point 1.6 – Christian eschatology.

The question asked:

'Everyone will go to heaven.'

Evaluate this statement considering arguments for and against.

In your response you should:

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

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

The statement was about the different understandings about heaven and whether all Christians should have the belief that some will be judged and go to hell or purgatory, the requirement for different Christian points of view should have alerted candidates to the fact that different Christian groups have different opinions.

(d) items are level marked, they are not point marked. The candidate was awarded 5 marks. The candidate reached level 1 and was awarded 2 marks + 3 marks for SPaG.

* (d) "Everyone will go to heaven."

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)

I ~~don't~~ agree with this ~~statement~~. "Everyone will go to heaven" Some people don't agree with this statement. For example Most of the Muslims don't agree with this ~~same~~ statement because Muslims believe that the people who made ~~sin~~ they will go to heaven. On the other hand, Most of Christians do agree that "Everyone will go to heaven". Because it ~~said~~ ~~on~~ says on the Bible. However, Some Christians don't believe in life after death or going hell or heaven. Because they don't believe it. Moreover, ~~Non-religious~~ non-religious ~~don't~~ people don't believe that they ~~don't~~ go to hell or heaven.

In my point of view, not everyone will go to heaven. Some people who has done something wrong they will go to hell.



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

Not level 2 insufficient connections made, too many inaccuracies including reference to Muslims and non-religious beliefs none of which can be credited.

2 marks the middle of the mark range for level 1 awarded. As the candidate mentions going to heaven and hell.

If you wish to award SPaG 0 or 1 send it to review.

SPaG was awarded 3 marks, in this example, because

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



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

(d) items are level marked, they are not point marked. To use level marking: Read the whole answer then the level should be decided using the level descriptors. After a level is decided by best fit decide a mark within the level.

The candidate was awarded 10 marks. The candidate reached level 3 and was awarded 7 marks + 3 marks for SPaG.

*(d) "Everyone will go to heaven."

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)

Some Christians may agree because God loves and sees everyone the same as He created all people in His own image. Christian Scripture teaches that "God does not show favoritism". This means that He loves and treats everyone the same as we were all created by Him. If humans were all created by God, and in His image, this means that everyone is how He intended us to be and God is described as loving all humans and wanting them to go to Heaven. This means that He would have created everyone capable, and pure enough to join Him in Heaven after they die.

However, some may challenge this because, if everyone went to Heaven, there wouldn't be a point of the Day of Judgment. On this day, all people rise to face the judgment of the Lord, but if everyone went to Heaven, then there'd be no need in having this day as God would already know the fate of everyone said. This disproves the statement as God is omniscient, meaning all-knowing, so would know not everyone went to Heaven or He wouldn't have had Jesus teach about Judgment Day. This is a strong argument because Christians must listen to the message of Jesus, so if He said there'd be a day of Judgment, then not everyone can go to Heaven.

Catholic Christians may agree with the statement because of their belief in purgatory. They may argue that most people go to purgatory to be cleansed before Heaven. This means that only the most evil of people, ~~some~~ would go to Hell but if everyone is created in God's image, then he wouldn't create people with souls evil enough. Christianity teaches that the Lord is benevolent and would be reunited with humans so wouldn't create anyone so horrible that they spend eternity in Hell. If people are not pure then they get punished in purgatory, then they all join Lord in Heaven. This is a strong argument because surely everyone created by God has the potential to become pure enough to go to Heaven, or else Jesus wouldn't have been killed for humans' salvation.

Protestant Christians may challenge this, as they don't believe in purgatory, so if someone isn't kind enough during their lives then they will go to Hell. This is backed up by the 'parable of the Sheep and the Goats' that states that if people don't help others during their lives, then they will go to Hell. Christian scripture teaches that "those who help the needy, honour God" meaning that people must help others in need, or else they don't go to Heaven.

In conclusion, while some argue that God couldn't condemn the humans of which he loves so much to an eternity of suffering, others argue that life is a test and if you fail, ^{then your} ~~then your~~ fate will be Hell, not Heaven. Overall, the statement is false, as humans are judged by God on the decisions they make in their life and ^{most Christians} ~~Christians~~ think that if ^{decisions} ~~decisions~~ are more unkind, then you won't go to Heaven.

(Total for Question 1 = 27 marks)



There is accurate religious information among many of the elements, they gave reasons for and against. Some gaps in logic present. Some attempt at appraisal by looking at alternatives and in the conclusion.

Level 3 not level 2 as there are a few judgements supported by the beginnings of appraisal of the argument.

Not level 4 the accuracy is not sustained and there is not a comprehensive appraisal of the evidence used.

7 marks the bottom of the mark range for level 3 is awarded. Better level 3 would be more precise and contain more appraisal of the evidence.

SPaG was awarded 3 marks, in this example, because

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



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

They should not be limited by following a scaffolding / formula as these prevent candidates answering in a coherent manner.

Question 2 (a)

Candidates were assessed on Section Two: Philosophy of Religion bullet point 2.7 – Cosmological argument.

The candidates needed to make links between the description of the cosmological argument and what it teaches about the nature of God.

Some candidates were not familiar with the word 'nature' being used in this way and they should learn it as it is used in several places in the specification.

This candidate is awarded 1 mark. Quite clearly the candidate has struggled with their understanding of the topic.

2 (a) Outline **three** things the cosmological argument shows about the nature of God.

(3)

~~How~~ how were objects made.

Three of the cosmologic argument were, the making of Earth, the making of objects, no-one could have made things. If someone did make it who did because ~~how did human~~ ~~as one can be~~ creation started? and the answer is ~~God~~. If a human made the materials, God is the only one that can create humans.



Award one mark for each point identified – God is the only one that can create (1). The material that is crossed out cannot be credited as other material has replaced it.



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

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

2 (a) Outline **three** things the cosmological argument shows about the nature of God.

(3)

One thing that the cosmological argument shows about the nature of God is that he is ~~omnipotent~~ a necessary being and therefore eternal as he was the foundation to the world. It also shows that he was the first cause to everything in the world, showing his omni-~~potent~~ benevolence as he wanted to create/start a cycle including humanity in order to have a relationship. It shows his existence as the world could not of been an infinite regression also showing his omnipotence of being able to begin and start this whole cycle of causes and moves.



Award one mark for each point identified. He is a necessary being (1) developed by eternal.

He was the first cause of the world (1) also developed.

It shows he exists (1) also developed.

This candidate has written too much – this might cause timing issues later in the paper.



An outline must be more than one word, or item of knowledge. However, it should not be more than one sentence, there is no need for development.

Question 2 (b)

Candidates were assessed on Section Two: Philosophy of Religion bullet point 2.3 – Miracles as proof of the existence of God.

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 as quotes or examples. The development must be of the reason given and to the question asked.

It appears that many candidates were not able to provide development for this question, it is important that candidates know the teachings (there are plenty in the Bible) and are able to explain them and give examples of their use.

Some candidates although able to describe miracles did not link this to the existence of God and thus gained no marks.

The candidate is awarded 2 marks.

(b) Explain **two** reasons why miracles might lead to belief in the existence of God.

(4)

Miracles can be lead to belief in the existence of God as
Christians may think God has blessed him with something unexpectedly
good for their benefit, for example, healing the sick.



The candidate gives one developed reason. Reason One – God has blessed them with something (1). Development One – for their benefit (1) this is then further developed.



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

(b) items are point marked – Two characteristics are required. The candidate is awarded 4 marks.

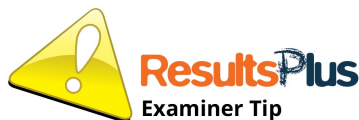
(b) Explain **two** reasons why miracles might lead to belief in the existence of God. (4)

- One reason miracles might lead to belief in the existence of God, is because there may be no other explanation for what had happened. Therefore people would believe the miracle to have occurred through a greater and more powerful being - God.

- Another reason why miracles might lead to belief in God's existence, is because they cannot be explained and seem almost supernatural. People would have to believe that a miracle could only occur as a result of a superior force, someone who is transcendent and omnipotent; God.



The candidate gives two developed reasons. Reason One – There may be no other explanation (1). Development One – God more powerful being (1). Reason Two – Result of a superior force (1). Development Two – someone transcendent (1).



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

Question 2 (c)

Candidates were assessed on Section Two: Philosophy of Religion bullet point 2.2 – Visions as proof of the existence of God.

Candidates needed to answer using biblical visions – the specification suggested a study of two visions and a number of candidates used these as examples.

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

The candidate is awarded 2 marks.

(c) Explain **two** reasons why biblical visions are important for Christians.

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

(5)

Biblical visions are important for Christians as they help Christians to picture ~~the~~ teachings for example, ~~the bible~~ from the bible. This would help Christians to understand and become more closer to God. They may start to understand things that they didn't know before therefore this may lead to them having a change of mind. They are important for Christians as they can determine what a Christian sees and this can help them do things that bring them closer to God.



(c) items provide marks for five points, 2 for reasons, 2 for the development of each reason and 1 for an accurate source that relates to the reason given.

The candidate gives one developed reason. Reason One – Picture teachings (1). Development One – become closer to God (1).

There are no specific examples suggesting the candidate had a limited understanding of the importance of visions.



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.

The candidate is awarded 5 marks.

The candidate gives two reasons, these are developed and the candidate uses a valid source of wisdom.

(c) Explain **two** reasons why biblical visions are important for Christians.

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

(5)

Biblical visions are important to Christians as firstly it reassures them that God is always watching over them and it gives them hope that there is an afterlife. This is because seeing ~~God~~ God or an ^{angel} ~~ghost~~ must be a sign to Christians that God is watching them. See

Another reason why biblical visions are important to Christians is because they show Christians that God could be trying to warn them and communicate with them which means they will continue to follow God to seek his assistance. In the Bible it says how Joseph had many visions of ~~some~~ angels telling him that Herod was trying to kill Jesus. This led to him moving to ~~the~~ Egypt until it was safe allowing Jesus to be protected. ~~through~~



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

Reason One – Reassures them that God is always looking over them (1).

Development One – Gives them hope there is an afterlife (1).

The candidate then tries to shoehorn in the vision of Gabriel to Mary – this does not link to afterlife so cannot be credited – the source must link to the reasoning given.

Reason Two – God could be trying to warn them and communicate with them (1).

Development Two – they will continue to follow God to seek his assistance (1).

Source – paraphrase of Joseph's visions (1).



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

Question 2 (d)

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

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

AO2 constitutes 50% of the overall mark.

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

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

Candidates were assessed on Section Two: Philosophy of Religion bullet point 2.6 – Design argument.

The question asked was:

'The design argument proves that God exists.'

Evaluate this statement considering arguments for and against.

In your response you should:

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

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

(d) items are level marked they are not point marked. The candidate gains 3 marks.

(d) "The design argument proves that God exists."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some Christians would agree because the world is too complex to be made by accident. Christian scripture teaches "Everything was made through him". This means that God made everything.

Non-religious people would disagree with this statement because they believe we were just extremely lucky to have been made and God doesn't exist because evil exists.

In conclusion I think that it does prove God exists because the chance of life this complex is literally one in millions or billions.



Level 1 3 marks.

Level 1 some information is identified, these are in isolated points.

Not level 2 because there are insufficient connections made and a lack of religious understanding.

3 marks the top of the mark range for level 1 awarded as there are some joined up ideas.



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

(d) items are level marked they are not point marked. The candidate gains 10 marks.

(d) "The design argument proves that God exists."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

This is a controversial statement as many Christians would argue that it does prove God's existence whereas many non-religious groups like atheists and humanists would argue that it doesn't and there are more logical explanations as to why everything is the way that it is. I would argue that the design argument doesn't prove that God exists.

Most literal Christians, literal, conservative Christians would argue that the design argument proves that God exists. The design argument is that the world is too perfect and everything has purpose that it can't have been created made by chance and that it must be a higher being who made everything - this being is God. They would argue that even natural God must have created everything as everything is too perfect. Leaves don't have a life yet their roots have been made so perfect that and leaves are made to the point of perfection which couldn't have been done by chance. In the Book of Genesis, God created land, sky, sea, plant and land life and finally human life and then rested on the seventh day. Literal Christians would argue that the story of Genesis is factually true and thus God made everything. The design argument therefore proves God's existence as they are perfect and therefore must have created us.

This is a weak argument as it lacks a basic understanding of science - natural selection and evolution. Many atheists and ~~Human~~ would argue that God doesn't exist and that the world is perfect due to the Big Bang and evolution.

Like me, many atheists would argue that the design argument doesn't prove God's existence as they would support the Big Bang Theory. This states that the Universe was created from a single concentrated point of mass and exploded and is expanding. One could argue that God created the Big Bang, but we know that before the Universe there was nothing which means there was no God. Also, natural selection and evolution provides evidence as to why components of our planets are so perfect. This is because as time has progressed, organisms have naturally adapted to cope with change conditions so for e.g. a leaf is like that because it has adapted to survive and naturally overtime has become the best leaf it could be. This is supported by Charles Darwin's book "The Theory of Natural Selection by Evolution" which provide comprehensive evidence of this which would consequently mean that the design argument doesn't prove God's existence.

To conclude, I firmly believe that the design argument doesn't ~~prove~~ prove God's existence but it's the way everything has developed is the reason why everything is so perfect which is yet to be debunked by the design argument.



Level 4 - 10 marks.

There is accurate religious information among many of the chains of logical reasoning, there is natural appraisal in the paragraphs as the validity of the evidence is discussed.

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

Not level 3 as appraisal of the arguments is thorough.

10 marks bottom of the mark range for level 4 awarded. Better level 4 would be more precise and contain more appraisal of the evidence especially in the conclusion.



Appraisal shows:

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

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life bullet point 3.8 – The role and importance of the Church in the worldwide community.

The candidates needed to provide teachings not examples or reasons and these could be any teaching that a Christian might follow, not necessarily a biblical teaching.

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

3 (a) Outline **three** Christian teachings about charity.

(3)

Charity helps the poor, shows God their love isn't money and to show they are all giving to help other creations of God.



Award one mark for each way identified. Charity helps the poor (1). The remainder of the answer is too vague to credit.



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

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

3 (a) Outline **three** Christian teachings about charity.

(3)

One teaching about charity is that by giving and serving the poor, you are also serving Jesus, as he taught that Christians should do so. Another teaching is that it can develop good and generous character by helping those less fortunate by trying to restore equality between everyone. A third teaching is that if you are going to give and help do it out of the goodness and generosity of your heart rather than to benefit yourself and make you look good - virtuous ethics.



This candidate is awarded 3 marks. Award one mark for each point identified. By giving... you are also serving Jesus (1). Trying to restore equality between everyone (1). Do it out of the goodness... rather than to benefit yourself (1).



Teachings can be any Christian teaching they do not have to be scriptural.

Question 3 (b)

Candidates were assessed on Section Three: Living the Christian Life bullet point 3.1 – Christian worship.

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

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

Candidates need to show knowledge and understanding about liturgical worship and why people might choose to participate in it, examples were good ways to gain marks in development.

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

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

This candidate is awarded 2 marks.

(b) Explain **two** reasons why Christians might choose to take part in liturgical worship.

(4)

They can praise with other people, this brings the population up for liturgical worship as people can get to know more ~~christian~~ Christians. Another reason is that they can try something new instead of worshipping on their own.



The candidate gives one developed reason.

Reason One – They can praise with other people (1).

Development One – can get to know more Christians (1).

Trying something new is not a valid reason.

Instead worshipping on their own is repetition of praising with other people.



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

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

The candidate is awarded 4 marks.

(b) Explain **two** reasons why Christians might choose to take part in liturgical worship.

(4)

Fristly, christians might choose to take part in liturgical worship because they feel more comfort because ^{their} set prayer has been said through out history. This means that they are ~~worshipping~~ ^{saying what} Jesus taught them to say.

Secondly, christians might take part in liturgical because it is easier for them. This means that if they don't know how to worship the lord they have scripture to help them and wouldn't change so they can feel comfortable.



The candidate is awarded 4 marks.

Two developed reasons.

Reason One – Their set prayer has been said throughout history (1).

Development One – saying what Jesus taught them to say (1).

Reason Two – It is easier (1).

Development Two – it won't change so they feel comfortable (1).



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

Question 3 (c)

Candidates were assessed on Section Three: Living the Christian Life bullet point 3.2 – The role of the sacraments in Christian life.

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 as quotes or examples. The development must be of the reason given and to the question asked.

The reasons 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.

The candidate is awarded 2 marks. The candidate gives one developed reason.

(c) Explain **two** reasons why some Christians do not celebrate seven sacraments.

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

(5)

Some Christians do not celebrate the seven sacraments because they believe it is not necessary to follow them in order to show their faith. ~~This means that it is important.~~ This means that they believe in other ways to declare their faith, for example prayer.

A second reason is because some Christians believe that two sacraments is enough to show their faith. ~~This means that they baptise people but don't~~



One developed reason.

Reason One – Not necessary to follow them in order to show their faith (1). Development One – other ways to declare their faith for example prayer (1). The remaining material repeats similar information.



The source of wisdom must be accurate, candidates should not be encouraged to shoehorn in random ideas.

(c) items provide marks for five points, 2 for reasons, 2 for the development of each reasons and 1 for an accurate source that relates to the reason given. The candidate is awarded 5 marks.

(c) Explain **two** reasons why some Christians do not celebrate seven sacraments.

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

(5)

The seven sacraments are not recognised by the ^{Quakers} Quakers. The Quakers do not see the sacraments as of high importance. This means they do not feel a duty to undergo the sacraments as it is not a vital part of religion like it is for Catholics.

Also, the Anglican church only celebrates 2 sacraments ^{of belief in the} ~~protestant~~ church of England. In the 39 articles, it stated that "there are only two sacraments baptism and the Eucharist". This means that the followers of the ~~the~~ Anglican Church don't celebrate all seven sacraments.



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

Reason One – Seven sacraments are not recognised by the Quakers (1).

Development One – they do not feel a duty to undergo them (1).

Reason Two – The Anglican Church only celebrates two sacraments (1).

Source – 39 articles there are only two sacraments (1).

Development Two – followers of the Anglican Church don't celebrate all seven sacraments (1).



Sources can be paraphrased; however they must be recognisable.

Question 3 (d)

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

Candidates were assessed on Section Three: Living the Christian Life bullet point 3.5 – Christian religious celebrations.

The question asked:

'Christians should always observe Holy Week.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion

Please note that, neither in the bullet point, nor on the question are candidates required to give a non-religious response. Nor are they expected to refer to different Christian points of view.

The statement was about the argument as to whether Holy Week should be observed. Those candidates who were familiar with Holy Week did well with knowledge but many failed to evaluate the validity of their arguments or appraise their argument. Some tried to argue whether they should observe other celebrations instead, however this was not what the question required and so they gained no marks. Candidates must address the question set.

The candidate gains 4 marks in total.

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

*d) "Christians should always observe Holy Week."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Many Christians may agree with this as Holy Week was when Jesus had died. It ~~was~~ involved all the important events for what had happened to Jesus eg. crucifixion, the last supper, resurrection etc. ~~It~~



Level 1 1 mark SPaG 3.

Level 1 some isolated information is identified.

Not level 2 insufficient connections made, no chains of logical reasoning no judgements.

1 mark bottom of the mark range for level 1 awarded, as there is really only one descriptive reason given.

SPaG was awarded 3 marks, in this example, because

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



If the candidates are familiar with the level mark scheme they will realise they have to evaluate these arguments as they go and especially at the end. It will also indicate that a personal opinion is not required.

The candidate gains 9 marks in total.

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

* (d) "Christians should always observe Holy Week." — Palm Sunday
— anointing
— prediction

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Jesus' sacrifice
Last supper.
is it as
important?

betrayal
Last supper
crucifixion
resurrection.
(15)

Holy Week commemorates ~~Jesus's~~ ^{the last ~~week~~ days} Jesus spent on earth before his crucifixion. One reason it is significant for Christians to observe this week is that on Holy Tuesday Jesus predicted he would be betrayed by Judas, yet he treated him with respect and kindness. The Bible teaches to 'love thy neighbour' and Jesus was such a forgiving person he was not angered by the actions of Judas. Christians should learn from this as it teaches the extent of God's love and forgiving nature.

Jesus also taught his disciples many important lessons in Holy Week. On Maundy Thursday he showed them his never ending love for humanity and salvation. Christians understand Jesus' sacrifice is shown through the 'bread and wine' or his 'body and blood.' Christians should

respect and show thanks to Jesus
in Holy Week, as he made the ultimate
sacrifice to 'save' humanity, which shows
God's never ending love.

Christians would say Holy Week is so important
to observe because of Jesus' sacrifice and
teachings that lead to sacraments such
as reconciliation.

However some people might argue Holy
Week isn't as important to be observed as
other events such as Christmas, or ~~with~~
Christmas could be seen as much more
important as it shows God's love sending
his only son to earth to save us. It also
proves the reality of the Trinity shown in
the Nicene Creed.

Jesus also performed many miracles of
healing and splitting bread and fish
while on earth and some Christians may
prefer to focus on these events, rather than
the sins of humanity or killing God's son.

In conclusion, I would believe Holy Week is
important to observe as it shows Jesus'
love and care for humanity which we should show
thanks for.

(Total for Question 3 = 27 marks)



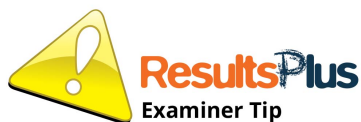
The candidate gained level 2 6 marks.

There is limited information among a limited range of elements, they gave reasons for and against, there are some inaccuracies and some ideas are present that are not logical.

It is level 2 not level 1 as the elements of understanding are not isolated there are chains of logical reasoning.

However it is not level 3 as there is no in depth appraisal of the arguments given. The conclusion does not consider the quality of the arguments (appraisal) it paragraph repeats information and provides more reasoning rather than looking at the arguments provided.

The candidate is awarded 6 marks in the top of the mark range for level 2 because all the demands of the level descriptor are met. It does not meet the level requirements for level 3.



Candidates can answer a (d) item in many different ways, the use of a scaffold / template may prevent candidates from achieving higher grades.

However, it may be helpful to tell candidates to follow the requirements of the question i.e. consider arguments for and against, referring to Christian teachings as they do so and then provide a conclusion.

Question 4 (a)

Candidates were assessed on Section Four: Equality bullet point 4.7 – Christian attitudes towards social justice.

The candidates needed to provide ways the Church works for social justice, not the reasons why it does it. The question elicited a wide range of correct responses, both practical and theoretical and showed that some candidates were aware of the concept of social justice.

(a) items are point marked – Outline requires three outlined points. Three ways are required – they can be any responses that a Christian may use either practical or theoretical. Some candidates may answer using a list which is not an outline and thus can only receive 1 mark according to the mark scheme.

4 (a) Outline **three** ways the Church works for social justice.

(3)

* Informing people about it

* holding sessions in the church

* Help promote it



This candidate is awarded 1 mark, because it is a list not an outline.

In addition these were 3 ways of saying the same thing – informing people about it, holding sessions in the church, help promote it (1).



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

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

4 (a) Outline **three** ways the Church works for social justice.

(3)

one way the church works for social justice is through charity work where people can donate food and necessities to give to the less fortunate to make society more fair and equal. Another way is through campaigns as they go out and spread awareness about social injustice to people in order to reduce it. A third way is through teaching Christians ~~teachings~~ teachings from Jesus, who says that everyone is equal in the eyes of God and to give to the poor, in order to encourage people to ~~do so~~ act on this and make it true.



Award one mark for each point identified.

- through charity work (1) this is then developed.
- spread awareness about social injustice (1).
- teaching Christian teaching ...everyone is equal in the eyes of God (1).

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

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



It is important that candidates are aware of all the specialist terms used in the specification e.g. social justice.

Question 4 (b)

Candidates were assessed on Section Four: Equality bullet point 4.5 – Christian attitudes towards religious freedom.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two challenges 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 as quotes or examples. The development must be of the challenge given and to the question asked.

Candidates who recognised the question was about multi-faith society not multi-ethnic society gained higher marks than those who confused the two.

(b) items are point marked – Two challenges are required.

The candidate is awarded 1 mark.

(b) Explain **two** challenges for Christians living in a multi-faith society.

(4)

not all religion are the same so one religion could say christian may not be the right way to live life



The candidate gives one challenge.

Challenge One – not all religions are the same so they could say Christians may not be the right way to live life (1).



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

The candidate is awarded 4 marks.

(b) Explain **two** challenges for Christians living in a multi-faith society.

(4)

One challenge for Christians living in a multi-faith society is that it can lead them to question their own faith as they are exposed to others, making them think more deeply about it. Another challenge for them is that it may make them have to accept and they may find it hard to understand another's faith as they become more open to other ideas and values that they ~~may~~ ^{have to} not necessarily agree with.



The candidate gives two developed reasons.

Reason One – It might lead them to question their faith (1).

Development One – Exposed to other making them think deeply (1).

Reason Two – they may have to accept ...another's faith (1).

Development Two – values that they may not necessarily agree with (1).



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

Question 4 (c)

Candidates were assessed on Section Four: Equality bullet point 4.1 – Christian teaching on human rights.

Explain **two** reasons why Christians should support human rights.

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 as quotes or examples. The development must link 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.

The candidate is awarded 2 marks.

(c) Explain **two** reasons why Christians should support human rights.

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

(5)

Everyone should have equal rights and be treated the same.

You should treat people how you want to be treated.



The candidate gives one developed reason. Reason One – everyone should have equal rights (1). Development One – and be treated the same (1). The candidate then gives a quote (which is not quite correct) however it is not linked with the material so cannot be credited.



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

(c) items are point marked.

The candidate is awarded 5 marks.

(c) Explain **two** reasons why Christians should support human rights.

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

(5)

• Christians should support human rights as sometimes, christian teaching ~~prohibits~~ are parallel to human rights. In other words, some christian teaching hold the same view as Human Rights. For ~~an~~ example - "The Ten Commandments" (Exodus) - which says that christians shall not murder and shall not steal. Similarly, human rights also prohibits people from doing this so and encourages equality.

• On the other hand, human rights provide equal rights for each and every human being regardless of their sex, class, gender or religion. For example, The Equality Act of 2010 prohibits any sort of discrimination on the ~~ground~~ grounds of sex, religion or gender. Similarly, christians believe that "there is ~~no~~ neither Jew nor Gentile, slave nor free, male or female" which furthermore ~~justifies~~ justifies that christians should support human rights as they hold the same idea / point of view and can work towards ending discrimination.



The candidate gives two developed reasons, there is an accurate source of wisdom.

Reason One – sometimes Christian teaching is parallel to human rights (1).

Source – Christians shall not murder (1).

Development One – human rights also prohibits people from doing this and encourages equality (1).

Reason Two – Human rights provide equal rights for each and every human (1).

Development Two – Christians believe there is neither Jew nor Gentile...male or female (1).



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

Question 4 (d)

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

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

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument.

Formulas and writing frames / scaffolding restricted the flow of the arguments thus restricting candidate's progression to the higher levels.

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

Candidates were assessed on Section Four: Equality bullet point 4.5 – Christian attitudes towards racial harmony.

The question asked: 'Racial harmony must happen.'

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

The candidate gains 2 marks. The candidate reached level 1 and was awarded 2 marks.

(d) "Racial harmony must happen."

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)

Many Christians would agree with this statement as all races raises racial harmony should be encouraged all around the world as it brings peace and between all religion and doesn't create conflict but also doesn't judge the better beliefs of others

Some Christians may disagree with the statement as they believe different religions and races are created for different reason why should there be peace harmony they ^{all} must learn to deal with each others ways and attitudes. And that will create peace

In conclusion As a Muslim I agree with this statement as I believe racial harmony must happen for every one to communicate

and be equal with one another and
will create a good life for future generations.



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

Not level 2 insufficient connections made, too many inaccuracies, no judgements.

2 marks the middle of the mark range for level 1 awarded, as the second and third paragraphs contain the same ideas.



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

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

(d) "Racial harmony must happen."

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

- There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus
- It helps to be a good Christian
→ salvation by works
– "Love your neighbour."
– ~~the~~ humanist view

Against

- ~~Some ch~~ Tower of Babel,
– God commanded that people are not equal for a reason

Some Christians may argue against the statement and say that ~~the~~ racial harmony does not have to happen because God commanded it to be that way. In the Bible, the ~~st~~ story of the Tower of Babel described how people tried to get into heaven by building a tower. God was angry as they should only get to heaven through faith in him so he made humans all different races and ~~to~~ speak different languages and cursed all of ~~his~~ their descendants. This shows divine authority for ~~ret~~ the argument ~~to~~ to not follow racial harmony. However some Christians may disagree with ~~the~~ stat this argument and say that it does not show love and kindness to all human beings. In Galatians 3, it describes how "There is neither Jew nor Greek, slave nor ~~re~~ free, male or female for

you are all one in Christ Jesus". This shows that all humans are equal and have the right to live in ~~peace~~ racial harmony as God loves all humans. This is more in line with Christian teachings as it shows God's omnibenevolence which shows how people should follow in both God and Jesus' footsteps and live peacefully with all.

Some humanists may also agree with the statement that racial harmony must happen because all human life is valued. By working towards ~~the~~ racial harmony it shows love for other human beings and shows good morals to ~~be~~ bring happiness into the world. A Christian may agree with this view as it follows Jesus' teaching of 'Love thy neighbour.' This teaches that in order to be a good Christian you must learn to work together in peace and harmony despite differences ~~at~~ as it shows that they are loving and caring. This ~~is~~ argument is stronger as it is more in line about ~~God's~~ Jesus' teachings of agape and loving everyone around them selflessly and therefore racial harmony must happen.

Overall, it seems that there are more arguments in favour of the statement and that ~~the~~ racial harmony must happen. This is because it helps to follow ~~God's~~ Jesus' teachings about love.



The candidate gained level 2 6 marks.

There is limited information among a limited range of elements, they gave reasons for and against, some that are not logical or applied accurately.

Level 2 not level 1 as the elements of understanding are not isolated and there are chains of logical reasoning.

Not level 3 as there is no in depth appraisal of the arguments given. The conclusion does not consider the quality of the arguments (appraisal) it paragraph repeats information and provides more reasoning rather than looking at the arguments provided.

The candidate is awarded 6 marks in the top of the mark range for level 2 because all the demands of the level descriptor are met. However it does not include ethical arguments so it cannot go beyond level 2. It includes non-religious views which are not asked for and it only just begins to appraise so it does not meet the level requirements for level 3.



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

Paper Summary

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

- Answer (a) items in outlines i.e. full sentences.
- Provide 3 sentences for (a) items, each on a separate line.
- (b) items should have 2 developed reasons but 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 they should also use a source as a fifth element.
- The source of wisdom may be a paraphrase but should be identifiable.
- The source of wisdom must be linked to the reason given.
- (d) item responses must show AO2 skills to get high marks.
- (d) items must show an appraisal of the argument and not simply rely on a set format.
- Level descriptors are used to mark (d) items, not point marking.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

