



Examiners' Report

June 2022

GCSE Religious Studies B 1RB0 1B

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Introduction

Paper 1: Area of Study 1 – Religion and Ethics

Option 1B – Christianity

This paper is the most popular unit in the suite of papers: it contributes to 50% of the overall award when combined with another area of study.

The paper includes four questions, each covers a section of the specification, candidates are expected to answer all four questions, and 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 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, because it addresses many Christian beliefs and teachings in addition to some of the issues affecting young people today.

Note:

GENERIC INFORMATION regarding crossing out :

- When candidates have given two answers and crossed out the first – examiners mark the replacement answer.
- If the crossed-out answer was correct and the replacement is incorrect, marks are not awarded. The candidate has chosen to give the wrong answer.
- If the candidate crosses out a correct answer, and does not offer a replacement and the crossing out can be read, it is possible to obtain marks.

GENERIC INFORMATION regarding Sources of wisdom and authority

The source must support the issue/reason/teaching/belief/way given

If the source is attributed to the wrong person/source/numerical reference it cannot be credited e.g. a Pauline quote attributed to Jesus it 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

In 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

Some questions have marks for Spelling, Punctuation and Grammar – SPaG.

Assessment Objective(s) is abbreviated to AO.

Question 1 (a)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.3 – Incarnation .

This question worked well: it showed that candidates understood the Incarnation and the majority of candidates gained all 3 marks. Weaker candidates simply wrote about Jesus.

The question asked was:

'Outline **three** Christian teachings about the Incarnation.'

The candidates needed to provide teachings, not reasons, or ways, and they needed to refer to the Incarnation not to the life of Jesus in general.

Teachers should refer to the specification for probable questions.

1 (a) Outline **three** Christian teachings about the Incarnation.

(3)

One Christian teaching is that God came to earth as flesh as Jesus Christ. The human form of God. 'The word made his flesh upon us'.
Another Christian teaching is that he made himself as flesh as part of the Trinity so we could ~~not~~ ~~live~~ ~~to~~ ~~can~~ communicate with him. A final teaching is that humans will ~~find~~ ~~an~~ ~~mind~~ ~~and~~ ~~peace~~ ~~knowing~~ ~~God~~ ~~has~~ ~~experienced~~ ~~life~~.



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Examiner Comments

The candidate writes three sentences outlining three teachings.

- God came to earth as flesh as Jesus (1)
- The word made flesh (1)
- Made himself flesh so we could communicate with him (1)

There are more than 3 teachings but 3 is the maximum that can be credited.

Total: 3 Marks



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Examiner Tip

Make sure there are three distinct sentences

Examiners give one mark for each teaching outlined – written in a sentence.

The last sentence goes out of clip – candidates should be encouraged to use the lines provided or to indicate where they finish their answer eg page 18, or on additional lined paper.

1 (a) Outline **three** Christian teachings about the Incarnation.

(3)

One Christian teaching about incarnation is that Jesus is God in human flesh.

Another teaching is that incarnation was Jesus sacrificing himself for humanity to save us.

Another teaching is that Jesus by God showed that humans have value.



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Examiner Comments

The candidate writes three sentences: however only one is about the Incarnation

- Jesus is God in human flesh (1)

Total: 1 Mark

Question 1 (b)

Candidates were assessed on Section One: Christian beliefs

Bullet point 1.2 – The creation of the universe

Candidates were able to show knowledge about the creation of the universe and frequently used biblical evidence in support. Most candidates gained 4 marks. Some lost marks by referring to the creation of humanity.

The question asked was:

'Explain **two** Christian beliefs about the creation of the universe.'

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.

(b) Explain **two** Christian beliefs about the creation of the universe.

(4)

Some Christians may view the creation of the universe as a more literal story referring to Genesis as something that 'really' happened. Other Christians may ~~believe~~ ^{refer} it to the creation of the universe ~~is~~ a more metaphorical sense not really seeing as though God had handcrafted the ~~sa~~ sun, light and dark but more as a parable as story with a deeper meaning betwixt it.



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Examiner Comments

The candidate gives two developed beliefs.

- Belief One – May view the creation of the universe as a more literal story (1) Development One – referring to Genesis as something that really happened (1)
- Belief Two – May refer to the creation of the universe in a more metaphorical sense (1) Development Two – ...more as a parable a story with a deeper meaning (1)

Total: 4 Marks



Read the questions carefully: ensure you give the information the mark scheme requires

(b) Explain **two** Christian beliefs about the creation of the universe.

(4)
One Christian belief about the creation of ~~the~~ the universe is God created the world, and made ~~the~~ ~~the~~ Sunday the rest days for us to go church and worship him for all he's done, thanking him.
Another Christian belief about the creation story is he created the first human being who was a man by the name of Adam, but ~~the~~ God said he might be a bit lanky so he made a woman with parts of his ribs and she was named Eve. in 7 days 6 working days



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Examiner Comments

The candidate gives one developed belief.

- Belief One – God created the world (1) Development One – in 7 days 6 working days (1)

The remaining information in this paragraph is incorrect.

The next paragraph is about the origins of humanity – not the universe, therefore it cannot be credited.

Total: 2 Marks

Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.7 – The problem of evil/suffering

This was a good discriminating question. Some candidates were able to identify the problem and link it to the nature of God; most simply described the inconsistent triad.

The question asked was:

'Explain **two** issues the problem of evil may raise for Christians about the nature of God.'

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

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two issues 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.

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.

If the development is not about the question – even if it relates to the event given – it will gain no marks.

Frequently, candidates write: 'and this is in the Bible and the Bible is the word of God' – this usually does not answer the question and no marks are given.

(c) Explain **two** issues the problem of evil may raise for Christians about the nature of God.

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

(5)

One issue the problem of evil may raise for Christians about the nature of God, is that He may not be all-powerful, even though the Bible says, "Nothing is impossible with God." This means that He may want to stop evil and suffering but cannot.

Another issue the problem of evil may raise for Christians about the nature of God, is that He may not be all-knowing. This means that He may know about evil and can stop it, He does not love us enough ~~to~~ to want to do so.



The candidate gives two developed issues and makes use of a source in their reasoning.

- Issue One – He may not be all-powerful (1) Source – nothing is impossible with God (1) Development One – he may want to stop evil and suffering but can't (1)
- Issue Two – He may not be all-loving (1) Development Two – he does not love us enough to want to do so (1)

Total: 5 Marks

c) items are point marked

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

(c) Explain **two** issues the problem of evil may raise for Christians about the nature of God.

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

(5)

~~the parable of the sheep reinforces to Christians that evil must be defeated~~ Christians may become doubtful and ^{is not in God.} for the problem of evil and suffering ~~will cause~~ could partially cause Christians to question the existence of God. ~~additionally, Christians faith may be in God for the reason that they would~~ This is because they may believe if God were truly omnipotent, omnibenevolent and omniscient, he would put an end to evil. Therefore, the parable of the sheep reinforces Christians to accept God's choices ~~of suffering~~ because it will allow them to unite as a community and overcome evil. ~~the~~ The Bible states "you must love your neighbour" which reassures Christians in their faith. ~~God's choice of~~ Therefore, Christians may believe ~~God has~~ evil is punishment for God's humanity and it is a Christian's duty to maintain that through the acts of stewardship.



This response gives one developed issue.

- Issue One – potentially cause Christians to question the existence of God (1) Development One – If God were omnipotent, omnibenevolent and omniscient, he would put an end to evil (1)

The rest of the answer does not discuss another issue.

Total: 3 Marks

Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the d) items.

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

AO2 constitutes 50% of the overall mark.

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.1 – The Trinity

d) questions are good discriminators of achievement in RS. Candidates who did well recognised that this question concerned whether or not the Trinity is an easy concept to understand.

The question asked:

“The three Persons of the Trinity make it easy to understand God.”

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 points, nor in the question stimulus are candidates required to give a non-religious response.

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 reach the higher levels.

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.

d) items are **Levels** marked: they are not point marked.

* (d) "The three Persons of the Trinity make it easy to understand God."

Evaluate this statement considering arguments for and against. * (meaningful

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

tri-unity)

(15)

Some Christians - Catholics - may agree with this statement as the trinity* helps them understand all of God's three parts just as one God. God's three parts are: The Father (God), the Son (Jesus) and the Holy Spirit (invisible power). The trinity allows Christians to understand God better this way as all of these 3 parts were different ~~parts~~^{roles} in a Christian's life - for example, the Holy Spirit is the invisible power Christians pray to today. The trinity also allows Christians to form a closer relationship with God which is important and crucial to many, if not all, Christians and their faith. The Nicene Creed states the importance of the trinity saying: "we believe in one God, the Father, the Almighty". The Nicene Creed also helps Christians understand that God is the all powerful Father and Jesus his son. On the contrary, some Christians may disagree with this statement slightly - Protestants - as they believe that ~~prayer~~^{prayer} is also important for

→ and his water.

Understanding God (Christians pray in order to get closer to God - forming a close relationship with him - , to say sorry for sins and to thank/praise him. Saying sorry for sins is important when understanding God as it ~~not~~ ^{not} only ensures they go to heaven but it also shows God that they are a devoted Christian that wants to live a sinless life, again important to most Christians. Agreeing slightly with the argument above, Protestants (and most Christians) would say the trinity is important during pray as they ~~are~~ ^{perform} the symbol of the cross on their body, representing: "The Father, the Son and the Holy Spirit" Matthew 28.

In today's society, there are lots of other religions who are monotheistic ~~or~~ ^{or} believe in several Gods (Hinduism), each having their ^{own} ~~own~~ individual way of understanding them. Humanists and atheists don't believe in a God so their opinion isn't likely to be impactful. Ultimately, the majority of Christians would agree with this statement as the trinity is a central belief in their monotheistic religion. Helping them understand him is beneficial as having a close relationship with God is



The candidate has been awarded Level Three 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 that the three persons individually assist understanding of God. This is developed by making connections and then further provides more reasoning linked to the Nicene Creed.

There is an attempt to evaluate these answers. The paragraph then continues with an argument against which it discusses that prayer is a better way to understand God. This is developed with superficial argument and an attempt at evaluation.

The second paragraph is a non-religious point of view – however, this is not required by the questions and all of this information must be ignored.

Conclusions have been given throughout the argument.

The answer gave sufficient accurate information to reach Level 3 in the bottom 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.

To reach Level Four the candidate would need to:

- demonstrate a wider understanding by using more logical chains of reasoning and connections among the full range of elements in the question with a comprehensive appraisal of evidence.

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 marks

d) items are Levels marked: they are not point marked.

In conclusion, the three persons of the Trinity definitely make it easier to understand God as each individual term has its own way into making believers relate to or comprehend God's nature.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "The three Persons of the Trinity make it easy to understand God." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Three persons of the

(15)

Some Christians may argue that the Trinity makes it easier to understand God as it helps them understand that there was also an incarnate version of God sent down to earth in the form of Jesus. This helps them understand God as they can physically relate to God also being a human and feeling human emotion. In the Bible it says "and so Jesus wept" in reference to him feeling pain during his crucifixion. Therefore the three persons of the Trinity make it easier to understand God. ~~Other~~ // Other Christians may argue the three persons of the Trinity do not make it easier to understand God as it's difficult to understand that God could possibly be a Father whilst also being his human son and therefore the three persons of the Trinity might not make it easier to understand God. // Although the fact it can be hard to comprehend the idea of God being a Father whilst also being his incarnate son, the ~~stronger~~ stronger argument is that the Trinity definitely does make it easier to understand God as ~~believers~~ believers can therefore relate to God if he, like them, was human and felt human emotion. Therefore the three persons of the Trinity make it easier to understand God.

Some Christians may argue the three persons of the Trinity ^{by} make it easier to understand God as they feel they can find comfort knowing the Holy Spirit is always by ^{his} side and at work in the world. The Bible states "and the Spirit of God was hovering over the waters" ~~by~~ ^{reinforcing} the belief that the Holy Spirit is always present. Therefore, the three persons of the Trinity do make it easier to understand God // ~~on~~ on the other hand, certain Christians ^{ns} could argue that the ~~3~~ ^{three} persons of the Trinity do not ~~make~~ ^{take} it easier to understand God as how could God ^{the Father} have been present at the creation when the Holy Spirit was also there - they must be different beings. However, this can be argued with the ~~the~~ belief that God is omni-present so can be everywhere whilst being in one spot and so Christians therefore might find ~~it~~ it easier to understand God through these three persons of the Trinity ~~due~~ due to the fact they'll feel God is always by ^{his} side in this world, through the Holy Spirit. //

Some Christians may argue the three persons of the Trinity make it easier to understand God as it helps them look up to God as a Father "creator of the heavens and earth". This way they can understand the omni-potence of God yet look up to him like a Father figure, the Bible stating "for your father loves you" therefore the three persons of the Trinity do make it easier to understand God and his power alongside his love as the "Father" // However, other Christians may argue the three persons of the Trinity do ~~not~~ make it easier to understand God as how can God be an all-powerful creator yet die on the cross as God incarnate. However, this argument is weak as it could be argued God let ~~an~~ ^{the} crucifixion happen for the salvation of mankind. ~~Therefore~~ Therefore the stronger argument is that the three persons of the Trinity do make it easier to understand God as it helps them ~~to~~ better understand God's ^(Total for Question 1 = 27 marks) role as an all-loving Father yet all-powerful creator.



The candidate has been awarded Level Four because:

The whole response shows coherent and logical chains of reasoning – paragraph one demonstrates an example of this. The candidate discusses that it ‘helps them understand all of God’s three parts’.

This is then linked to relating to God – through Jesus as a human, they then explain further – then provide more arguments about the persons of the Trinity.

The candidate gives evaluative statements throughout ‘therefore’ then alternatives and ‘stronger argument’, showing coherent and reasoned judgements.

The second page provides more coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief.

Connections are made among the full range of elements in the question.

The conclusion is squeezed back onto the first page near the question – this could have been written on additional paper.

The answer gave sufficient accurate information to be awarded Level 4 in the middle of the range of marks.

To be awarded the top level 4 the candidate would need to:

Demonstrate more connections within the full elements of the question and provide a more comprehensive appraisal of evidence.

SPaG was awarded 3 because the highest performance level was reached.

Level 4

Response: 11 Marks

SPaG: 3 Marks

Total: 14 Marks



Take every opportunity 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 2.3 – Nature and importance of sexual relations

The majority of candidates gained 3 marks. They were able to give three teachings – from any denomination's teachings.

The question asked was:

'Outline **three** Christian teachings about sexual relationships.'

a) items are point marked – each outline requires a full sentence.

Candidates should record each outline on a separate line.

This helps them know that they have written three outlines.

It helps examiners know when each outline has finished.

2 (a) Outline **three** Christian teachings about sexual relationships.

(3)

Firstly one Christian teaching is that it should only be between married couples. Secondly, another Christian teaching is that it should be with the intent to reproduce. Thirdly, a final Christian teaching is that it should not be a short-term ^{relationship}, if not for a family sex is seen as an expression of love, so should at least be between cohabiting partners.



The candidate writes three sentences – each sentence outlines one belief.

- It should only be between married couples (1)
- It should be with the intent to reproduce (1)
- It should not be a short-term relationship (1)

The rest of the information is not required: maximum marks have been achieved.

Total: 3 Marks

a) items are point marked – 'Outline' requires three outlined teachings in sentences.

2 (a) Outline **three** Christian teachings about sexual relationships.

(3)

Some Christians believe that sexual relations should only be allowed once married.

Catholics believe being a homosexual isn't a sin but being in a homosexual relationship is. Other Christians believe sexual relationships are only used for procreation.



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Examiner Comments

The candidate writes one sentence outlining one teaching.

- Sexual relations should only be allowed once married (1)
- Being a homosexual isn't a sin but being in a homosexual relationship is (1)

The last sentence is incorrect: no Christian Churches believe sexual relationships are only for procreation.

Total: 2 Marks



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Examiner Tip

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

Question 2 (b)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.7 – Equality of men and women in the family .

The question asked was:

'Explain **two** Christian teachings about the equality of men and women in the family.'

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 understanding of the equality of men and women in the family. However, some candidates ignored 'in the family' in the question and thus gained fewer marks.

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

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

(b) Explain **two** Christian teachings about the equality of men and women in the family.

(4)

One Christian teaching about the equality of men and women is that in the St Paul's letter to the Galatians it suggests that men and women are equal in the eyes of God.

Another Christian teaching about the equality of men and women is that the men are the head of the family and that they should protect and women should submit.



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Examiner Comments

The first paragraph is not about the equality of men and women **in the family**: it is about equality in general thus cannot be credited.

- Teaching One – Men are head of the family (1) Development One – they should protect and women should submit (1)

Total: 2 Marks



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Examiner Tip

Write answer that divides into two paragraphs, each containing a teaching and a development

The candidate's work contains no accurate teachings

(b) Explain **two** Christian teachings about the equality of men and women in the family.

(4)

CHRISTIANS teach that all genders and people are to be treated equally and respectfully. This is because all life is created by God and all life is of the same value. They also believe that men and women can do whatever they want because they have free will.



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Examiner Comments

Unfortunately, the candidate's work contains no accurate teachings.

The response is not about the equality of men and women **in the family**: it is about equality in general thus cannot be credited

It is really important candidates read the whole of the question.

Total: 0 marks



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Examiner Tip

A source can be accepted as a teaching or as a development of a teaching

Question 2 (c)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.5 – Family planning and the regulation of births

The question asked was:

'Explain **two** different Christian attitudes about the use of artificial contraception.'

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

In this question candidates were able to show knowledge and understanding of artificial contraception. Some confused this with abortion (without identifying a specific method), thus gained fewer marks.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two attitudes 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. This is the 5th mark.

This c) items provides marks for five points, 2 for attitudes, 2 for the development of each attitude and one for an accurate source that relates to the attitude given.

c) items are point marked.

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

(c) Explain **two** different Christian attitudes about the use of artificial contraception.

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

(5)

One Christian attitude to artificial contraception is that it is wrong. God commanded Christians to "go forth and multiply" so artificial contraception is wrong because it prevents procreation and goes against God's wish.

Another Christian attitude is that it is acceptable in some circumstances. If artificial contraception is used to regulate family size and maintain a comfortable quality of life it is acceptable because Christian life is sacred and therefore must be protected and comfortable.



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This candidate has given two developed attitudes.

- Attitude One – One Christian attitude to contraception is that it is wrong (1) Source – Go forth and multiply (1) Development One – it prevents procreation (1)
- Attitude Two – Acceptable in some circumstances (1) Development Two – to regulate family size (1)

Total: 5 Marks



Be familiar with the words used in the specification

c) items are point marked.

(c) Explain **two** different Christian attitudes about the use of artificial contraception.

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

(5)

One Christian attitude about artificial contraception is that it is wrong and the only form of contraception allowed is NFP (natural family planning). Another Christian attitude about the use of artificial contraception is that it is okay if it protects someone, e.g. one of the sexual partners has an STD that they don't want to spread. Another view on artificial contraception is that it is murder e.g. taking plan b or getting an abortion kills as an embryo has started forming meaning you will be sinning ("thou shall not kill") - 10 commandments.



This candidate gives more than two attitudes: however, only two can be credited – examiners are instructed to give the maximum marks that fulfil the question requirements, ignoring the extra information provided.

This response gives two developed attitudes.

- Attitude One – it is wrong (1) Development One – only form allowed is ...natural family planning (1)
- Attitude Two – Okay if it protects someone (1) Development Two – one of the sexual partners has an STD that they don't want to spread (1)

There is then a third attitude, which is incorrect because it does not identify specific methods that could be regarded as abortifacients.

Total: 4 Marks



The source must be relevant and used as part of the candidate's 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 on the paper.

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 candidates' 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: Marriage and the Family

Bullet point 2.1 – The importance and purpose of marriage

d) questions are good discriminators of achievement in RS. Candidates who did well recognised that this was about whether marriage is sacred /holy and were able to expand answers with appraisal.

The question asked was:

"Marriage is sacred."

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; if they did not then their answer was capped at Level 2 because an element of the question has been ignored.

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

(d) "Marriage is sacred."

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.

For	Against
'Sanctity' 'shown in front of God'	'relationship can be loving' 'marriage is just a contract' (12)

Some Christians would argue for this statement, as sanctity of marriage is expressed within Christianity. The purpose of marriage, ordered by God, is to procreate and 'increase in number' his creation. This makes marriage sacred as sexual relations are expressed to only take place within marriages and the purpose of man and woman is to give life, which is holy due to sanctity of life. This is a valid argument, as it can be clearly seen and supports marriage being sacred.

However, non-religious people may argue that how can marriage be sacred when in some cases people do not treat each other well or marriage results in divorce. Their argument would be that if the unity of two people was 'sacred' why and how could it possibly result in a negative way, when it is meant to be a holy event. Upon evaluation this argument is valid as it raises relevant questions as to how marriage can be sacred if the couple is not treating one another well.

Although, Christians would then argue that marriage is sacred, as it takes place in front of the eyes of God

and promises are made in the name of God. Marriage for humanists and so on would not be seen as sacred however, for Christians it is seen as a Sacrament and special event, with a purpose to please God and follow his instructions, therefore making it sacred. This is a clear argument which is persuasive as it explains how marriage is sacred.

Yet, some non-religious may still argue that it is not sacred, as it is just a title placed upon a relationship and there is no reward itself for marriage. Furthermore, they would argue that marriage is just like any committed relationship between a couple and the only difference is that it is made into a legal contract, uniting two people. This argument raises a fair point and presents an elaborate idea regarding the statement.

In conclusion, the Christian argument supporting the statement is much more stronger, as for non-religious people nothing can be holy/sacred, as they do not believe in a God. Also, the Christian explanation is incredibly persuasive and reasonable as their points are supported.

The candidate has been awarded Level Three 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 that sexual relations are sacred. It develops this idea making connections and then further provides more reasoning linked to the sanctity of life.

There is then an attempt to evaluate these answers. The paragraph continues with an argument against, which discusses that prayer is a better way to understand God. This is developed with a superficial argument and an attempt at evaluation.

The second paragraph is a non-religious point of view – this is required by the question and provides a logical chain of reasoning linked to the negative aspects of marriage.

There is another supporting paragraph with coherent and logical chains of reasoning about the idea that marital promises are made to God, showing an accurate understanding of religion and belief.

This is followed by an attempt at evaluation.

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

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

This paragraph is countered with a non-religious argument that uses coherent and logical chains of reasoning and shows an accurate understanding of religion and belief.



This is followed further by an attempt at evaluation.

A conclusion is then given, which briefly appraises the arguments given.

To reach Level 4 the response would have to:

Demonstrate a wider understanding by using more logical chains of reasoning and connections among the full range of elements in the question, with a comprehensive appraisal of evidence.

Level 3

Total: 7 Marks

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

(d) "Marriage is sacred."

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.

for	against
• making vows	• free will
'Bible quote	

(12)

I agree with this statement because in the wedding ~~to~~ vows is states "Death do us part" this is because marriage is a sacred thing and should only be separated through death.

and the other hand I disagree with this statement as you have us free will and we have us the free ~~will~~ will to divorce and we have us the free will to remain

another person who is worse with this statement
is ~~but~~ because ^{Peter} Jesus mention in the is that
that a "what and one joins ~~to~~ no one can
separate"

In conclusion conclusion is that I
agree with this statement because marriage
is a sacred bond between two people



ResultsPlus
Examiner Comments

The candidate has been awarded Level One because:

The paragraph provides an argument 'the vows state "death do us part" ' this is explained using repetition.

The next paragraph is a counter-argument.

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

Reasons are not developed; the information is very general. It shows isolated elements of understanding of religion and belief.

The answer gives 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 Two the candidate would need to make superficial chains of reasoning and attempt judgements and appraisal.

Level 1

Total: 2 Marks

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life

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

The question asked was

'Outline **three** Christian beliefs about sacraments.'

This question worked well: it highlighted those candidates who knew about sacraments. It was a wide question.

Advanced information explained to centres that this bullet point would be used in the examination.

3 (a) Outline **three** Christian beliefs about sacraments.

(3)

One Christian belief about sacraments are that they are a gift from God. Another is that sacraments allow people to receive grace from God. A third belief is that sacraments are a rite of passage that every Christian should encounter.



ResultsPlus
Examiner Comments

The candidate writes three sentences – each sentence outlines one belief.

- They are a gift from God (1)
- Sacraments allow people to receive grace from God (1)
- Sacraments are a rite of passage (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Each belief needs to be in its own standalone sentence, otherwise it is not an outline

3 (a) Outline **three** Christian beliefs about sacraments.

(3)

Sacrament is the rites of passage.
Sacrament is how a christian goes on in their daily life.
Christians believe that the sacraments is how to live and understand God.



ResultsPlus
Examiner Comments

There is only one sentence that may be credited, here.

- Sacrament is the rites of passage (1)

Total: 1 Mark



ResultsPlus
Examiner Tip

Three separate sentences is a good idea!

Question 3 (b)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.3 – The nature and purpose of prayer

The question asked was:

'Explain **two** reasons why set prayers are important for many Christians.'

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

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or 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 Prayer. Those that confused this with liturgical worship gained fewer marks.

This section was one for which candidates had been provided with Advanced Information, and they were informed which bullet points would be covered in the examination

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

(b) Explain **two** reasons why set prayers are important for many Christians.

(4)

One reason is to feel like a community. For example when all people in a church are saying the same words at the same time they feel united.

Another reason is to feel closer to God. Jesus made the Lord's prayer which most Christians sing/say to show their faith's importance in their lives.



ResultsPlus
Examiner Comments

The candidate gives two developed reasons – 4 marks.

- Reason One – to feel like a community (1) Development One – when all people... are saying the same words...feel united (1)
- Reason Two – to feel closer to God (1) Development Two – Jesus made the Lord's prayer (1)

It is this example which identifies the reason as a set prayer, rather than a general prayer.

Total: 4 Marks



ResultsPlus
Examiner Tip

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

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

✎ (b) Explain **two** reasons why set prayers are important for many Christians.

(4)

one reason set prayers are important for some Christians is it gives them a certain time to connect and ~~to~~ speak to God. Some Christians ~~to~~ feel closer to God at certain times of the day how set prayers allow them to do that. Another reason



ResultsPlus
Examiner Comments

The candidate does not know what set prayers are – their answer refers to praying at set times of the day.

Total: 0 Marks



ResultsPlus
Examiner Tip

Writing reasons in separate paragraphs is a good idea.

Question 3 (c)

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 question asked was:

'Explain **two** Christian teachings about charity.'

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

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two teachings are required, and both need to be developed for 4 marks. The teachings then should be supported with a 'reference to a source of wisdom', this must support the teaching 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 charity.

(c) Explain **two** Christian teachings about charity.

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

(5)

One christian teaching about charity is that you should donate to charity. This is because it is one of the only ways everyone together help end world poverty and help those who are struggling, as explained in the bible "Do the most loving thing"

Another christian teaching about charity is ~~that you should~~ the parable of the sheep and the goats. This means that by doing good deeds like donating to charity can get you to heaven.



This candidate has given two developed teachings.

- Teaching One – You should donate to charity (1) Development One – together help end world poverty (1)
- The attempted source is too inaccurate to credit
- Teaching Two – Teaching is the Parable of the Sheep and the Goats (1) Development Two – doing good deeds like donating to charity can get you into heaven (1)

Total: 4 Marks



Learn and use quotations – do not make them up!

If candidates find the use of a source difficult, then it is better to tell them to answer a c) question in the same way as a b) question, rather than writing 'a source to support this' or 'a quote related to this is'.

These types of answers do not use the source as required.

(c) Explain **two** Christian teachings about charity.

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

(5)

Christians believe they should help give charity whenever they can, and when they feel they have more than enough to give, they should give.

Whereas some ~~of~~ Christians believe that charity should be given Annucely or Every few years.



ResultsPlus
Examiner Comments

The candidate gives one teaching.

- Teaching One – They should help give charity whenever they can (1)

The rest of the answer does not provide any new teaching and is not development – it is repetitive and vague.

Total: 1 Mark

Question 3 (d)

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

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

The question is ' **Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must 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 and limited candidates' progression to the higher levels.

d) items are marked using a levels-based mark scheme and marks are given using 'best fit,' according to the levels descriptors.

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.5 – Christian religious celebrations

The question asked:

“Easter is the most important Christian festival.”

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.

d) questions are good discriminators of achievement in RS. Candidates who did well knew about Easter, and other religious celebrations and were able to expand answers with evaluation.

This question includes an additional 3 marks for SPaG.

*(d) "Easter is the most important Christian festival."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some Christians may agree with the statement that Easter is the most important Christian festival because it allowed us to be saved from humanity's sins. Easter shows us that Jesus' mission was successful and what he taught and claimed to be is true. This is a strong argument because without the event of Easter, humanity would not have been saved from our sins.

Some Christians may disagree with the statement and argue that Christmas is the most important Christian festival because it was when 'the word became flesh'. Christians celebrate the ~~birth~~ ^{and ~~restoration~~ ~~the~~} birth of Jesus as he came to earth to save us. * This is a stronger argument because without the birth of Jesus, Christians wouldn't have a relationship with God. * and restore our relationship with God.

Some Christians may also disagree with the statement and argue that Christmas is more important as if it is celebrated more widely than Easter. Non-religious people also come into contact with Christmas through nativities and carol services. This is the weakest argument because nowadays Christmas is ~~more~~ secularised and has lost its meaning.

Some Christians may agree with the statement because Easter proved that everything Jesus ~~was~~ taught was true. It also shows us that this God's omnibenevolence as Jesus sacrificed himself for us ~~and~~. This is a ^{stronger} ~~weaker~~ argument because it proves God's love and power for his creation.

In conclusion, the strongest argument is that Easter shows us God's omnipotence and omnibenevolence. Without Easter our sins would never have been forgiven and humans wouldn't have been saved.



The response reaches Level Two because:

The first paragraph provides a reason: 'it allowed us to be saved from humanity's sins': this is expanded in a superficial way by a description of Jesus and there was then a brief evaluation.

The second paragraph uses an alternative reason based on Christmas as a more important festival: this is supported by a biblical evident in a chain of logical reasoning.

Catholic teaching

The following paragraph gives another reason against, that Christmas is more popular and the candidates evaluates correctly: this is a weak argument showing accurate use of religion and belief.

The next paragraph, like the first, is not actually about Easter, it is about the actions of Jesus – this is argued within a superficial chain of reasoning.

The candidate then gives a personal opinion and a conclusion, which does not show judgment of the arguments: it simply repeats an argument already given.

The answer gave sufficient accurate information to reach Level 2 at the top of the range of marks because it contains the belief and understanding, and evaluation expected in Level 2.

To be awarded Level Three the candidate would need to:

Demonstrate more understanding of beliefs about festivals using logical chains of reasoning and make connections between the elements in their response.

Level 2

Response: 6 Marks

SPaG: 3 Marks

Total: 9 Marks



Candidates may write on the exam paper to plan their answers

***(d) "Easter is the most important Christian festival."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

I agree with the statement to a certain extent
because Easter is the death of Jesus and he
had many followers



The candidate has been awarded Level One because:

The paragraph provides an argument 'Easter is the death of Jesus'. It shows an isolated element of understanding of religion and belief.

The candidate does not provide further development, opposite views, a conclusion, or any evaluation in the answer.

The answer gave sufficient accurate information to be awarded Level 1, at the bottom of the of the range of marks because it contained 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.

It is worth noting that accurate religious studies information must be awarded before any spelling, punctuation and grammar marks are awarded. However, as can be seen in this example, it can make a big difference to a candidate's marks if they attempt d) questions.

Level 1

Response: 1 Mark

SPaG: 3 marks

Total: 4 Marks



Candidates should attempt every question

Question 4 (a)

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

Bullet point 4.4 – The value and sanctity of life for the issue of abortion

The question asked was:

'Outline three Christian teachings about abortion'

The candidates needed to provide teachings about Christian teachings on abortion, which is bullet 4.4. This elicited a wide range of correct responses; it did not need teachings quoting a source of wisdom. Answers that referred to the law were not credited.

Most candidates were able to explain Christian teachings about abortion.

4 (a) Outline **three** Christian teachings about abortion.

(3)

Catholics teach all abortion is wrong because the life is created when the sperm and egg meet. Christians teach because of the sanctity of life, all life is sacred and so abortion is wrong as it goes against God. Some modern Christians teach abortion is ~~is~~ ~~the~~ right



The candidate receives one mark for each teaching outlined (written in a sentence).

- Catholics teach all abortion is wrong (1)
- All life is sacred and so abortion is wrong (1)
- Some modern Christians teach abortion is right as the child depends on the mother to be alive (1)

Note – the candidate has written too much in each answer so has not completed the answer in the allocated space.

Total: 3 Marks



Complete your answers on extra paper if you run out of lines in the booklet

This response gives three succinct sentences – this is all that is required to gain 3 marks.

4 (a) Outline **three** Christian teachings about abortion.

(3)

one christian teaching about abortion is that all life is sacred and should not be stopped.
a second is that it is considered murder which is a sin.
and a third is that you're killing god's creation which is wrong.



The candidate receives one mark for each teaching outlined (written in a sentence).

- All life is sacred and should not be stopped (1)
- It is considered murder which is a sin (1)
- You are killing God's creation which is wrong (1)

Total: 3 Marks



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

Question 4 (b)

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

Bullet point 4.1 – Christian teachings about... the value of the universe

The question asked was:

Explain **two** Christian teachings about the value of the universe.

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

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or 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 the value of the universe (not origins).

b) items are point marked – Two developed ways are required to gain 4 marks.

(b) Explain **two** Christian teachings about the value of the universe.

(4)

One Christian teaching about the value of the universe is that it is saved. Due to the origin of the universe in God - it is saved to Christians for this reason alone.

A further Christian teaching about the value of the universe is that humanity has the use of the environment. Christians believe that humanity are instructed to 'have dominion' over the environment as instructed in the practice of Creation.



The candidate gives two developed teachings.

- Teaching One – One teaching is that it is sacred (1) Development One – due to the origin of the universe in God (1)
- Teaching Two – Humanity are to have use of the environment (1) Development Two – Humanity are instructed to have dominion (1)

Total: 4 Marks



Read the secondary command word in each question

In this case, it is 'teachings'

(b) Explain **two** Christian teachings about the value of the universe.

(4)

One Christian teaching about the value of the universe is that God created the universe so we should love it and look after it like he looks after us. Another teaching is that



This response gives one developed teaching.

- Teaching One – God created the universe (1) Development One – So we should love it (1)

Total: 2 Marks



Vary your 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 4.7 – The value and sanctity of life for the issue of euthanasia

The question asked was:

'Explain **two** Christian beliefs about euthanasia.'

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

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two beliefs 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 quotes/paraphrase) or an example. The development must link to the belief given (which must be supported by Church teaching) and to the question asked.

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

Candidates were able to identify Christian beliefs about euthanasia and frequently used the decalogue as a source. Most candidates recognised that the use of euthanasia is not acceptable to Christians, it is against the law and that no Church will teach it is acceptable, except when it is passive euthanasia.

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

(c) Explain **two** Christian beliefs about euthanasia.

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

(5)

Catholics believe that Euthanasia is wrong and should be prohibited as it is ending the life that is gifted by God without God doing it for them. They believe that God has a plan for them as God "knew you in the womb."

Another belief is that Euthanasia is allowed but only passive euthanasia such as giving medication to reduce pain but knowing that this medication will speed up death.



ResultsPlus
Examiner Comments

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

- Belief One – Catholics believe Euthanasia is wrong (1) Development One – Ending a life gifted by God (1) Source – God's Plan 'know you in the womb' (1) note a reference is not required
- Teaching Two – Euthanasia is allowed by only passive euthanasia (1) Development Two – giving medicine to reduce pain but knowing that the medication will speed up death (1)

Total: 5 Marks



ResultsPlus
Examiner Tip

You do not have to reference a quote, nor quote it word-for-word

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** Christian beliefs about euthanasia.

Thou shall not
kill'

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

(5)

Some Christians believe that euthanasia cannot be allowed ~~during~~ ^{under} any circumstances. One of the commandments is 'Thou shall not kill', meaning euthanasia shouldn't be allowed as humans are not allowed to dictate when a life should end. ~~How~~ However, some Christians believe that if someone does not have a good quality of life, they should be allowed to be euthanised as they shouldn't have to live in suffering.



ResultsPlus
Examiner Comments

The candidate gives one developed belief and uses a source.

- Belief One – Euthanasia cannot be allowed under any circumstances (1)
Source – Thou shall not kill (1)
- Development One – humans are not allowed to dictate when a life should end (1)

The next paragraph is not accurate teaching and cannot be credited.

Total: 3 Marks

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 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 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: Matters of Life and Death

Bullet point 4.2 – Christian teachings about the sanctity of life

The question asked:

"Humans are God's most important creation."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion

Please note that as required in the bullet point in the question candidates are 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) "Humans are God's most important creation."

Stewards
God's image

Universe.
all equal.

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(12)

Firstly, Christians would agree with this because humans are the only ones made in God's image. For example, in the book of Genesis it says that he created humans like this. This means they are his most important creation, because they are the closest thing there is to God. This point is very significant because other things were not made in his image so aren't as important.

However, some Christians would say that God made everyone for a reason because humans are no more important than any other animals. For example, in Genesis he made the world in 6 days with each thing created for a reason. This means Christians are no more important than anyone else and everyone should be treated equally. This is less significant because God clearly made humans to be more important.

Another reason to agree with the statement is because God made humans as stewards to look after the world. For example, in the book of Genesis he originally created Adam and Eve to look after everything. This means humans are his most important creation because God trusted them enough to be stewards. This is very significant because it shows that God values humans above other things.

However, some people would argue that the universe as a whole is

his most important creation. This is because it is far larger and greater than humans could ever be.

Overall, this point is less significant because while the universe is far bigger, humans are the ones created to protect the world.

Overall, I agree with this statement because humans are made in God's image and he created us and blessed us to protect the world.

Some people would argue that in his eyes everything is equal however he clearly viewed humans as the most important thing when creating everything.



The response reaches the lower end of Level Three 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 that humans are made in God's image. This idea is developed, making connections to Genesis and then further provides more reasoning. There is then an attempt to evaluate these answers.

The second paragraph provides an alternative point of view that all animals are equal. It develops this idea making connections to Genesis and then further provides more reasoning. There is then an attempt to evaluate these answers.

The next paragraph provides another supporting argument to the creation and purpose of humanity as stewards. This is written in a logical chain of reasoning and there is a brief summary at the end of the paragraph.

The next paragraph counters this with a brief chain of reasoning about the importance and size of the universe showing an accurate understanding of religion and belief.

A conclusion follows, which briefly appraises the arguments given.

The answer gave sufficient accurate information to be awarded Level 3 in the bottom 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.

To reach Level Four the candidate would need to: demonstrate a wider understanding by using more logical chains of reasoning and connections among the full range of elements in the question with a comprehensive appraisal of evidence.

Level 3

Total: 7 Marks



Be familiar with the levels mark scheme

(d) "Humans are God's most important creation."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(12)

A Christian would agree with this statement. Humans are God's most important creation that is why God sent Jesus (his incarnation) to die for our sins and restore humanity's relationship with God.

"God created mankind in his own image". God loved humans so much he created us in his own image which proves humans are his most important creation.

However someone may disagree with me and say nature is God's important creation. Nature was created before humans so it is clearly more important.

Another reason why someone may disagree with me is because nature (trees) produces oxygen and without that humans can't live. Which implies that nature which is also God's creation is more important than humans.

In conclusion, I still agree with this statement. Humans are God's most important creation which is why he gave us dominion, to look after and rule over God's

Creation. Which shows the importance of Human & God's creation.



The candidate has been awarded Level Two because:

The first paragraph provides a reason 'God sent Jesus to die for our sins' this is expanded in a superficial way - 'restore humanities relationship with God' - there is no further information.

The second paragraph, uses an alternative reason supported by biblical evidence and a superficial explanation.

The following paragraph gives another reason against: 'nature was created before humans'

The next paragraph is confused: before another superficial argument that humans need the world, there is no coherent chain of reasoning.

The candidate then gives a personal opinion and a conclusion which includes a new reason.

The answer gave sufficient accurate information to be awarded Level 2 in the middle of the range of marks. It contains most of the belief and understanding, and evaluation expected in Level 2.

To be awarded Level Three the candidate would need to:

Demonstrate more understanding of beliefs about the creation of humanity using logical chains of reasoning and make connections between the elements in their response.

Total: 5 Marks



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 obtain 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

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/grade-boundaries.html>

