



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE

In Religious Studies Short Course (3RB0)

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

Option 2B - Christianity

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Introduction

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

This paper allows an in depth study of Christianity as a lived religion within the United Kingdom, and its beliefs and teachings on life specifically about the issues of 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.

3RB0_2B_Q01a

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.

Some candidates wrote in lists and gained one mark for a list rather than an outline.

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

Candidates should make sure they provide answers in three distinct sentences

3RB0_2B_Q01b

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 quotes 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.

Candidates should ensure they do not use the same information twice, they will only be rewarded once for a specific piece of information.

Candidates must ensure they follow the requirements of the question which asks for two developed beliefs, some candidates gave lots of information which could not be credited.

3RB0_2B_Q01c

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 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.

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.

GENERIC advice for centres to what constitutes a source of wisdom

- The candidates do not have to reference a quote or quote it word for word.
- If examiners are unsure they will use a search engine.
- If the candidate states that it is in John 1:18 and then states another verse from John – then this can be awarded. Candidates are not expected to know '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.

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

Candidates should not attempt to 'shoehorn' in random quotes as sources of wisdom they must use them appropriately.

3RB0_2B_Q01d

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 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 1.3 – 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. Many candidates failed to recognise this question was about the Incarnation.

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

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

3RB0_2B_Q02a

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.

Examiner Tip

- An outline must be more than one word.

3RB0_2B_Q02b

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 quotes 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

Candidates may use a source as the reason – in many other places a source can be accepted as a development of a reason

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

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

3RB0_2B_Q02c

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.

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

3RB0_2B_Q02d

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 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.

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.

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 were not named.

The statement was designed to evaluate the use of torture and whether it 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

Examiner Tip

- There are many different ways to answer d) items and gain marks, a template will not assure good marks.
- Teachers should not try to point mark d answers. The should be read completely and then assessed against the level descriptors to find a best fit.
- 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.

Summary

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

- Answer a) items in outlines i.e. full sentences
- Provide 3 sentences for a) items, each of a separate line
- b) items should have 2 developed reasons not more than 2
- development may be 1) examples 2) quotes 3) extra relevant material
- development must link to the reason given and still answer the question set
- c) items are similar to b) items but should also use a source as a fifth element
- the source of wisdom may be a paraphrase but should be identifiable
- the source of wisdom must be linked to the reason given
- d) item responses must show AO2 skills to get high marks
- d) items must show an appraisal of the argument not simply rely on a set format
- Level descriptors should be used to mark d items not point marking