



Examiners' Report

June 2022

GCSE Religious Studies B 1RB0 3B

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Introduction

GCSE (9-1) Religious Studies 2022

Religious Studies B – Beliefs in Action

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

Option 3B – Christianity

This paper 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 grades.

The paper allows an in-depth study of Christianity as a lived religion within the United Kingdom, and its beliefs and teachings on life, specifically about the Philosophy of Religion and Equality, making this paper specifically appropriate for study as preparation for A Level.

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:

Assessment Objectives – AO

In some questions, Spelling, Punctuation and Grammar are assessed – SPaG

* by a question indicates that divergent thinking is required

Question 1 (a)

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

Question Introduction

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.6 – Christian eschatology,

This question worked well, it showed candidates knew 3 Christian beliefs about life after death and the majority of candidates gained all 3 marks.

The question asked was: Outline **three** Christian beliefs about life after death.

The candidates needed to provide beliefs, not reasons, nor ways and they needed to refer to accurate Christian teachings about life after death, which does not include reincarnation.

1 (a) Outline **three** Christian beliefs about life after death.

(3)

- One Christian belief about life after death is that people go to heaven, hell or purgatory.
- A second Christian belief about life after death is that the ^{and soul} body ~~is~~ are physically ~~reser~~ resurrected.
- A third Christian belief about life after death is that all humans will be judged by God.



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Examiner Comments

The candidate writes three sentences outlining three beliefs.

- People go to heaven, hell or purgatory (1)
- The body and soul are physically resurrected (1)
- all humans will be judged by God (1)

It does not matter that the candidate has included bullet points, these are full sentence outlines.

Total: 3 Marks



ResultsPlus
Examiner Tip

Candidates should make sure they have three distinct sentences

1 (a) Outline **three** Christian beliefs about life after death.

(3)

- you go to heaven if you have been a good human

- go to hell if you committed a bad deed

- incarnation



ResultsPlus
Examiner Comments

The candidate writes two outlines in sentences.

- You go to heaven (1)
- You go to hell (1)

The extra information is not required, and the third idea is incorrect and is not outlined.

Total: 2 Marks



ResultsPlus
Examiner Tip

Teachers should refer to the specification for probable questions

Question 1 (b)

Candidates were assessed on Section One: Christian beliefs

Bullet point 1.2 – The creation of the universe and of humanity

Candidates were able to show knowledge and understanding of the significance of Creation using biblical evidence to support reasoning. Most candidates gained 4 marks.

The question asked was: Explain **two** reasons why Creation may be significant for Christians today.

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

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

Beliefs are those concepts taught by a Christian Church to be believed, not things Christians may choose to believe, which may not be accurate Christian doctrines.

(b) Explain **two** reasons why Creation may be significant for Christians today.

(4)

One reason why creation may be significant for Christians today is the fact that God created humans in his own image. This is important as it means that all humanity deserves respect because we are like God.

Another reason why creation may be significant for Christians today is because God made humans stewards of the earth and gave us dominion over animals. We have a responsibility to look after the earth so creation is significant to Christians.



ResultsPlus
Examiner Comments

The candidate gives two developed reasons

- Reason One – God created humans in his own image (1)
Development One – means humanity deserves respect (1)
- Reason Two – God made humans stewards of the earth (1)
Development One – gave us dominion over animals (1)

Total: 4 Marks

(b) Explain **two** reasons why Creation may be significant for Christians today.

(4)

Creation may be significant for Christians today, is because it answers the age old question of, how did we get here? The creation story explains how God created all things.

Another reason why ~~the creation~~ creation may be significant for Christians today is



ResultsPlus
Examiner Comments

The candidate gives one developed reason

- Reason One - It answers the ...question how did we get here? (1)
Development One - God created all things (1)

The next paragraph does not provide a reason and so cannot be credited.

Total: 2 Marks



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Examiner Tip

When candidates give two answers and cross out the first, examiners mark the replacement answer

Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.8 – Divergent solutions offered to the problem of evil/suffering

Candidates were able to identify two Christian solutions to the Problem of Evil: weaker candidates described the Problem of Evil and lost marks.

The question asked was: Explain **two** Christian solutions to the problem of evil and suffering.

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

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two solutions were required, and both were needed to be developed for 4 marks. They could be practical, theoretical, or biblical, as described in the specification.

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 solution given and to the question asked.

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

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

(c) Explain **two** Christian solutions to the problem of evil and suffering.

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

(5)

One Christian solution to the problem of evil and suffering ~~is~~ is non-violent punishment. For every small-scale crime that is committed punishments such as community service or fines should be implemented in order to help deter other perpetrators and warn the person in question not to commit the sinful action again. This would, in turn, reduce the amount of crime committed thus reducing the problem of evil and suffering.

Another Christian solution is to set up more charitable organisations aimed to help solve things ~~in~~ such as poverty and racial inequality seeing as God ^{Says} ~~made this~~ ^{treat thy neighbour as you would} ~~in Christian~~ ^{engage} "engage" meaning we are all equal and therefore we should treat each other equally. These charities will help ~~and they~~ put a stop to this type of suffering.



- Solution One – One solution... is non-violent punishment (1)
The rest of this answer is about punishment.

- Solution Two – Set up charitable organisations (1) Development Two
– Treat thy neighbour as you would like to be treated (1)

The rest of this answer contains repetition.

Total: 3 Marks



The source of wisdom can be given as a recognisable paraphrase

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

Candidates may write 'and this is in the Bible and the Bible is the word of God' – this usually does not answer the question and therefore gets no marks.

(c) Explain **two** Christian solutions to the problem of evil and suffering.

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

(5)

One solution is to punish using capital punishment.

If someone had sinned and are a cause of evil or suffering for the community, it would be suitable to use capital punishment to prevent further suffering.

Another solution is reformation. Christians may try and help the people who have caused the evil and suffering by teaching them the errors of their ways.

Jesus said "everyone has good in them" which suggests that people can change with help from others.



The candidate gives two solutions: one is developed.

- Solution One – One solution is to punish (1)

The rest of this answer is about capital punishment and is not accurate

- Solution Two – If you are good you will go to heaven (1)
Development Two – Try and help the people who have caused the evil (1)

This is an alternative approach, however, it can be credited.

Total: 3 Marks

Question 1 (d)

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

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

AO2 constitutes 50% of the overall mark.

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.3 – The Incarnation

d) questions are good discriminators of achievement in RS. Candidates who did well recognised that this was a stimulus about whether the Bible is clear in its depiction of Jesus as God. This question is not about whether Jesus is God or not.

The question asked: “The Bible clearly shows Jesus is God incarnate.”

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 on the question are candidates required to give a non-religious response, thus any non-religious content was ignored.

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

The question is ‘**Evaluate**’ this statement **considering the arguments for and against** and reach a **justified conclusion** – there must some evaluation of the arguments used/appraisal to gain the higher grades.

Formulas and writing frames restrict the flow of the arguments often, and limit the candidates' progression to the higher levels.

* (d) "The Bible clearly shows Jesus is God incarnate."

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 this statement because ~~Jesus performed miracles that a~~ God had to become human to die for our sins. The incarnation was ~~when God~~ allowed Jesus to be killed on the cross. If he was not human then he wouldn't have died and if he was only human he couldn't have been resurrected 3 days later. Therefore, through the incarnation and ~~the~~^{his} death, ~~of~~ Jesus was clearly God's incarnate. This is a strong argument because the bible says "for a God loved the world so much he gave his only son", this shows he sacrificed ~~his~~ Jesus to save humans from sin.

You could argue that if Jesus was God's incarnate he shouldn't have been able to die. ~~and he~~ ~~could~~ If God is all powerful then ~~we~~ there is no reason for him to be incarnated, he could have done ~~it all from heaven~~. ~~It~~ saved us from our sins from heaven. This is a weak argument because not only was God incarnated

so he could be a sacrifice (meaning he had to be human to die) but he also helped people and spread the word of God, such as teaching how to pray "be not like the hypocrites ... pray with the door closed". There were multiple reasons to be incarnated as JESUS.

△
In conclusion, I believe that the bible does show that Jesus is God's incarnate, because Jesus is human, he died and felt emotions. However, he also is divine^{as} he was resurrected, meaning he must be God's incarnate.

△
Jesus was also God's incarnate because he performed many miracles. For example he calmed a storm and walked on water to save his disciples. Therefore only someone as powerful as God ~~himself~~ himself could perform such miracles.



The first paragraph provides a reason 'God had to become human to die for our sins'. This is expanded in a superficial way by a description of Jesus' resurrection, linked to the incarnation and then there was a brief evaluation that links to the Bible.

The following paragraph focusses on the importance of the Incarnation, rather than whether the Bible shows it. However, it does give superficial reasoning linked to biblical references.

The next paragraph shows that the Bible proves the deity of Jesus through the miracles. This shows a limited understanding of religion and belief.

The candidate then gives a personal opinion and a conclusion, which does not answer the question set: it simply repeats an argument already given.

The answer gives sufficient accurate information to be awarded 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 the way the Bible supports the Incarnation, using logical chains of reasoning
- make connections between the elements, in their response.

Level 2

Response: 6 Marks

SPaG: 3 Marks

Total: 9 Marks

*(d) "The Bible clearly shows Jesus is God incarnate."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

One reason that I agree with this statement is because the Bible mentions a lot about Jesus being his Son and to go and do what God intended. An example is when the Bible says "Jesus, my Son". As well as that, Christians are also taught about the Holy Trinity which consisted of the Father, the Son and the Holy Spirit. This suggests that Jesus is God incarnate as the Holy Trinity states him as the Son.

However, one reason that I disagree with this statement is because Christians, especially from a young age, are taught that Joseph was the father ^{of Jesus}. This could suggest to Christians that Jesus is not God incarnate.

In conclusion, I ~~believe that~~ think that I agree with the statement because the Bible mentions a lot about Jesus doing God's plans and his intentions and the Holy Trinity ~~mentions~~ it mentions Jesus being the Son.

I think this is a strong argument as it gives factors as to why Jesus is God incarnate, and ~~also why~~



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Examiner Comments

The candidate has been awarded Level One – because:

The paragraph provides an argument ‘the Bible mentions a lot about Jesus being his Son’ this is developed using information about the Trinity which does not address the question.

The next paragraph provides an isolated alternative argument ‘Joseph was the father of Jesus’ suggests ‘Jesus is not God incarnate’ – this is not Christian teaching and cannot be credited.

The conclusion provides another isolated reason linked to Jesus doing God’s plans.

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 top of the range of marks .

Level 1

Total: 3 Marks



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Examiner Tip

Assess and analyse the evidence used in your arguments.

Question 2 (a)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.3 – Miracles as proof of the existence of God

Candidates were able to give three Christian beliefs about miracles. Some gave examples and this was accepted as an alternative approach.

The question asked was: Outline **three** Christian beliefs about miracles.

Each outline requires a full sentence.

2 (a) Outline three Christian beliefs about miracles.

(3)

- Jesus performed miracles such as feeding 5000 people
- Miracles prove that God is omnipotent
- Miracles are believed to be caused by God because they defy the laws of nature and can't be scientifically explained -



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

- Jesus performed miracles (1) here the example is not needed
- Miracles prove God is omnipotent (1)
- Miracles are caused by God (1)

The rest of the information in this last sentence is not required: maximum marks have been awarded.

Total: 3 Marks



Candidates should record each outline on a separate line

'Outline' requires three outlined beliefs in sentences.

2 (a) Outline **three** Christian beliefs about miracles.

(3)

Christians believe that miracles are
caused by God
Christians believe miracles can't be
explained by science



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Examiner Comments

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

- Miracles are caused by God (1)
- Miracles can't be explained by science (1)

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: Philosophy of Religion

Bullet point 2.7 – Cosmological argument

The question asked was: Explain **two** reasons why the cosmological argument might lead to belief in the existence of God.

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

In this question candidates were able to show knowledge and understanding of the cosmological argument.

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

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

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

(4)
One reason why the cosmological argument might lead to the belief of the existence of God is the *prima mover* principle. Our universe relies on Cause and Effect. Something moved because something moved it. Someone had to move first otherwise it just a string of people moving thing to infinity which doesn't make sense. Someone had to be at the beginning to start everything - a god.

Another reason is that the universe is so complex that it must have been designed by someone. It works too perfectly for any other explanation. This designer would be God.



This response shows one developed reason.

- Reason One – One reason ... is the prime mover principle (1)
Development One – Someone had to be at the beginning to start everything – a god (1)

There is much added description, which is not needed as part of this reason.

The second paragraph is about the Design Argument and does not answer the question set.

Total: 2 Marks



Write answers that divide into two paragraphs, each containing a reason and a development

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

(4)

3 because everything that happens has to have a god for example the creation of the world must of been caused by god.



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This example gives one reason: one reason = 1 mark

- Reason One – the world must have been caused by good (God) (1)

Total: 1 Mark



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Examiner Tip

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

Question 2 (c)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.4 – Christian attitudes towards religious experiences

In this question, candidates were asked to show knowledge and understanding about the validity of religious experiences. Most candidates were able to do this.

The question asked was: Explain **two** reasons why a religious experience might lead to belief in 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 reasons are required, and both need to be developed to be awarded 4 marks. They must also use a source of wisdom correctly in their answer, which must be identifiable, relevant and linked to the reason given in the response: this is the 5th mark.

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.

(c) Explain **two** reasons why a religious experience might lead to belief in God.

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

(5)

Religious experiences show that God cares for his creation and wants them to be close to him. God said in the bible that 'for young men there will be visions and for old men there will be dreams', which reinforces the idea that God ~~wants a relationship with his creation~~ knows each individual better than anyone. Religious experiences prove that God is all powerful as he is able to cause something to happen. It also shows that there is a powerful, self-sustained being that has ~~predest~~ preordained everything that will provide guidance and that 'God loves you' enough to send visions, miracles and other religious experiences to you.



This candidate gives two reasons: one is developed and there is an accurate source of wisdom used as part of the reasoning.

- Reason One – religious experiences show that God cares for his creation (1) Development One – and wants them to be close to him (1)
- Source – ‘young men visions and for old men...dreams’ (1) – linked to care
- Reason Two – Religious experiences prove that God is all powerful (1) Development Two – pre-ordained everything that will provide guidance (1)

There is extra information but none of it is needed. Candidates should try not to write too much in an answer.

Total: 5 Marks

(c) Explain **two** reasons why a religious experience might lead to belief in God.

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

(5)

A religious experience such as a ~~miraculous~~ miraculous or a dream of ~~Jesus~~ Jesus or god can lead a person to believe in god because it is not an ordinary thing and science can't really explain it so most people tend to believe that it was and can only be from god.



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Examiner Comments

This response gives one developed reason.

- Reason One – A dream of Jesus or God can lead a person to believe in God because it is not an ordinary thing (1) Development One – science can't really explain it (1)

The remainder of the answer is not a new reason or a source and thus cannot be credited.

Total: 2 Marks



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Examiner Tip

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 be some consideration of the validity of the arguments used /appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but did not evaluate the credibility of the argument. Formulas and writing frames often restrict the flow of the arguments preventing progression to the higher levels.

d) items are marked using a levels-based mark scheme. The Level is decided using 'best fit', according to the levels descriptors.

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.2 – Miracles as proof of the existence of God

d) questions are good discriminators of achievement in RS. Candidates who did well recognised that this was a question about the validity of visions, including non-religious views, and were then able to expand arguments with appraisal.

The question asked was: "Visions show what God is like."

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, their answer was capped at Level 2 because an element of the question had been ignored.

Appraisal shows:

- the value of the evidence provided
- the strength of the answer
- the validity of the chains in the answer
- 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

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

(d) "Visions show what God is like."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

The debatable opinion stating 'visions show what God is like' is one I ~~want~~ that personally, I strongly disagree with. But many people will oppose my ideas, backing them up with Christian teachings.

From a Christian ~~to~~ viewpoint, one would agree that 'visions show what God is like'. This is because they believe that visions are a message from God. If a Christian was directly (from God) given a message from God, they would choose to believe that that is what God is really like. ~~They~~ Visions ~~to~~ include seeing God, and so if a Christian happened to 'see God', they wouldn't doubt him, and so would believe that is what God is like.

On the other hand, someone who isn't religious would completely argue the statement 'visions show what God is like'. This is because there is no proof that visions really exist. They wouldn't believe you'd see God's true self because of lots of other reasons that may lead you to see think you saw God. They'd argue, and back it up with science, claiming you wouldn't have seen him - especially because he died centuries ago. They may argue that you were dreaming, and God was in your dream, or that you believed you saw God, but it was actually something else, like a similar looking person, or even a cloud. This would all back up their non-religious point of view, as there is no real proof.

that visions even exist, let alone show one what God is really like.

However, Christians would ~~not~~ agree this non-religious view, agreeing with the statement 'visions show what God is like.' They would tell somebody holding a non-religious view that there is proof. A long time ago, a lady in Norwich, England, had a vision - the first one. This vision led her to a house. This house is now available to see, and considered a 'holy site' as she was chosen by God to go there. This would be what Christians would say is proof, and show that ^{visions do} it ~~do~~ show ~~again, show with~~ what God is really like because he has led many people on journeys to religious places.

But again, those with a non-religious viewpoint would disagree. A house ~~doesn't~~ isn't proof of a vision, it's just a house, and while God could've led someone there, other things could've too. Many things can cause someone to think they saw God, like hallucinations, drugs, alcohol, and other things. If someone ~~wasn't~~ was under the influence of anything able to affect their mind, they could believe they had a vision, and sleepwalking could've lead her to the home.

Overall, I would disagree with the statement 'visions ~~are~~ show what God is like.' This is because other (more likely) ~~that~~ factors can make a vision occur, and whilst lots of Christians would disagree with me, they would not have much scientific evidence to back themselves up.

This response reaches 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 is an introduction to their arguments and a conclusion.

In the second paragraph, the candidate provides coherent and logical chains of reasoning. This is focussed on the idea that 'visions are a message from God' and develops this idea, making connections to how they could lead to belief in God.

The second paragraph provides a logical chain of reasoning for an alternative point of view, which considers 'proof that visions really exist'. This shows a non-religious perspective and an accurate understanding of religion and belief.

The argument makes connections to science, and dreams in a coherent chain of reasoning.

This is followed by an attempt at evaluation.

On the next page there is a counter argument to the non-religious perspective, which contains an accurate understanding of religion and belief.

This is followed by another non-religious argument, in a coherent chain of reasoning using accurate religion and belief.

There is then a brief conclusion that attempts to summarise the arguments.

The answer gave sufficient accurate information to be awarded Level 3 in the middle of the range of marks because most, 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.



To be awarded 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: 8 Marks

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

(d) "Visions show what God is like."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Personally, I disagree that 'visions show what God is like.' Visions can come to ~~Christian~~ Christian people as Angels, Saints or messengers. The majority of visions that people have had are all good, which only shows the good side of God. Also, it is not God showing you who he is, he is just trying to communicate with you one-to-one. Christians also believe that visions are a way of God trying to get more involved.

However, non-religious people don't believe in visions. Non-religious people believe that visions have to be proven. They think that people who get visions could be hallucinating and imagining what they saw. Non-religious ~~is~~ think visions are all in people's heads and they are dreaming / hallucinating visions.

of what they want God to ~~have~~ say
~~and~~ to them.

Overall, I do not think that visions
show what God is like. I think this as
visions rarely show the bad things,
they are good. I think God isn't
perfect so visions don't show all of
his true colours.



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Examiner Comments

The candidate has been awarded Level Two – 4 marks because:

The first paragraph provides arguments that do not show good understanding of religion and belief.

It attempts to argue that the visions are limited and do not show what God is like. The end of the paragraph provides a Christian argument that 'visions are a way of God trying to get more involved'.

The second paragraph uses contrasting and non-religious argument about lack of proof. This is supported by reasoning that the visions may be dreams or hallucinations.

The candidate provide a conclusion that does not appraise: it simply repeats arguments given already.

The answer gives sufficient accurate information to be awarded Level 2 at the lower end of the range of marks because it contains some of the requirements of Level 2 and many of the requirements of Level 1.

To be awarded Level 3 the candidate would need to:

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

Level 2

Total: 4 Marks

Question 3 (a)

Candidates were assessed on Section Three: Living the Christian Life

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

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

This question worked well; it highlighted that candidates were aware of how the parish helps individuals (rather than groups).

The question asked was: Outline **three** ways the local church can help the individual believer.

3 (a) Outline **three** ways the local church can help the individual believer.

(3)

By having priests, individual believers can ask for help when confused.

The local church can teach individual believers.

The local church holds baptism and Eucharist ceremonies where individual believer can strengthen their faith.



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

- Having priests, individual believers can ask for help when confused (1)
- The local church can teach individual believers (1)
- The local church holds baptism...ceremonies (1)

Total: 3 Marks



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

3 (a) Outline **three** ways the local church can help the individual believer.

(3)

By encouraging them to join
the church and baptise them



ResultsPlus
Examiner Comments

The candidate writes one accurate sentence.

- By encouraging them to join the church and baptise them (1)

Total: 1 Mark



ResultsPlus
Examiner Tip

Three separate sentences are a good idea!

Question 3 (b)

Candidates were assessed on Section Three: Living the Christian Life

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

Bullet point 3.6 – The future of the Christian Church

In this question, candidates were able to show knowledge and understanding about evangelical work. Those that gave answers about charity work gained fewer marks.

The question asked was: Explain **two** reasons why evangelical work is important for the Church.

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 described and to the question asked.

(b) Explain **two** reasons why evangelical work is important for the Church.

(4)

Evangelical work is very important to the church because it is helpful.
Evangelism is ~~the~~ what people do when they travel internationally to spread the message of God. It is very important for the Church because ~~they believe~~ ~~the~~ those who take part in evangelical work (missionaries) believe they are helping God, and almost doing him a favour by spreading his message.

Evangelical work is also important for the church because it is helpful.
Evangelical work helps those in other countries, and encourages them in all aspects of life, not just Christianity. It's important for the Church because it helps to share the church and tell people about Christianity, ~~the~~ giving people a chance to talk about their religion.



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

The candidate gives two developed reasons.

- Reason One – Travel internationally to spread the message of God (1) Development One – believe they are helping God (1)
- Reason Two – Helps those in other countries (1) Development Two – encourages them in all aspects of life (1)

The candidate writes more, but this is not needed.

Total: 4 Marks



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

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

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

(b) Explain **two** reasons why evangelical work is important for the Church.

(4)

One reason that evangelical work is important for the Church is because it spreads the word of the Church and more religious people will start to go there.

Another reason that evangelical work is important for the Church as it will bring more people into the community and some people might even become religious if they like the idea.



The candidate gives one developed reason.

- Reason One – Spread the word of the Church (1) Development One – more religious people will start to go there (1)

The second paragraph does not provide another new reason.

Total: 2 Marks



Writing reasons in separate paragraphs is a good idea.

Question 3 (c)

Candidates were assessed on Section Three: Living the Christian Life

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

Bullet point 3.5 – Christian religious celebrations

In this question candidates were asked to show knowledge and understanding about the importance of festivals, a very wide topic.

The question asked was: Explain **two** reasons why Christian festivals are important.

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 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.

(c) Explain **two** reasons why Christian festivals are important.

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

(5)

One reason why Christian festivals are important is because Easter teaches eternal life. This is central for Christians as it proves that there is life after you die as your sins are immortal. ^{Easter} This strengthens the belief in Jesus because on Easter Sunday we his resurrection. This is important for Christians because it shows that he is all powerful and came back to life. He also did this for the dignities of humanity again showing how important festivals are. "On the third day he rose again." Another reason why Christian festivals are important is because Christmas is when Jesus was born. This is very important as it shows Christians that he was born from a mother Mary in human form and therefore allows Christians to relate to him. It symbolises that on Christmas the son of God was born. ~~That~~ Jesus is key in the holy Trinity and this further shows why Christian festivals are important.



This candidate gives two reasons: one is developed and there is an accurate source of wisdom used as part of the reasoning.

- Reason One – Easter teaches eternal life (1) Development One – it proves there is life after you die (1)

Then, there is much unneeded description until:

- Source – ‘on the third day he rose again (1)
- Reason Two – Christmas is when Jesus was born (1) Development Two – he was born from mother Mary in human form (1)

There is extra information but none of it is needed, candidates should try not to write too much in an answer.

Total: 5 Marks



Candidates should be encouraged to learn and use quotations – not to make them up!

(c) Explain **two** reasons why Christian festivals are important.

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

(5)

Two of the main Christian festivals are Christmas and Easter. Christmas represents when Jesus was born and Easter represents Jesus' resurrection.

They are important because it's a time no Christian is left out and they all celebrate Jesus' life altogether as one.



ResultsPlus
Examiner Comments

This candidate gives one developed reason.

The first line is a statement – it does not answer the question.

- Reason One – Christmas represents when Jesus was born (1)
Development One – Easter represents Jesus' resurrection (1)

The information in the second paragraph is too vague/inaccurate to be credited.

Total: 2 Marks

Question 3 (d)

This section was one for which candidates had been provided with Advanced Information that informed them which bullet points would be covered in the examination.

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.4 – Pilgrimage

d) questions are good discriminators of achievement in RS. Candidates who did well knew about pilgrimage and were able to expand answers with evaluation. Those who did less well included non-religious arguments.

The question asked: "Pilgrimage is important for all Christians."

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, were candidates required to give a non-religious response.

This question includes an additional 3 marks for SPaG.

* (d) "Pilgrimage is important for all Christians."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

* Catholics, important
- But distracted from
faith.
- Pilgrimage shrines
- Jerusalem
- other shrines
- never explicitly
(15) stated

I disagree with this statement to a large extent.

Catholics would agree with this statement, as they believe pilgrimage to have utmost importance. For example, they could go to Walsingham, a place where a vision of Mary was seen in 1601, where they could worship shrines. A Protestant would believe this to have little importance however, as ~~worship~~ worshipping ~~at~~ shrines could be seen as somewhat blasphemous, ~~so~~ proving the statement to be false.

It must be considered that Jesus' pilgrimage was mentioned in the bible, a source of wisdom and authority, proving it to have some significance.

It says in ~~the bible~~ ~~3:43-47~~ "every year Jesus' parents went to Jerusalem for the festival of Passover." Jerusalem is a place where Jesus spent a lot of his life; his betrayal in the Garden of Gethsemane, and the crucifixion in the Via Dolorosa. ~~However, it is important~~ By visiting Jerusalem, and following Jesus' footsteps, it may help them to become closer to God, which would prove the statement to be true. However I would consider this to be incredibly weak, as the bible never explicitly states that pilgrimage has to take place, it is not a duty like Muslims who go on Hajj as a pillar.

Some Christians may disagree as full benefit may not be received for Christians due to distractions, making it less important. Surely Christians would not benefit from pilgrimage if they are worried about the finances involved? Some Christians may struggle financially so a pilgrimage would not be of benefit to them. In addition, pilgrimage may act as a form of distraction. Christians may not be able to focus on their religious journey with the excitement of a plane journey and a new holiday. This is stronger than prior arguments: no matter how whether Christians go on pilgrimage on Jerusalem, they still may get distracted.

In addition, Christians should not worry that not going on pilgrimage means they "don't care about God". There are other ways they can show their faith, such as giving to charity, which has just as much, if not more, importance. By giving to charity they are preaching the valuable lesson of Jesus to love their neighbour and the golden rule, which is a religious duty, and is free, unlike pilgrimage. Protestants would particularly agree with this view. This is a strong argument as there are much better ways to show their faith rather than to go on pilgrimage.

In conclusion, whilst it may help Christians get closer to God, pilgrimage is not important for all Christians, as some may not be able to afford it, as well as some may get distracted.

It is not even mentioned in the bible that Christians must go on pilgrimage, showing its lack of importance. In addition, they would benefit greater from following other Christian duties such as prayer or charity, as Jesus

(Total for Question 3 = 27 marks)



This response reaches 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 a coherent and logical chain of reasoning, focussed on the example of pilgrimage to Walsingham.

It develops this idea, making connections to the conversion arguments surrounding its usefulness.

The second paragraph provides a logical chain of reasoning linked to 'Jesus' pilgrimage was mentioned in the Bible' showing an accurate understanding of religion and belief.

This is followed by a logical chain of reasoning, which includes examples from the life of Jesus and Christian pilgrimage today: this shows accurate religion and belief.

The reference to Hajj was ignored because knowledge of other religions is not required in this unit.

On the next page there are two more arguments that show accurate religion and belief, in logical chains of reasoning. Both paragraphs attempt to evaluate the arguments at the end.

A conclusion is then given, which appraises the arguments given but also includes new information.

The answer gives sufficient accurate information to reach Level 3, in the middle of the range of marks, because most, 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.

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.

Response: 8 Marks

SPaG: 3 Marks

Total: 11 Marks



Candidates may write on the exam paper to plan their answers

* (d) "Pilgrimage is important for all Christians."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

I slightly agree with this statement because the importance of Pilgrimage is a massive thing across Christianity as visiting places like Jerusalem is influenced a lot in the bible.

Pilgrimage is ~~also important~~ mainly so important in reflecting across Jesus' life and understanding about the places he had preached and visited across his life ~~in~~ especially in Jerusalem.

This is effective for Christians to get an insight on Christianity and to understand further on life as a Christian whilst on these pilgrimages.

However, I do not think all Christians require pilgrimage it just depends on how serious you are as a Christian.



The response reaches Level One because:

The paragraph provides an argument 'it is a massive thing across Christianity' this is developed using the example of pilgrimage to Jerusalem.

The next paragraph provides an isolated alternative argument that it helps reflect upon and learn about the life of Jesus.

The next paragraph is an isolated idea: 'insight into Christianity'.

The final paragraph is an attempted alternative 'depends how serious a Christian you are'.

There is no conclusion.

The information is very general. It shows isolated elements of understanding of religion and belief.

The answer gives sufficient accurate information to reach Level 1, at the top of the range of marks.

To reach Level Two 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 may write on the exam paper and cross out the elements/ bullet points as required

Question 4 (a)

Candidates were assessed on Section Four: Equality

Bullet point 4.5 – Christian attitudes towards racial harmony

In this question, candidates were asked to explain how Christians work for racial harmony. Many candidates answered providing an explanation of what racial harmony is, which was an incorrect response.

The question asked was: Outline **three** ways Christians work for racial harmony .

4 (a) Outline three ways Christians work for racial harmony.

- (3)
- Christians may donate to charities that help support racial harmony
 - Christians may educate those who don't believe in racial harmony about how God created all in his image
 - Christians may protest when they believe that racial harmony isn't present.



The candidate is awarded one mark for each 'way' outlined (written in a sentence).

- Christians may donate to charities that help support racial harmony (1)
- Christians educate those who don't believe in racial harmony (1)
development after is not required
- Christians may protest (1)

Total: 3 Marks



If you do not have enough space, complete your answer on another part of the examination booklet.

Make a note of the page where your answer continues, so that the examiner knows where to look for it.

4 (a) Outline **three** ways Christians work for racial harmony.

(3)

making a diverse local church community



ResultsPlus
Examiner Comments

The candidate provides one outline:

giving one 'way'.

- Making a diverse local church community (1)

Total: 1 Mark



ResultsPlus
Examiner Tip

Give 3 full sentences to answer an a) item

Question 4 (b)

Candidates were assessed on Section Four: Equality

Bullet point 4.5 – Christian attitudes towards racial discrimination

In this question candidates were able to show knowledge and understanding the problems racial discrimination causes. This question was poorly answered when the concept of 'in society' was not considered.

The question asked was: Explain **two** teachings about why racial discrimination causes problems in society.

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 teaching given and to the question asked.

(b) Explain **two** Christian teachings about why racial discrimination causes problems in society.

(4)

One reason is racial discrimination means people aren't treated fairly. This goes against the teaching that all humans are equal in the eyes of God. Another reason is racial discrimination causes communities to become separated which goes against the Christianity teaching that which promotes community.



The candidate gives two developed teachings:

- Teaching One – Racial discrimination means people are not treated fairly (1) Development One – Goes against the teaching that all humans are equal in the eyes of God (1)
- Teaching Two – Racial discrimination causes communities to become separated (1) Development Two – against Christianity which promotes community (1)

Total: 4 Marks



Read the secondary command word in each question. In this case it is 'teachings'

(b) Explain **two** Christian teachings about why racial discrimination causes problems in society.

(4)

Racial discrimination can cause violence. This causes problems as it can lead to injury and death.



The candidate gives one developed teaching.

- Teaching One – Racial discrimination can cause violence (1)
Development One – This causes problems as it can lead to injury and death (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: Equality

Bullet point 4.8 – Christian attitudes towards wealth and poverty

Most candidates gained 5 marks. They were able to identify Christian teachings about wealth or poverty or both. Many were able to provide biblical examples.

The question asked was: Explain **two** Christian teachings about wealth and poverty.

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. 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 teaching given and to the question asked.

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

(c) Explain **two** Christian teachings about wealth and poverty.

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

(5)

It is a christian's responsibility to help the poor. In the bible it says, "that which you did not do for the least of you you did not do for me." This says that not helping others is not serving god. Therefore looking after those who are in poverty is not serving god. Serving god is what christian's should do. It's their responsibility.

Another teaching is that not sharing wealth is going against god. Jesus said, "It is easier for a camel to go through an eye of a needle than for a rich man to go to heaven. Having lots of money is not a great way to get to heaven. Therefore, christian's should share their wealth.



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

- Teaching One – It is a Christian’s responsibility to help the poor (1)
Source – ‘do for the least of you , you did not do for me’ (1)
Development One – not helping others is not helping God (1)
- Teaching Two – ‘Easier for a camel to go through the eye of a needle than for a rich man to go to heaven’ (1) Development Two –
Therefore Christians should share their wealth (1)

Total: 5 Marks



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

(c) Explain **two** Christian teachings about wealth and poverty. *in gods image*

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

(5)

One Christian teaching about wealth and poverty is to give those who are less fortunate as yourself. This ~~is~~ here is linking to giving to charity. Even if you can't afford to give to charity you can still help by giving your time or awareness.



The candidate gives one developed teaching.

- Teaching One – Give to those less fortunate as yourself (1)
Development One – linking to giving to charity (1)

Total: 2 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.

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 limiting progression to the higher levels.

d) items are marked using a levels-based mark scheme and the Level is decided using 'best fit' according to the level descriptors.

Candidates were assessed on Section Four: Equality

Bullet point 4.3 – Christian attitudes towards religious freedom

Candidates who did well recognised that this was about whether freedom of religion was a benefit for believers and non-religious people, and were able to expand answers with evaluation. d) questions are good discriminators of achievement in RS.

The question asked: "Religious freedom is always a good thing."

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 as listed in the bullet points, candidates **are** required to give a non-religious argument.

(d) "Religious freedom is always a good thing."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

The statement 'Religious freedom is always a good thing.' is very debatable, and one that I too, am unsure about. Whilst it can be positive, it can also be ~~as~~ equally as negative.

Firstly, I agree with the statement 'Religious freedom is always a good thing.' because it is. Being able to ~~express~~ express your religion and your faith is essential because it helps people. Being able to ^{be part of} ~~have~~ a religion you want is good, and religious freedom helps to allow this. It also allows people share their opinions on ~~things~~ issues, and their religious point of view.

However, I also strongly disagree with the idea that 'Religious freedom is always a good thing.' This is because it can be used negatively as a way to discriminate others, then back it up with religion. For example, Christians are against homosexuality, ~~stating~~ teaching that 'a man shall not lie with another man.' ~~But~~ whilst this is a religious teaching, ~~the~~ Christians should not discriminate. Religious freedom would allow this homophobia though, and so I would say that that is when Religious freedom is not a good thing, because, even though it's apart of ~~your~~ your faith and you think it, doesn't mean you should be openly homophobic or discriminate against homosexuals.

But ~~for~~ a lot of Christians would choose to agree that 'Religious Freedom is always a good thing' ~~because~~ and not discriminatory. Another Christian teaching is that while ~~if~~ you ~~can~~ ^{will} think something that may be discriminatory to certain groups of people, you don't always have a right to say it. If you did say it, and it ~~it~~ did turn out to be discriminatory, then that would just oppose another Christian teaching that you should 'love thy neighbour as thyself.' because you wouldn't discriminate against yourself, leading Christians to think Religious freedom is always good.

On the other hand, whilst Christians ~~should~~ are taught not to be discriminatory, some Christians still are, which is why many non-Christians don't completely agree with the statement that 'Religious freedom is always good.' While everyone should be able to express themselves, ~~and~~ speak up and share their own thoughts and ~~it~~ opinions surrounding everything, many Christians will think something bad and ~~then~~ say it, then back it up with Religious Freedom.

In all, I would choose to disagree with the statement 'Religious Freedom is always a good thing.' because it can be seen to do more harm than good, however lots of people have different opinions on this controversial statement.

The response is 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 is an introduction to the candidate's arguments and a conclusion.

In the second paragraph, the candidate provides coherent and logical chains of reasoning, focussed on the idea that 'being able to express your religion and faith is a good thing' and develops this idea making superficial connections.

The second paragraph provides a logical chain of reasoning for an alternative point of view, which considers that it can be 'a way to discriminate others, then back it up with religion'.

This shows a non-religious perspective and an accurate understanding of religion and belief, in a coherent chain of reasons and examples. The argument includes an attempt at evaluation.

On the next page, there is a counter-argument to the non-religious perspective, which contains an accurate understanding of religion and belief about lack of discrimination and love of neighbour.

This is followed by another Christian argument, which again focusses on discriminatory statements.

There is then a brief conclusion, which attempts to summarise the arguments.

The answer gives sufficient accurate information to reach Level 3, in the middle of the range of marks, because most, 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.



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.

Total: 8 Marks



Be familiar with the levels mark scheme and its requirements

(d) "Religious freedom is always a good thing."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

I agree with this statement.

A reason agreeing with this statement is that religious freedom leads to a new multifaith society.

A multifaith society can lead and ~~that~~ result in tolerance and understanding between ~~red~~ people of different faiths in ~~all~~ society.

A Christian reason disagreeing with the statement is that some Christians may feel religious freedom can threaten their religion as people are given the choice of what religion they want to be. Therefore, the more people that aren't part of Christianity, the worse it is.

A reason agreeing with the statement is that equality ~~every~~ no one should be treated differently for what they believe in therefore they should be given the choice.

A non-religious reason agreeing is that you should be given the choice whether you want to believe

and have^a faith or not and you shouldn't be forced to



The response reaches Level Two because:

The first line is a conclusion – statement of opinion.

The first paragraph provides an argument: 'religious freedom can threaten their religion'. This is developed by an explanation that given the choice, people may change religion. This shows isolated elements of understanding and belief in a brief chain of reasoning.

The second paragraph uses a contrasting argument: no one should be treated differently for what they believe. This shows isolated elements of understanding and belief.

The following paragraph gives another non-religious, isolated reason, repeating the idea that people should have choice.

The candidate then gives a conclusion – a statement at the beginning of the response. There is no further evaluation of the arguments at the end.

The answer gives sufficient accurate information to reach Level 2 at the bottom of the range of marks, because it contains some of the requirements of Level 2 and many of the requirements of Level 1.

To reach Level Three the candidate would need to:

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

Level 2

Total: 4 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 get high marks
- d) items must show an appraisal of the argument not simply rely of a set format
- Level descriptors should be used to mark d items
- If candidates run out of space they should use extra lined paper
- Candidates should be familiar with the terms used in the specification

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>

