

Examiners' Report June 2022

GCSE Religious Studies B 1RB0 1A



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Introduction

Option 1A – Catholic 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 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. In this year's paper Advance Information was shared for 50% of the paper (Sections 1 and 3), this was aimed at reducing the effects of COVID on candidates' grades.

This paper allows an in-depth study of Catholic Christianity as a lived religion within the United Kingdom, and its beliefs and teachings on life specifically about Marriage and the Family and Matters of Life and Death. This unit engages the interest of young people, as it addresses many Catholic Christian beliefs and teachings in addition to some issues affecting young people today.

Candidates must be prepared for the whole breadth and depth of the specification in order to achieve higher grades.

They should be familiar with the words used in the specification.

Candidates should understand what is meant by 'Appraisal' for (d) questions.

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 simply 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

Note: In some questions marks are awarded for correct use of Spelling, Grammar and Punctuation – SPaG

Question 1 (a)

1

Candidates were assessed on Section One: Catholic Beliefs Bullet point 1.3 - Creation .

The question asked was: 'Outline **three** ways the Creation account shows the nature of God.'

This question worked well: it showed that candidates understood how Creation showed the nature of God.

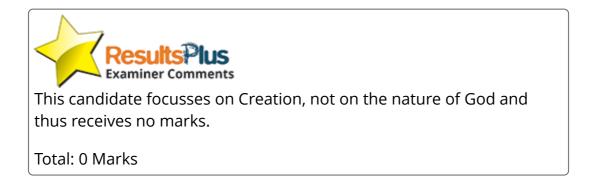
The majority of candidates gained all 3 marks. Less-able candidates simply wrote about Creation.

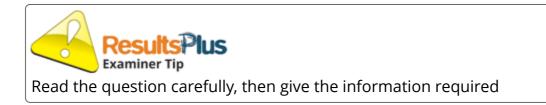
The candidates needed to provide ways, not reasons, and the ways needed to refer to any characteristic of God.

In this question, the candidate is required to identify the way the nature of God is shown, thus it needs to identify a characteristic of God.

(a) Outline three ways the Creation account shows the nature of God.

			(3)
- one way it shows the nature	OC	god	U
- one way it shows the nature me that he created the sun and	mac	n sc	۷
we'd have light and dark.			
- another way it's shows a us that	he	Crech	ed
animals and crops to feed us			
- another way is that he created	Eh	e ga	rden
for adam and eve to rive in.			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,





The candidate writes three sentences, outlining three ways.

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

Question 1: Catholic Beliefs

1 (a) Outline three ways the Creation account shows the nature of God.

one way is it shows his omnipotence, because he created the whole world. Another way is it shows his omnibenevalence as he gave us domion, and everything we need to live. Finally, a third way is it shows his omniscence as he knew excattley how to Create the world and everything we heed.



The three ways identified are:

- It shows his omnipotence because he created the whole world (1)
- It shows his omnibenevolence as he gave us dominion (1) (ignore spelling errors: this is easily understood)
- It shows his omniscience as he knew how to create the world (1)

However, it would also have gained full marks for answering the question if they had written:

- Creation shows his omnipotence (1)
- It shows his omnibenevolence (1)
- It shows his omniscience (1)

Total: 3 Marks

(3)



Question 1 (b)

Candidates were assessed on Section One: Catholic Beliefs

Bullet point 1.4 – The significance of the Creation account in understanding the nature of humanity:

The question asked was: 'Explain **two** reasons why it is important for Catholics to be stewards of God's Creation.'

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

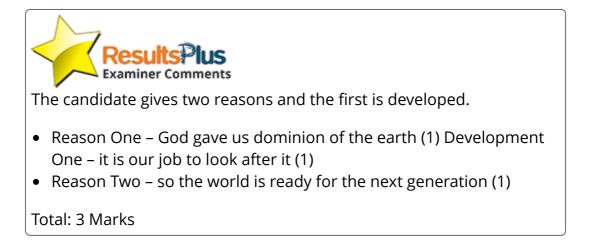
Teachers should refer to the specification to determine probable questions

The majority of candidates knew what was meant by stewardship and were able to respond correctly to this question and gain marks.

(b) Explain **two** reasons why it is important for Catholics to be stewards of God's Creation.

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	circles	OF	God		tion	is G	ocl
gave	us	Do	minon	CP	tre	ear	th cind
it	is	Our	J05	<u>[-0</u>	1000	CIE	ter it
					(++++++++++++++++++++++++++++++++++++++		
anot	ced	Гео	son	is	so	the	word
is	read	29	For	the r	lext	gen	eration

(4)



(b) Explain two reasons why it is important for Catholics to be stewards of God's Creation.

One reason why it is important is because created people to be all loving te in this instance that refers ve paithpi ito God

(4)

Another reason why it is important is Stewards are needed PCOUSE people for their sins



The candidate does not provide any accurate information about stewardship.

They attempt to answer using general information because they do not know about being 'Stewards of God's Creation'.

However, this wastes time that could be used on other questions.

Total: 0 Marks

Question 1 (c)

In this question candidates were assessed on Section One: Catholic Beliefs

Bullet point 1.2 – Biblical understandings of God as a Trinity of Persons.

The question asked was: 'Explain **two** events in the historical development of the doctrine of the Trinity.

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

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two events were required, and both were 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 an example. The development must relate to the event given and to the question asked.

GENERIC advice as to what constitutes a source of wisdom:

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

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.

If the development is not about the question, even if it relates to the event given it will gain no marks. Frequently, candidates wrote 'and this is in the Bible and the Bible is the word of God' – this usually does not answer the question and therefore receives no marks.

(c) items can be awarded 5 marks: 2 for events, 2 for the development of each event and 1 for an accurate source that relates to the event given.

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

The specification records the Councils of Nicaea and Constantinople. However, the Baptism of Jesus was credited as an event.

(c) Explain two events in the historical development of the doctrine of the Trinity.
 In your answer you must refer to a source of wisdom and authority.

The kning shows one each in the tunity is that
your in the son One part of the thirty is that
Jerus is the son, an event to show this is the
asunsion. In the nicene creed it also says jesus is the
Son

(5)

the holy spiril Anomur the monthly is part bapusm Drok now spirit is real and in The voice of god proves · as the 10 how spirit SON Of ano Ha says ma Im N

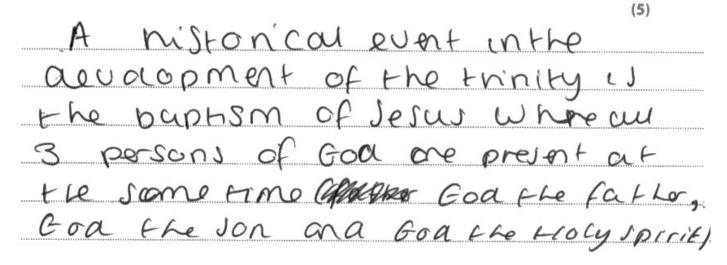


The candidate gives two events: one is developed.

- Event One In the Nicene Creed it says Jesus is the Son (1)
- Event Two The baptism... proves that the Holy Spirit ...is a part of the Trinity (1) Development Two – Paraphrase of the Baptism of Jesus (1)

Total: 3 Marks

(c) Explain two events in the historical development of the doctrine of the Trinity.
 In your answer you must refer to a source of wisdom and authority.



Another historical eunt could be the town tof nicea where the niceno creea was created. Then i cere creed is a statement stating three are 3 perons of Goa, a key puntfor the trinity.



 Event Two – The Nicene creed was created (1) Development Two – 3 persons of God a key point for the Trinity (1)

Total: 4 Marks

Question 1 (d)

Candidates were assessed on Section One: Catholic Beliefs

Bullet point 1.7 – The significance of the life, death, resurrection and ascension of Jesus

The question asked: 'The life of Jesus brings salvation.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic 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.

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 did not evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the higher levels.

More able candidates referred to the sacrificial death of Jesus compared to his life, and candidates who had difficulties generally misunderstood the concept of salvation or ignored it.

*(d) "The life of Jesus brings salvation."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to <u>Catholic</u> teachings
- reach a justified conclusion.

(15)home latholics may agree with the statement because Jenny same to the earth to redeem humans from the unsequences of their in John 3:16 ways For God as loved the world that he good his only begatter son , Ald where believes in him word yerish but have sterred life. This nears that Juns' life yers a path of faith in tim that we can take to be redeered from our wongdoings and go to heaven This in argument because without Jecus' life, there was been no apportunity for humanity to be and see salvation. Other retholics may disagree because they may brings Lold that June' ultimate unifice is what us calvation, The Book of Jesish cargo, By his stripes we are healed , meaning that the sufficience he went through its what stones for our wrong Soings This arguement is due then when unidering the whole in of Trung life was to lead that up to tis death as a "sacrificial lamb chain to

pring us life. have latholics may she agree with the statement because of the actions Tenus took in this life, His teaching example and moral values is what we can imitate to live lives that are pleasing to lood, and therefore king advation. Tems sage in the gaspels, This is an roomalment that you love one matter this dealy demonstrates the actions lood requires of us to do, in ander to bring about his caleation. Other latholics my singree because to the resurction of Serves. The Bible rays he , 'me on the this day in mordance with the mightines'. This rising from death - montolie of in - allows us to rise with him into the fiture glang of heaven. This set due shows his divine parce showing that his due divisely able to queste calotion to humanity In conclision I the arguement about Jer death is the stronged because it enemporees his entire life leading up to test point. The other arguerent still hold value, and show the ingrificance that his time on earth had on me and on Len we should live our tires sucording to bod's will.



The candidate is awarded Level 3 because:

The answer shows coherent and logical chains of reasoning and accurate understanding of religion and belief. There are judgements made throughout the answer and appraisal is attempted.

- The first paragraph provides coherent and logical chains of reasoning: this is developed with connections.
- The second paragraph explains an alternative point, making links and showing connections between elements in the question.
- There is then another paragraph containing linked arguments, followed by another paragraph with developed and evidenced arguments against, showing evaluation of the ideas.
- The candidate then gives a conclusion, which provides a judgement based on an overarching appraisal of the argument already mentioned.

The answer gave sufficient accurate information to be awarded Level 3 in the middle of the range of marks, because most, but not all, of the demands of the level descriptor are met .

It contains coherent and logical chains of reasoning and accurate understanding of religion and belief.

Level 3

Response: 8 Marks

SPaG: 3 Marks

Total: 11 Marks

*(d) "The life of Jesus brings salvation."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(15)

Catholics would agree with this statement because saluation is the idea of being healed from sins and when Jesus was attalive he forgave a lot of people so withought desus theiden of saluation would be forein to us hum humans. This is a strong arguement because since desus was human as well we are able to relate to him much more and understand the concept of salvation much more. However this could be seen as a week arguement because even though Jesus forgave people hewas also fully God so humans may not be able & to be freed form sin so Easly

cathelics would also agree with this statement because is Jesus had not died for us our sins may not have been forgiven. This is a strong arguement be cause Jesus died four for our sake so our sins can be forgiven and so we have mans can also recieve saluation.

In conclusion, Ibelieve that the life of tesus bring saturation because if it wasn't for his sacrafice God would not forgives as for any sins we have committed.



The candidate is awarded a mark in Level 2 because:

- The first paragraph provides an argument 'Jesus was alive he forgave a lot of people'. Then the candidate develops it with more information forming superficial connections. The rest of this first paragraph is an attempt to appraise but is simply repetition. It shows limited understanding of religion and belief.
- The second paragraph provides an alternative 'Jesus had not died' and links to salvation, but this is superficial in its understanding.

The concluding information was repetition.

It is given 5 marks, rather than 6, because it is limited in arguments and repetitive.

Level 2

Response: 5 Marks

SPaG: 3 Marks

Total: 8 Marks



Take opportunities to assess and analyse the validity of the evidence used in your arguments

Question 2 (a)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.4 – Christian attitudes towards punishment.

The question asked was: ' Outline three Catholic beliefs about the importance of the family.'

The Catholic beliefs needed to be about family – not marriage.

Candidates should write each sentence separately.

This helps them know that they have written three outlines.

It helps examiners know when each outline has finished.

Question 2: Marriage and the Family

2 (a) Outline three Catholic beliefs about the importance of the family.

(3)

10 Likahon



This candidate answers using a list, which is not an outline and thus can only receive 1 mark, according to the mark scheme.

Procreation

Love

Raising

Candidate may use bullet points or not. However, they must answer in full sentences for the response to be an outline.

Total: 1 Mark

2 (a) Outline three Catholic beliefs about the importance of the family.

One competition of the family is proceeding.	Procreation Unity Rearing children
Another is that we should raise children	P One Flesh S E
A final one is	



The candidate writes one sentence, outlining one belief.

• We should raise children in a Catholic way (1)

The candidate provides two sentences: however, only one is accurate.

The purpose of marriage is to procreate – it is not the purpose of the family, so this is incorrect.

Total: 1 Mark



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

It must be a full sentence

(3)

Question 2 (b)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.1 – The importance and purpose of marriage.

The question asked was: ' Explain **two** reasons why Catholics believe marriage is important 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.

In this question, candidates were able to show knowledge about why marriage is important in society. However, frequently they ignored 'in society' and gained fewer marks, because they discussed why marriage is important for Catholics, not society.

Most candidates gained 2 marks.

(b) Explain two reasons why Catholics believe marriage is important in societ rocreo (4)Ovo sugi Longage aH 0 un Day Nusa (euche) C aus inglicusd Paren bluch 68



The candidate gives one developed reason.

The first paragraph is not why the family is important **in society** thus cannot be credited.

 Reason One – Raising/rearing children in a relationship where the parents are married is healthy for children (1) Development One – they will have perfect role models (1)

Total: 2 Marks



A source can be accepted as a development of a reason

(b) Explain two reasons why Catholics believe marriage is important in society.

(b) Explain two reasons why catholics believe manage is important in society. (4)	
One reason catholics believe that	
marriage is important is because	******
it is a sacrament. This means that	
the man and woman are saying vows	
to God and has his blessing.	

Another	reason	why (atholics	believe
it is i	mporka	nt is	because	God created
				Plesh. this
means	mey J	hould	live to	getherin
	U U		k noon	
their r	elation	ship.		



This candidate gives no valid reasons as to why marriage is important in society.

They ignore the element of the question 'important in society' and focus on a different part of the question – why is marriage important – and thus do not provide any reasons that answer the question, and gain no marks.

Total: 0 Marks



Read the question carefully

It is good practice to underline key words in the question

Question 2 (c)

Bullet point 2.7 – Catholic teaching about the equality of men and women in the family

The question asked was: ' Explain **two** reasons Catholics believe men and women are equal in the family.'

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

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

In this question, candidates were able to show understanding of the equality of men and women in the family. Frequently, they ignored 'in the family' and thus gained fewer marks. Most candidates gained 3 marks.

(c) Explain two reasons Catholics believe men and women are equal in the family.

(5)

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

One Catholics believe men and wome are equal in the family. This would be because they think that when raising children with are and being equalit's easier for achild to give back their respect for each gender. This is important because, by starting young you give others fair chance in atter (ice.

Another cecision why catholics believe in omen in the - el between mena cause in Genesis one Good ene Same women Creo and vn 113 isimportal becaused QUI. ECOLC END 00 SOU 100 9 care EO CIE N 10 2 the c



The candidate gives two reasons: these are developed and there is an accurate source of wisdom used.

- Reason One men and women are equal in the family because they think that when raising children with love and being equal it's easier (1) Development One to give back that respect for each gender (1) Source Equality between men and women in the family because... Paraphrase of Genesis (1)
- Reason Two God took the same amount of time and care to create the two (1) Development Two – one isn't more superior than the other (1)

Note that the candidate continues to write in the blank space below – it is acceptable to do this.

Total: 5 Marks



The source must be relevant and used as part of the candidate's reasoning

(c) Explain two reasons Catholics believe men and women are equal in the family. In your answer you must refer to a source of wisdom and authority.

(5) why catholics believe men One newson ave equal is because Fesus WOIN This is importent Decause evenione. enone otress thy sel as

Another reason hy 15 because Meed 100th ver and women for prochection. This is important because without either, ehildren to raise there will be no



The candidate gives one developed reason about equality in the family.

The first paragraph does not refer to family in any way and so cannot be credited.

Reason One – Need both men and women for procreation (1)
 Development One – there will be no family to raise (1)

Total: 2 Marks

Question 2 (d)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.4 – Support for the family in the local Catholic parish .

The question asked was: ' Families need the support given by parishes.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

Please note that candidates were not required to give a non-religious response: if they did this part of their answer was ignored.

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 on the paper.

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

Candidates who achieved high marks recognised that this question concerned whether families needed the activities organised in the parish, and were able to expand answers with examples.

(d) "Families need the support given by parishes."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(12)

Catholic teachings agree with the statement because parish is they believe that the parish is God's home and that everything that the Priest Say is correct as is representing Jesus on earth.

Church

Some other catholics don't believe that families need Support given

by parishes because they believe that families Should decide on their

own on what to do or when to have babies, etc.



The candidate has been awarded Level 1 because:

- The first paragraph provides an argument 'priest ... is representing Jesus on earth.' This is not developed. The information after it is very general and not about parish work: it is an isolated element of understanding of religion and belief.
- The second paragraph is an opposite argument 'families should decide on their own'. This is not developed: it is another isolated element of understanding of religion and belief.

The candidate does not provide a conclusion or any evaluation in the answer.

The answer gave sufficient accurate information to be awarded Level 1, at the lower end of the range of marks, because it contains isolated elements of understanding of religion and belief.

To be awarded Level Two the candidate would need to make superficial chains of reasoning and attempt judgements and appraisal.

Level 1

Total: 1 Mark

This question does not have SPaG marks – it has 12 marks.

(d) "Families need the support given by parishes."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(12)

The local parish is a group that	helps cocholics. They give loss of
support such as Setting up (alholic	Schools. Many autholics would
say this is needed, because the	would is becoming a lot more
non-religious, so these schools are	helping people stay into faith. This
is important for the parishes because	
social teaching, putting fourth into	action, this will help them
achieve saturation, and let the people	who are going the the school
achieve sourcation. I think this is a	strong point because everyone
deserves to go to movien.	1
~	

Forthermore, parishes help bring families together. such as Mamolac sacroment, and important because it is a Nomage 12 (oun celling. together, let no Seperate. Furthermore, has Man ioned God wheel to catholics, they made sin, so bedd delting of divorce ÍŚ p to lacal parishes stop people HOM neccessary see sinning and their mounder So they can live (Ocholic ଶ୍ୱରହା repairing Ø. Nion this herceuse ISUS MINK ĩŚ 01 Strong life . brought us salvation. 61 Should thenkful 0002 that and not SO WE 6 bleak Sinning ourselves.

Not catholics will believe parishes are important, however not needed for their faminics. This is because they may believe that if you're

a true catholic, you should be able to fix your marriage by yourself for the better of being a 60 good catholic, and without the help of the parish. Nowever, 1 think this is a weak point browse had told us to love one another as I have loved you, therefore sometimes it is best to accept the love and help of others.

In co	unclusi	on, (thi	nk that	Fau	milles	neca	The sc	spool giv	en by
		use than						· /	d live
mai	lifes		footsteps					/	role
moder	hл	heppling						1	good
(amo)		")				1		J	5



The candidate has been awarded Level 2 because:

- The first paragraph provides an argument using examples and linking them to Catholic Social Teaching and develops it making superficial connections to biblical teaching. There is a simple unsupported judgement made.
- The second paragraph explains another reason for marriage as a sacrament, linking to why people may need support with their marriage and forming a good connection in reasoning.
- The next paragraph provides an alternative argument people should be able to fix their own marriage. This has now diverged from the topic and is less about families needing support.
- The candidate then gives a conclusion that shows judgements of a limited range of elements they have discussed previously.

The answer gave sufficient accurate information to be awarded Level 2 in the top of the range of marks and the chains of reasoning are coherent.

To be awarded Level Three the candidate would need to demonstrate a wider understanding using more logical chains of reasoning, and include more judgements and appraisal.

Level 2

Total: 6 Marks

Question 3 (a)

Candidates were assessed on Section Three: Living the Catholic Life

Bullet point 3.2 – Liturgical worship within Catholic Christianity

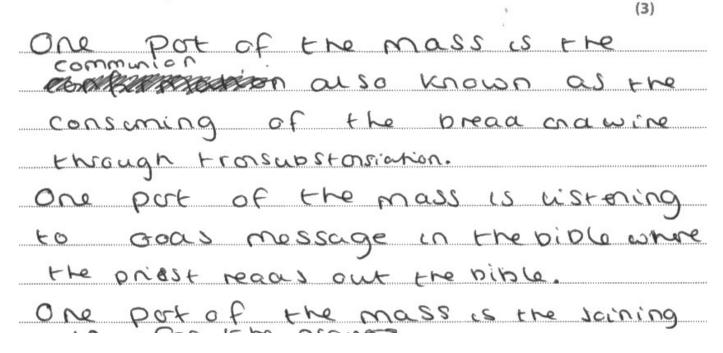
The question asked was: ' Outline three parts of the Mass.'

This question worked well: it highlighted whether or not candidates knew the parts of the Mass. The majority of candidates did, and gained 3 marks.

Advance information informed centres that this bullet point would form part of the examination.

Question 3: Living the Catholic Life

3 (a) Outline three parts of the Mass.





This candidate is awarded 2 marks.

The candidate writes two accurate sentences, outlining two specific parts of the Mass.

• One part of the Mass is the communion (1)

The rest of this sentence is development and cannot be credited.

• One part of the Mass is listening to Gods message...when the priest reads out of the bible (1)

The last sentence is not written on the lines given for an (a) question.

This can be marked but the candidate should try to write in the lines given and also indicate where their answer is continued (eg on additional lined paper or on another page in the examination booklet – the latter is advised).

Total: 2 Marks



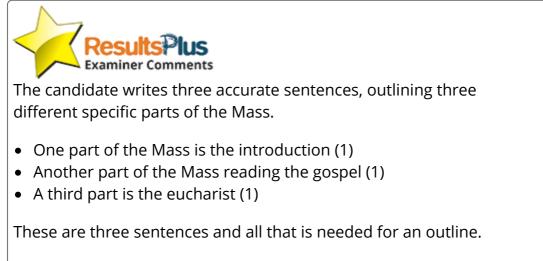
Each part of the Mass needed to be in its own standalone sentence, otherwise it is not an outline

Each mark is given for a specific part of the Mass identified in a sentence – not a general description for example, praying.

Question 3: Living the Catholic Life

3 (a) Outline three parts of the Mass.

One part of the mass is the introduction. Another part of the mass is reading the gospul. A third part of the mass is the eucharist.



Total: 3 Marks

(3)

Question 3 (b)

Candidates were assessed on Section Three: Living the Catholic Life

Bullet point 3.5 – The role and importance of forms of popular piety

The question asked was: 'Explain **two** reasons why the Stations of the Cross are used by Catholics.'

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 an example. The development must link to the reason given and to the question asked.

In this question, candidates were able to show knowledge and understanding of the Stations of the Cross. Those who confused this with the 'Sign of the Cross' gained fewer marks. Most candidates gained 2 marks.

(b) Explain two reasons why the Stations of the Cross are used by Catholics. Leny 0



The candidate gives one developed reason.

 Reason One – they are used to remind Catholics of Jesus' suffering (1) Development One – Brings to mind how Jesus died in pain for our sins (1)

The rest of the paragraph is extra reasoning and cannot be credited

The next paragraph does not contain any reasons.

Total: 2 Marks



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

(b) Explain two reasons why the Stations of the Cross are used by Catholics.

(4) Stelions Vic reason 100 remind cul Cross 1 are use dala SPI Jesc ٢٢ LESON d see cross SUS 1h a Jesus

Results Plus Examiner Comments The candidate gives one reason.

 Reason One – to remind Catholics the sacrifice Jesus made for Catholics (1)

The second attempt at a reason is not sufficiently accurate to be credited.

Total: 1 Mark

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Question 3 (c)

Candidates were assessed on Section Three: Living the Catholic Life

Bullet point 3.8 – Catholic mission and evangelism

The question asked was: ' Explain **two** ways mission fulfils the commission of Jesus.'

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

Candidates were asked to 'Explain two' on (c) items. Therefore, two ways are required, and both need to be developed for 4 marks. 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 the source is used as development it does not gain a second mark for the source at the same time.

In this question, candidates were able to show knowledge and understanding about missionary activity and the commission of Jesus. Candidates who did not know the commission of Jesus gained fewer marks.

(c) Explain two ways mission fulfils the commission of Jesus.

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

(5) mission fulfils the DAR wau Jesus ommissi 0 other cultures 0 Fn L resources tha may have NOF them 10 heb to 00 Another evangelis fO way the In av lad to 0 0001 a tha sher ŧV S 11 H Spread 0 0 e cause an N



The candidate gives one developed way and one way that is not developed.

- Way One Go to other cultures that may not have the resources to pray to God (1) Mark given for the missionaries travel to other cultures.
- Way Two Go to other cultures that may not have the resources to pray to God (1) Mark given for missionaries providing resources.
 Development One – the disciples were able to spread the word of God in many languages (1).

The candidate uses a source – awkwardly writing a SOWA that supports this – which in not good practise and should be avoided.

This usually means that the source does not link to the way/reason given, however in this case it did gain marks.

Total: 3 Marks



Sources may be paraphrased: however, they must be recognisable

It is clear that the candidate has been given a 'scaffolding' to answer (c) questions.

If candidates have difficulty with the use of a source, it is better to tell them to answer a (c) question the same way as a (b) question.

They should not be told to write 'a source to support this' or 'a quote related to this is': these types of answers are not using the source as required.

(c) Explain two ways mission fulfils the commission of Jesus.

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

(5)

One may mission fulfil the commission of Tesus is to help the people. Some evidence to support is to save people from sin: second may mission fulgils the commison of jesus is to tell people about hod for some evidence to support is to tell that God made you and I am the son of God . Some anote related to this is "God is a sun of God.



The candidate gives one way.

The first paragraph contains no accurate information.

• Way One – Missions fulfils the commission of Jesus is to tell people about God (1)

The rest of the answer is not linked /used to support the way given.

Total: 1 Mark

Question 3 (d)

Candidates were assessed on Section Three: Living the Catholic Life

Bullet point 3.7 – Catholic Social Teaching

The question asked: " All Catholics should make sure the poor are included in society."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

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

Candidates who did well knew that 'inclusion of the poor' is in Catholic Social teaching and were able to expand answers with evaluation.

*(d) "All Catholics should make sure the poor are included in society."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(15)I believe catholics do make & agree 1 domemon 10 Sure the poor one infinde/ Sor 18 My In as and Gorgive contra his love ambs 10 he doeser wow cheathing (rod Conne wents all S to bible vorr heighbor JWYI Me an your. YON its wr 9 Connerin be card the world misse Se 1ª make 5 Mer blace stowards du as

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Strother argument for hend be that life is hely and belongs to god therefore mainifuals should help the milhomble the past as they may be hat home less or here life struggles which could lead to inicide because of this individuals shows hap as it nould be negt on the their Ampo improval built which show be Judged by God. My Door

ather An a reinmost agoing I this Nortemant are ald be that life his loads of obstacles which should be professing proved by human the popular by their them self to as back back suffering and point are horman human experiences there fore should be overtop with heard work.



The candidate is awarded Level 3 because:

- The answer shows coherent and logical chains of reasoning and accurate understanding of religion and belief. There are judgments made throughout the answer and appraisal is attempted.
- The first paragraph provides coherent and logical chains of reasoning focussed on the concept of love of neighbour. The paragraph finishes with an attempt at appraisal.
- The second paragraph explains an alternative point 'the poor became poor because of choosing the wrong things in life' and then to biblical references showing connections between elements in the question.

There are another three paragraphs paragraph that contain shorter chains of reasoning and some more evaluation of the arguments used.

The candidate gives a conclusion two paragraphs before the end of the essay, which provides a judgement based on an overarching appraisal of the argument already mentioned.

The answer gave sufficient accurate information to be awarded Level 3 at the bottom of the range of marks, because some of the demands of the level descriptor are met. It contains coherent and logical chains of reasoning and accurate understanding of religion and belief.

To be awarded Level 4, the candidate would need to demonstrate a wider understanding by using more logical chains of reasoning. There should be connections among the full range of elements in the question, with a comprehensive appraisal of evidence.

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks



Candidates can write on the exam paper. It can help to plan (d) questions

*(d) "All Catholics should make sure the poor are included in society."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
 reach a justified conclusion.

(15)

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The candidate is awarded Level 1 because:

• The paragraph provides an argument 'it has nothing to with how a person is'. There is then a counter-argument. Reasons are not developed, the information after this is very general and not about Catholic Social Teaching. It shows isolated elements of understanding of religion and belief.

The candidate does not provide a conclusion or any evaluation in the answer.

The answer gave sufficient accurate information to be awarded Level 1 at the middle of the range of marks, because it contains mostly general information, within isolated elements of understanding of religion and belief.

To be awarded Level 2, the candidate would need to make superficial chains of reasoning, and attempt judgements and appraisal.

Response: 3 Marks

SPaG: 3 Marks

Total: 6 Marks



Candidates should try to include evidence as a part of their chain of reasoning: this strengthens an argument

Question 4 (a)

Candidates were assessed on Section Four: Matters of life and Death

Bullet point 4.1 – Catholic teachings about the origins of the universe

The question asked was: ' Outline three Catholic teachings about the origins of the universe.'

The candidates needed to provide teachings about the origins of the universe, which is bullet 4.1. This elicited a wide range of correct responses; it did not need teachings quoting a source of wisdom.

Most candidates were able to explain Catholic teachings about the creation of the universe, but they occasionally confused this with literal ie non-Catholic teaching, or with teaching about the creation of humanity.

Most candidates gained 2 marks.

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

Write three brief sentences in an (a) question.

Question 4: Matters of Life and Death

(3)

4 (a) Outline three Catholic teachings about the origins of the universe.

Catholic teaching about the ongine of the Letterense. God crowled it

Anorthe Catholic kalling about the origins of the universe in Blight dos Seven days if you willide the next day.

Another cathorie & Ang Mos traching about the origins of the universe in that God Made the day and night.



The candidate is awarded one mark for each teaching outlined and written in a sentence.

- One Catholic teaching...is that God created it (1)
- God made it in 7 days (1)
- God made the day and night (1)

Total:

3 Marks

Question 4: Matters of Life and Death

4 (a) Outline three Catholic teachings about the origins of the universe.

(3) One Catholic teaching about the origins of the universe is Genesis 1 God created fleaven and Earth. when Another is that God created the land and sea. Another is that God Adam and Eve dominion over gave of his creation and tasked with stewardship and naming animals them



One mark is given for each teaching outlined in a sentence.

- God created Heaven and Earth (1)
- God created the land and sea (1) The other information is not about the origins of the universe: it is about humanity, and so this cannot be credited.

Total: 2 Marks



Candidates should write each of the three full sentences on a new line

Question 4 (b)

Candidates were assessed on Section Four: Matters of life and Death

Bullet point 4.2 - Catholic teachings about the sanctity of life

The question asked was: ' Explain **two** ways the Bible shows that life is special.'

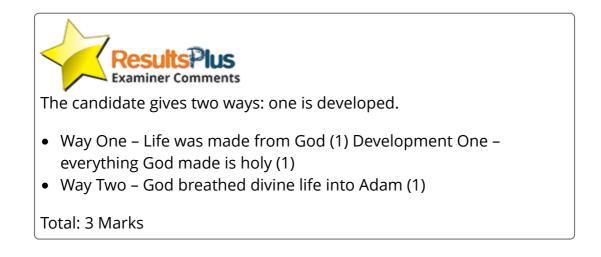
Candidates are asked to 'Explain **two'** on (b) items. Therefore, two ways are required, and both need to be developed to be awarded 4 marks.

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

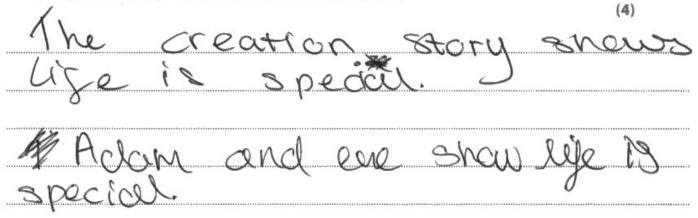
In this question, candidates were able to show knowledge and understanding about why life is special.

Most candidates gained 4 marks.

(b) Explain two ways the Bible shows that life is special.
One may the Bible shows that life is special is because life was made
from God and everything that God made is volue holy.
The way the Bible shows that live is special is because of Generics.
It states that Adams God breathed divina life in Adam.



(b) Explain two ways the Bible shows that life is special.





The candidate gives two ways:

- Way One The creation story shows life is special (1)
- Way Two Adam and Eve show life is special (1)

Total: 2 Marks



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

Question 4 (c)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.5 – Catholic teachings and beliefs about life after death

The question asked was: 'Explain **two** Catholic teachings that support the existence of a life after death.

Candidates are asked to 'Explain two' on (c) items. Therefore, two teachings are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom (a quote/paraphrase) or an example. The development must link to the teaching given and to the question asked.

The teachings 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 uses the wording of the specification and yet some candidates were unable to provide accurate answers. It is worth using the specification as a guide as to what candidates need to know.

Most candidates gained 4 marks. They were able to identify Catholic beliefs and frequently used the resurrection as a source.

(c) Explain **two** Catholic teachings that support the existence of a life after death.) Complication 15 : 42-44

(5)

One (athetic teaching that supports the existence of a life after death is the immortality of the soul. Catholic believe that when we die only our plysrcal bodies do and not the spiritual body —as shown through I Coninthians 15: 42 -44 where it states that you will be repurched spiritually.

One Catholic teaching that supports the existence of a life after death re Jesus 's resurrection. Catholics believe this to be supportive of an afterlife as Jesus overpowered death itself.



The candidate gives two developed teachings and there is an accurate source of wisdom used as part of the reasoning.

 Teaching One – The immortality of the soul (1) Development One – when we die only our physical bodies do (1) Source – paraphrase of 1 Corinthians (1)

Note: the reference is not required but if it is included it must be correct.

• Teaching Two – is Jesus resurrection (1) Development Two – Jesus overpowered death itself (1)

Total: 5 Marks

Candidates should not write 'a source of wisdom is' or worse, SOWA – this means the source is not being used as part of the reasoning in the question.

(c) Explain two Catholic teachings that support the existence of a life after death.

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

(5) catholic tear 8 w e n OD W 0 + 01 2 V et ve 6 8 () C. n Q DP 9 10 C 9



The candidate gives two developed teachings.

- Teaching One We can ascend up to heaven to be with God (1) Development One Jesus went to heaven after resurrecting (1)
- Teaching Two we can be sent to purgatory (1) Development Two get God's forgiveness before going to heaven (1)
 Total: 5 Marks

Question 4 (d)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.4 – Catholic responses to non-religious explanations about the origins of human life

The question asked: "Evolution fully explains the origins of human life."

Evaluate this statement considering arguments for and against.

In your response you should:

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

Please note that as required in the bullet point in the question, candidates were not required to give a non-religious argument.

Candidates who did well recognised that this was about the origins of human life, not the origins of the universe, and were able to expand answers with evaluation. (d) questions are good discriminators of achievement in RS.

(d) "Evolution fully explains the origins of human life."

Evaluate this statement considering arguments for and against.

In your response you should:

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

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changed as the word of bible



The answer reaches the bottom of Level 2.

The candidate is awarded Level 2 because:

- The first paragraph provides a reason from a non-religious perspective: this is expanded in a superficial way by a description of evolution
- The second paragraph is Christian reasoning using a literal view of creation, which is not Catholic teaching
- The next paragraph gives another reason against going to hell, which is very superficial
- The candidate then gives a personal opinion and conclusion, which does not show judgment of the argument nor provides some new information

The answer gave sufficient accurate information to be awarded Level 2 in the lower end of the range of marks. It does not contain much of the belief and understanding expected in Level 2 but it does make superficial connections within the reasoning, especially in the first paragraph.

To be awarded Level 3, the candidate would need to demonstrate more understanding of Catholic beliefs about evolution using logical chains of reasoning, and make connections between the elements in their response.

Level 2

Total: 4 Marks

(d) "Evolution fully explains the origins of human life."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)44 1) tuola origins 61 bernow agree ScinHAR RUIC 0 CS . AD Resor hom A is the 6 in Ĺ Q nan TAN



This response reaches Level 1.

The candidate is awarded Level 1 because:

- The paragraph provides an argument 'there is a lot of scientific evidence.' This is not developed. The paragraph then has an opposite argument 'families should decide on their own'. This is not developed: it is another isolated element of understanding of religion and belief and provides an incorrect statement – the Bible mentions evolution
- The candidate does not provide a conclusion or any evaluation in the answer
- The answer gives sufficient accurate information to be awarded Level 1 but at the bottom of the range of marks because it only contains an isolated element of understanding of religion and belief

To be awarded Level 2, the candidate would need to make superficial chains of reasoning and attempt judgements and appraisal.

Level 1

Total: 1 Mark



Learn the whole of the specification, so there are no gaps in your knowledge

Paper Summary

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

- Answer a) items in outlines this means they should write in full sentences
- Provide 3 sentences for a) items, each should be 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 the question set
- c) items are similar to b) items but use a source as a fifth element
- A 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 will be used to mark d) items

Grade boundaries

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

https://qualifications.pearson.com/en/support/support-topics/results-certification/gradeboundaries.html

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