

# A Level Religious Studies

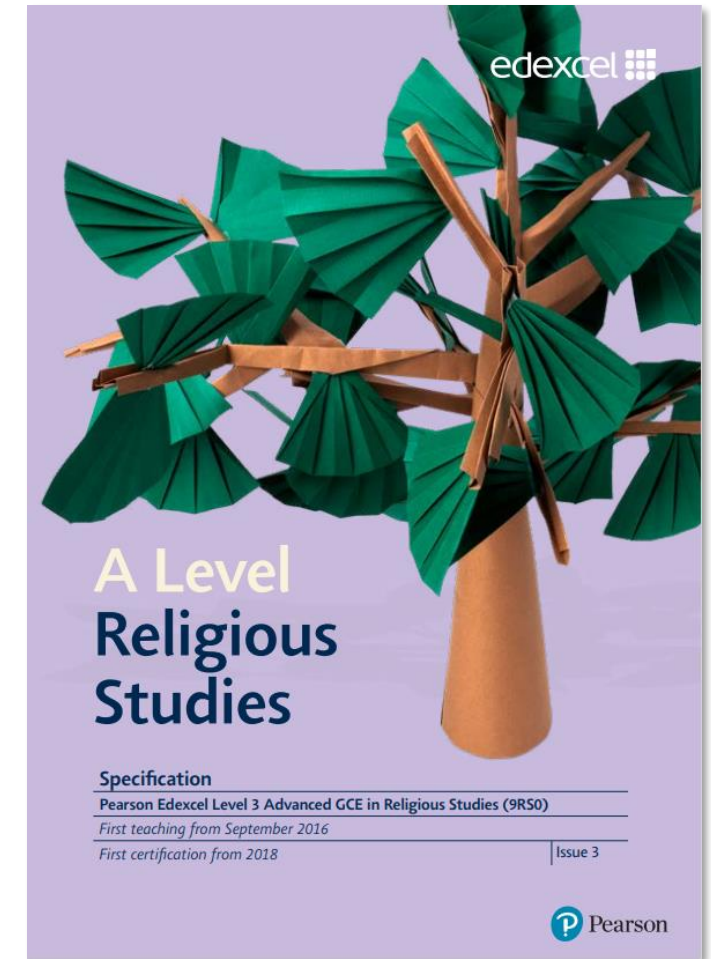
Exam Insights: May/June 2024



# Welcome to this professional development course!

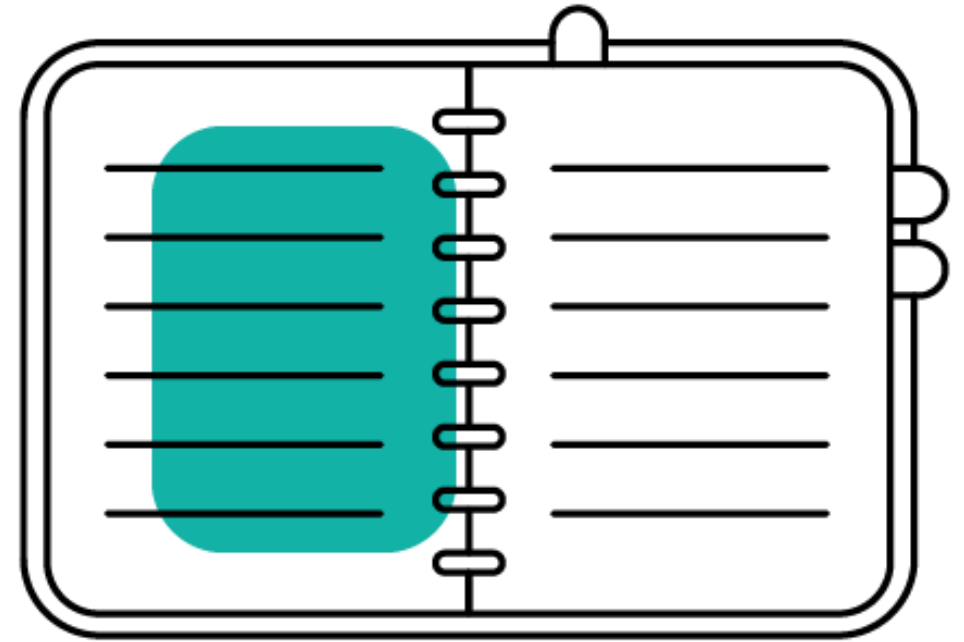
This course:

- is for teachers of A Level Religious Studies (9RS0)
- provides feedback and insights on the 2024 exam series
- focuses on key questions in the series
- points out key data that may help with your planning.



# Agenda

- Welcome and introduction ✓
- 2024 Grade boundaries and outcomes for both AS and A Level Religious Studies
- Aims and objectives
- Paper comparison: Notable strengths and weaknesses
- Overall performance
- Student performance in 'Explore' questions (Qu 1)
- Student performance in 'Assess' questions (Qu 2)
- Student performance in 'Clarify' questions (Qu 3a)
- Student performance in 'Analyse' questions (Qu 3b)
- Student performance in 'Evaluate' questions (Qu 4)
- Key messages in the Principal Examiner reports
- Preparation for future examinations



# 2024 grade boundaries and outcomes for both AS & A Level Religious Studies



# 2024 A Level grade boundaries

A level notional component grade boundaries		Max Mark	A*	A	B	C	D	E	U
9RS0	A Level Religious Studies Paper 1	Raw 80	74	67	55	43	31	20	0
9RS0	A Level Religious Studies Paper 2	Raw 80	73	66	55	45	35	25	0
9RS0	A Level Religious Studies Paper 3	Raw 80	71	64	53	42	31	21	0
9RS0	A Level Religious Studies Paper 4A	Raw 80	72	65	54	44	34	24	0
9RS0	A Level Religious Studies Paper 4B	Raw 80	72	65	54	43	33	23	0
9RS0	A Level Religious Studies Paper 4C	Raw 80	72	65	54	43	33	23	0
9RS0	A Level Religious Studies Paper 4D	Raw 80	74	67	56	45	34	23	0
9RS0	A Level Religious Studies Paper 4E	Raw 80	74	67	56	45	34	23	0
9RS0	A Level Religious Studies Paper 4F	Raw 80	74	67	56	45	34	23	0

# 2024 AS Level grade boundaries

AS notional component grade boundaries		Max Mark		A	B	C	D	E	U
8RS0	AS Religious Studies Paper 1	Raw	54	41	35	30	25	20	0
8RS0	AS Religious Studies Paper 2	Raw	54	39	34	29	24	19	0
8RS0	AS Religious Studies Paper 3	Raw	54	42	36	30	24	19	0
8RS0	AS Religious Studies Paper 4A	Raw	54	41	35	29	23	17	0
8RS0	AS Religious Studies Paper 4B	Raw	54	39	33	27	22	17	0
8RS0	AS Religious Studies Paper 4C	Raw	54	41	35	29	23	17	0
8RS0	AS Religious Studies Paper 4D	Raw	54	41	35	29	23	17	0
8RS0	AS Religious Studies Paper 4E	Raw	54	41	35	29	23	17	0

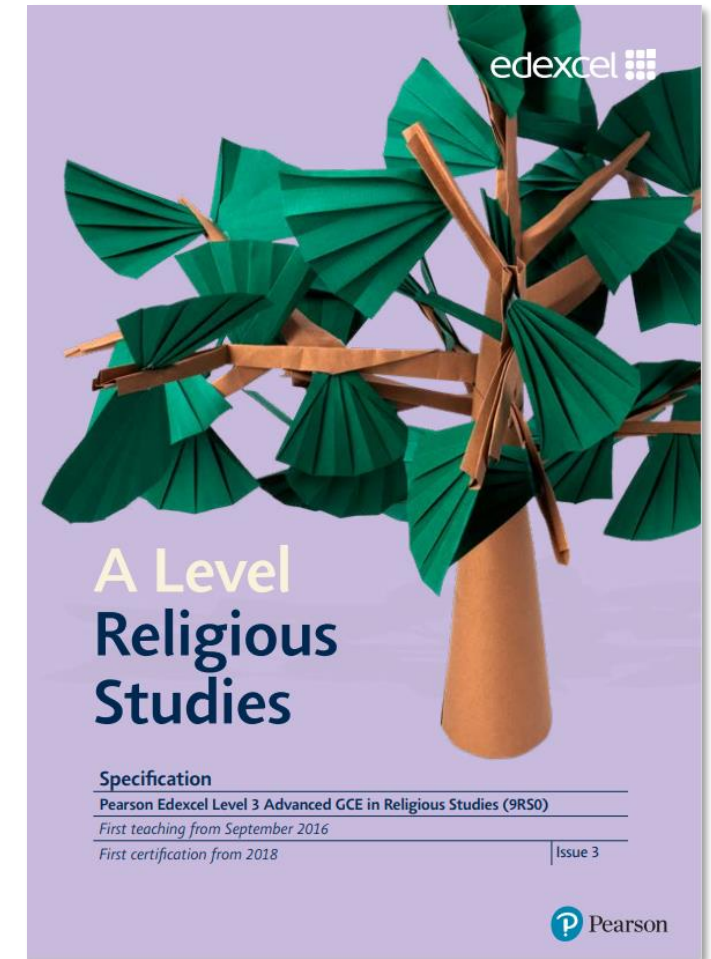
# Aims and objectives



# Aims and objectives

In this session we will:

- Provide feedback on the performance of candidates in the 2024 examination series
- Consider the variation of candidates' performance
- Discuss the Examiner's Reports
- Address common issues.





# Paper comparison: Notable strengths and weaknesses



# Strengths and Weaknesses

Strengths	Weaknesses
Sharply focused knowledge and understanding of the topic/question that is thorough, detailed and effectively supported with reasoned evidenced through the skills of critical thinking.	Knowledge and understanding of the topic/question is limited and lacking detail, depth and relevant supporting evidence.
Responses that display effective control and management of the material offered in a coherent manner.	Responses lack structure and are incoherent in places.
Responses are articulated and crafted well exhibiting thoughtful structure ensuing in reasoned and justified conclusions along with an accurate use of technical vocabulary specific to the subject.	Responses that fail to establish links between all the elements of a question along with poor use and understanding of subject specific vocabulary.
Good responses identify, where relevant, differing points of view, which are made in a competent and assured manner including the referencing of scholarly contribution (although scholars need not be named).	Not answering the question as set but offering a pre-prepared response that fails to address the actual wording of the question.
Excellent candidates offer responses that explicitly and effectively reflect the criteria descriptors of the applicable highest-level band.	Poor grammar, spelling, legibility etc that often hinders the intent of a candidate.

# Overall performance



# Overall performance

Once again, this year there were some excellent responses that were a joy to read, and clearly some centres have empowered candidates to explore a wide range of contextually relevant material across all the topics on all the papers.

Most candidates were able to correctly apply the relevant trigger words (**‘explore’**, **‘assess’**, **‘clarify’**, **‘analyse’** and **‘evaluate’**) in responding to the various question types and to the demands of the papers overall.

Candidates had been well prepared, and most understood and met the different demands of AO1 and AO2.

# ‘Explore’ (Question 1)



# AO1 Performance

- 40% of the A level assessment
- Assessed in all questions to some extent

## **AO1 – Assessment Objective One** (p.71 of the Specification)

Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of religion and belief.

# ‘Explore’ (Question 1)

## Example marking guidance:

This question required candidates to:

***‘Explore the role of Deontology for an understanding of moral actions.’***

Better performing candidates:

- Discussed the role of Deontology identifying, in detail, relevant material.
- Demonstrated knowledge and understanding.
- Offered developed engagement that reflected sound understanding.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"><li>• A narrow range of knowledge, specialist language and terminology is selected but is unlikely to be used appropriately or accurately (AO1).</li><li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li><li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li></ul>
Level 2	3–5	<ul style="list-style-type: none"><li>• A range of knowledge, specialist language and terminology is selected, most of which is used appropriately with some inaccuracies (AO1).</li><li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li><li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li></ul>
Level 3	6–8	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology is carefully selected and used appropriately, accurately and sustained throughout (AO1).</li><li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li><li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li></ul>

# 'Explore' (Question 1)

Where candidates are required to:

<b>Explore</b>	Demonstrate understanding by investigating different reasons, concepts and ideas.
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- They should show understanding of factual information according to the level descriptors; demonstrate detailed development to **EXPLORE** the concept; offer a wide range of knowledge pertinent to the topic.
- In this year's examinations the overall performance in '**Explore**' questions was **similar** to 2023.

## Reasons:

- most candidates offered accurate/relevant points made in relation to the focus of the question
- developed each point to show depth of understanding
- included a wide range of points.



# Where candidates did well in 'Explore' questions



1 Explore the role of Deontology for an understanding of moral actions.

(8)

Deontology is an absolute, legalistic, prescriptive approach to ethics which focuses on ~~intentions~~ <sup>intentions</sup> rather than outcomes. Deon translates to duty and so deontological morality is concerned with the duty to act morally for the sake of it and not because of what outcome it may bring. ~~An ethical theory which uses the deontological framework~~ is Kantian ethics. Kant prescribed moral actions based on his rule of universalization where a statement must rely on a maxim (principle) that can be done by everyone everywhere at all times, does not use people as an end to a means, and would apply to a 'kingdom of ends' if decided by an authority figure. By using the principle of universalization to check moral statements, an individual can be ensured to 'do good for good's sake' and their imperative statements are categorical instead of imperative.

## Candidates who achieved full marks:

- used the key terms thus addressed the question
- wrote a detailed response
- showed understanding of the demands of the question

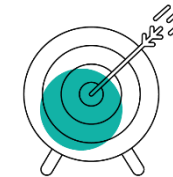
This question required candidates to **Explore the role of Deontology for an understanding of moral actions.**

Level **3 / 8** marks were awarded to this candidate for

1. A comprehensive engagement with all the elements of the question
2. Developed each point to show depth of understanding
3. Used specialist language and key terms correctly.

Q1 from DocID: 0546004278096 in 9RS0/02: Available in delegate pack

# Where candidates did well in 'Explore' questions



Imperative statements take away from duty as they suggest a reason for doing something is the outcome. E.g. "study if you want to get good grades". Here, an individual is studying in hopes of a predicted result. Whereas if the statement were to be made categorical, e.g. "studying improves intellect", a person carrying this out would do it as it is their duty to better themselves, which is a better reason.

(Total for Question 1 = 8 marks)

## Candidates who achieved full marks:

- used the key terms thus addressed the question
- wrote a detailed response
- showed understanding of the demands of the question

This question required candidates to **Explore the role of Deontology for an understanding of moral actions.**

Level **3 / 8** marks were awarded to this candidate for

1. A comprehensive engagement with all the elements of the question
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# Where candidates did **NOT** do well in 'Explore' questions

1 Explore the role of Deontology for an understanding of moral actions.

(8)

Deontology is ~~the ethical~~ an ethical theory based on duty. It follows the idea that morality comes from fulfilling this duty. According to Kantian ethics, this ~~can~~ can be fulfilled through ~~the~~ strict laws that ~~promote~~ encourages one to be their most moral self. It argues against consequentialist theories such as ~~and~~ Utilitarianism and Situation Ethics, thus making it an absolutist theory.

Kant explains that ~~to make moral laws~~ moral laws should be based on three things: universality, a law must be able to be applied to everyone, for example, ~~that~~ 'you cannot lie'. It must be the ~~most practical~~ a law that is practical and one that leads to the 'Kingdom of Ends', a concept which Kant uses to motivate individuals to strive ~~to a morally perfect world~~ towards a world which he believes to be morally perfect.

## Candidates failing to achieve full marks generally:

- lacked detailed knowledge and understanding
- managed to only write a short and/or limited amount
- did not use the key terms

This question required candidates to ***Explore the role of Deontology for an understanding of moral actions.***

Level **2/5** marks were awarded to this candidate for

1. lacks sustained development of ideas such as duty
2. some inaccurate understanding of Kantian ethics could not be credited
3. some AO2 material was not relevant so, could not be credited

Q1 from DocID: 0546004263549 in 9RS0/02: Available in delegate pack

# Where candidates did **NOT** do well in 'Explore' questions

Kant believes that if one adheres to all these 'duties' ~~that are accompanied~~ accompanied by this moral law, ~~they~~ only then would they be regarded as moral beings.

(Total for Question 1 = 8 marks)

## Candidates failing to achieve full marks generally:

- lacked detailed knowledge and understanding
- managed to only write a short and/or limited amount
- did not use the key terms

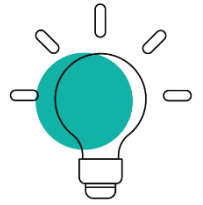
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1. lacks sustained development of ideas such as duty
2. some inaccurate understanding of Kantian ethics could not be credited
3. some AO2 material was not relevant so, could not be credited

**Q1 from DocID: 0546004263549 in 9RS0/02: Available in delegate pack**

# Examiner advice to teachers



## Candidates should in order to achieve a Level 3 must:

- select relevant points to show ***a wide range of*** knowledge – accurate and relevant points made in relation to the focus of the question.
- include **a wide range** of points.
- use specialist language, key terms and key terminology **correctly**.
- keep the answer **sustained** and **focused** throughout.
- **develop** each point to show depth of **understanding**.
- **NO NEED** for any A02 commentary. Not demanded by the question.

# ‘Assess’ (Question 2)



# AO2 Performance

- 60% of the A level assessment
- Assessed in questions 2,3 and 4 to some extent

## AO2 – Assessment Objective Two (p.71 of the Specification)

- Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

- For Q2 the trigger word is '**assess**'.
- It includes 4 marks of AO1 and 8 marks of AO2.

<b>Assess</b>	Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.
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1. '**Assess**' means to judge something with respect to its significance for the purpose of a greater understanding/interpretation of the subject itself.
2. A coherent judgement (**assessment**) follows on from critical deconstruction of information using logical chains of reasoning.
3. Arguments/judgements that are based on solid knowledge of the topic.



# ‘Assess’ (Question 2)

## Example marking guidance:

This question required candidates to:

***‘Assess the significance of the role of music for Christian worship.’***

Better performing candidates:

- Selected relevant concepts to show a wide range of knowledge
- Judged something with respect to its significance
- Provided a greater understanding or interpretation of the subject

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"><li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li><li>• Information/issues are identified (AO2).</li><li>• Judgements are supported by generalised arguments (AO2).</li></ul>
Level 2	5–8	<ul style="list-style-type: none"><li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li><li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li><li>• Judgements of a limited range of elements in the question are made (AO2).</li></ul>
Level 3	9–12	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li><li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li><li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li></ul>



# ‘Assess’ (Question 2)

Where candidates are required to:

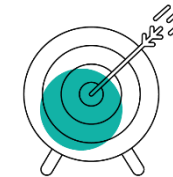
<b>Assess</b>	Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.
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- They need to know the material to assess and judge where the argument/perspective sits. They **do not** need to evaluate.
- In this year’s examinations the overall performance in ‘Assess’ questions was **better** than in 2023.

**Reasons:**

- many candidates ensured that each paragraph in their response demonstrated enough development to **ASSESS** the concept/information
- majority of responses reflected coherent judgement
- many offered a wide range of knowledge precisely deployed to address the question.

# Where candidates did well in 'Assess' questions



2 Assess the significance of the role of music for Christian worship.

(12)

Music is often considered to play an incredibly significant role within Christian worship as it allows Christians to be able to express themselves and their passion for religion in a way that mere words or prayer could not. However, this could be criticised when analysing religious art in Christianity, as art also seems to be an expression or interpretation of faith, such as in paintings of the "Madonna and the Christ Child" or the Renaissance paintings of Mary, which offer a unique perspective of her as relevant to all eras. Regardless, this appears to be a weak argument, as artwork is typically created individually and independently of others – unlike music, which is sung and performed often by a large community of worshippers, allowing the Christians involved to feel united as a community and as one holy Church. This position is strengthened by St Cyprian's view of the Church as one body, as he states that the Church is one united body of Christians, which music thus appears to achieve as everyone expresses their faith together.

## Candidates who achieved full marks:

- used the key terms in addressing the question
- offered a detailed and developed response
- showed understanding of the all elements of the question

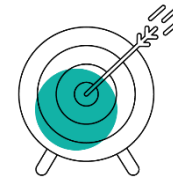
This question required candidates to '**Assess the significance of the role of music for Christian worship**'.

Level **3/12** marks were awarded to this candidate for:

1. a well-crafted, articulate, argued and informed response
2. offered some insightful and effective reasoning
3. material is critically deconstructed to form coherent chains of reasoning.

**Q2 from DocID: 0546005588798 in 9RS0/4B: Available in delegate pack**

# Where candidates did well in 'Assess' questions



Secondly, many consider music to be instrumental for Christian worship, due to the fact that it has brought many people into the Church, particularly in Protestant Churches like Charismatic Christianity, that have upbeat and uplifting songs. Within modern society, this is absolutely a strength as the stereotypically traditional hymns of the Catholic Church may feel outdated when compared with our contemporary music culture, causing people to feel that the Church is disconnected from society; however, if the Protestant denominations are presenting a more charismatic approach

to their music, it may help the church adapt to modern ideals and encourage new members to join. Karl Barth's idea of exclusivism can be applied here, as if ~~the~~ Christianity is the only religion that ~~can~~ has the truth, recruiting and evangelising new members for the Church is the only way to connect them to salvation. However, many would simply disagree that the modernised music of churches like Charismatic Christianity is the best way to approach this, arguing that something more upbeat removes the significance and sacredness of Jesus' sacrifice and Christian beliefs, making ~~some~~ worship simply an enjoyable practice rather than a quiet, personal connection with God as demonstrated through prayer.

## Candidates who achieved full marks:

- used the key terms in addressing the question
- offered a detailed and developed response
- showed understanding of the all elements of the question

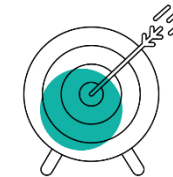
This question required candidates to **'Assess the significance of the role of music for Christian worship'**.

Level **3/12** marks were awarded to this candidate for:

1. a well-crafted, articulate, argued and informed response
2. offered some insightful and effective reasoning
3. material is critically deconstructed to form coherent chains of reasoning.

**Q2 from DocID: 0546005588798 in 9RS0/4B: Available in delegate pack**

# Where candidates did well in 'Assess' questions



Finally, others would argue that music is important within Christian worship due to the fact that it is so broad and flexible – there are no confines when creating a piece of music, allowing the musician a seemingly infinite realm of possibilities for expression of their belief in God. On the other hand, though, music would likely be criticised by Wendy in this case, who would argue that due to God's transcendent nature, ~~he~~ ~~as we~~ we are unable to adequately express anything about him, even through music. This critique is also a weak one when we compare music to reports of religious experience, whereby many felt they had a religious or spiritual experience from the religious music played, in that they may have felt a deep and personal connection to God, or a longing to return to the Church if they had left. This is clearly a strong perspective, as it highlights how music can ignite powerful emotions within us and strengthen our faith, helping believers to reaffirm their position, and assisting them in their worship as they feel closer, and that they have more faith in God than they ever would without it.

## Candidates who achieved full marks:

- used the key terms in addressing the question
- offered a detailed and developed response
- showed understanding of the all elements of the question

This question required candidates to **'Assess the significance of the role of music for Christian worship'**.

Level **3/12** marks were awarded to this candidate for:

1. a well-crafted, articulate, argued and informed response
2. offered some insightful and effective reasoning
3. material is critically deconstructed to form coherent chains of reasoning.

**Q2 from DocID: 0546005588798 in 9RS0/4B: Available in delegate pack**



# Where candidates did **NOT** do well in 'Assess' Questions

2 Assess the significance of the role of music for Christian worship.

(12)

Music can have a significant role in Christian worship as it can be used in a more modern approach of ~~the~~ expressing faith and commitment to the Church.

One argument could be that music brings a better connect to communities and dancing leads to interactions between worshipping as singing together promotes a positive community members of the church rather than listening to an individual reading a prayer. By music helping to interconnect communities it promotes a better feeling of unity through shared faith. From this I would put forward that music does have a significant role in Christian worship as it allows for Christians to interact and share the importance of religion with other Christians, therefore improving unity.

Another point is that music can encourage younger people to express their faith as many teenagers and even younger children may dislike

## Candidates who failed to achieve full marks:

- limited range of knowledge and understanding
- assessment drifted into being descriptive narrative
- Simplistic chains of reasoning

This question required candidates to '**Assess the significance of the role of music for Christian worship**'.

Level **2/8** marks were awarded to this candidate for:

1. response offered a narrow range of knowledge
2. material was mostly descriptive and superficial
3. lacked detailed developed assessment

**Q2 from DocID: 0546005589412 in 9RS0/4B: Available in delegate pack**

# Where candidates did **NOT** do well in 'Assess' Questions

listening to passages because it is boring. Therefore music is a good alternative as it caters towards their interests and is overall more enjoyable, it can also help them to find other people their age that share their faith by going to religious discos. Again music does have a significant role for Christian worship as it is more appealing to younger generations and allows them to worship their faith in a more age-appropriate and enjoyable way.

There are many ways in which you can worship faith, music being one example. Music does have a significant role in Christian worship because Christians create their own songs to show their praise to God and their faith. This has a greater significance than singing hymns or reading parables because it is created by a follower rather than being read from the Bible. I would argue that it could be more important because it holds individual meaning through personal expression of belief.

In conclusion I believe that music does have a significant role in Christian worship because it is a modern approach and highlights the expression of personal belief which can then be shared in a community.

## Candidates who failed to achieve full marks:

- limited range of knowledge and understanding
- assessment drifted into being descriptive narrative
- Simplistic chains of reasoning

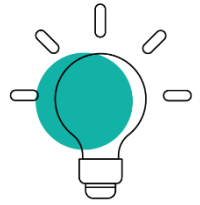
This question required candidates to '**Assess the significance of the role of music for Christian worship**'.

Level **2/8** marks were awarded to this candidate for:

1. response offered a narrow range of knowledge
2. material was mostly descriptive and superficial
3. lacked detailed developed assessment

**Q2 from DocID: 0546005589412 in 9RS0/4B: Available in delegate pack**

# Examiner advice to teachers



## Candidates should:

- select relevant concepts to show a wide range of knowledge - accurate and appropriate
- remember 'assess' means to judge something with respect to its significance
- provide a greater understanding or interpretation of the subject
- discuss different arguments to critically deconstruct information
- **KNOW** the material so that you can judge/assess where the argument/perspective sits in relation to the question/topic
- provide a comprehensive assessment of the right material to achieve a higher outcome
- stay on topic because guesswork does not replace knowledge of the topic.
- offer clear identification of differing views
- ensure AO2 material is offered as well as AO1 material.

# ‘Clarify’ (Question 3a)





# ‘Clarify’ (Question 3a)

## Example marking guidance:

This question required candidates to:

***‘Clarify the ideas illustrated in this passage about Jihad’.***

Better performing candidates:

- takes some of the issues contained in the extract and unpacks them by making them easier to understand
- explains, illuminates, and elucidates the issues identified in the extract
- give detailed and developed answers

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"><li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li><li>• Knowledge and understanding of key religious ideas and beliefs is superficial (AO1).</li><li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).</li></ul>
Level 2	4–6	<ul style="list-style-type: none"><li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li><li>• Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1).</li><li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).</li></ul>
Level 3	7–10	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li><li>• Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1).</li><li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).</li></ul>

# ‘Clarify’ (Question 3a)

Where candidates are required to:

<b>Clarify</b>	Identify key ideas and explain key concepts.
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- The aim of a ‘clarify’ question is to offer further information so that the identified point in the ‘extract’ is fully understood.
- It is important for candidates to:
  - Show their knowledge in relation to the topic.
  - Use key terminology/language (the extract can support this).
  - Select relevant information to answer the question (the extract can support this).
  - Give detailed and developed answers – expand on their annotations from the extract. Fully explain each.
  - Link key ideas/concepts to references from the extract.
  - Remember that the goal of asking a ‘clarify’ question is to get additional information so that the intended message in the **EXTRACT** is fully understood.

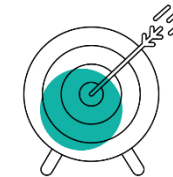
## ‘Clarify’ (Question 3a)

- In this year’s examinations the overall performance in ‘Clarify’ questions was **better** than in 2023.

### Reasons:

- Candidates are clearly becoming more adept at identifying issues and unpacking them without paraphrasing or regurgitating the extract itself
- Candidates are now consistently defining, interpreting, simplifying and spelling out in order to demonstrate that they are ‘**clarifying**’
- Candidates appear to be more familiar with the demands of the Anthology and the texts contained therein. As such they are able to use the anthology content as a springboard being undertaken resulting in high achievement in the exam itself.

# Where candidates did well in 'Clarify' questions



The real meaning of Islamic spirituality lies in reforming the space of one's interiority, appeasing one's heart at the level of acknowledgement of the Creator and within a generous human action; it is loving in transparency and living in the light. This spirituality joins the horizons of all other spiritualities, which require man to be equipped with a force of being rather than being subjected to the despotic fierceness of a life which is reduced to instinct. This tension towards the mastery of the self is conveyed in Arabic by the word jihad. Understanding this dimension is a necessary part of a larger discussion on the meaning of armed conflict. What needs to be retained in the first instance, on the individual plane as well as on the international plane, is that God has willed this tension. He made it by His management of one of the conditions of access to faith and to humanity.

(Source: Extract from *Islam, The West and the Challenges of Modernity*, by Tariq Ramadan, Kube Publishing, 2001, Edexcel Anthology)

3 (a) Clarify the ideas illustrated in this passage about Jihad.

You must refer to the passage in your response.

(10)

Jihad means to 'strive' or 'struggle' for the sake of Allah.  
In this passage Tariq Ramadan was for the idea of greater jihad being more important. He states 'rather than being subjected to the despotic fierceness of a life' we should understand 'the real meaning of Islamic spirituality'. Tariq highlights how as Muslims we should focus on striving to better ourselves and our personal connection with Allah, and if everyone prioritised this, a good Islamic society is built.

## Candidates who achieved full marks:

- Clarifies the meaning of the term Jihad thus ensuring understanding
- wrote a developed and detailed response
- knowledge gained from intensive reading ensures that key religious ideas are fully linked to the extract

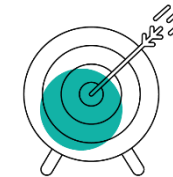
This question required candidates to '**Clarify the ideas illustrated in this passage about Jihad**'.

Level **3/10** marks were awarded to this candidate for

1. clarifying 'Jihad' and offering additional information so that the intended message in the **EXTRACT** could be fully understood
2. each idea identified and offered enough development to CLARIFY the concept being discussed
3. allowed/identified the extract to trigger additional A01 information that was relevant

**Q3a from DocID: 0546005591268 in 9RS0/4D: Available in delegate pack**

# Where candidates did well in 'Clarify' questions



Tariq Ramadan states, 'This tension towards the mastery of the self is conveyed in Arabic by the word *jihad*'. This is the idea that *jihad* greater is the *jihad* of the nafs which is against one's desires and pleasures and against the 'waswas

of Shaytan. A Hadith in Tirmidhi states that "The most excellent form of *jihad* is against oneself, and actions for the sake of your Lord". This Hadith highlights how even the prophet prioritised greater *jihad* or '*jihad* *nafs*' hence why it is called *jihad* of the greater *jihad*.

'He has made it by his management of one of the conditions of access to faith and humanity'. This proves that true man comes from greater *jihad* as it is a pre-condition of having higher Iman and Ihsan. 'He' refers to Allah, meaning Allah himself has made it a priority to reform Islamic spirituality and struggle of the nafs in order to have a higher faith and gain Allah's pleasure which is a primal goal as Muslims.

## Candidates who achieved full marks:

- Clarifies the meaning of the term *Jihad* thus ensuring understanding
- wrote a developed and detailed response
- knowledge gained from intensive reading ensures that key religious ideas are fully linked to the extract

This question required candidates to '**Clarify the ideas illustrated in this passage about *Jihad***'.

Level **3/10** marks were awarded to this candidate for

1. clarifying '*Jihad*' and offering additional information so that the intended message in the **EXTRACT** could be fully understood
2. each idea identified and offered enough development to CLARIFY the concept being discussed
3. allowed/identified the extract to trigger additional A01 information that was relevant

**Q3a from DocID: 0546005591268 in 9RS0/4D: Available in delegate pack**



# Where candidates did well in 'Clarify' questions



'understanding this dimension is a necessary part of a larger discussion on the meaning of armed conflict.' Here Ramadan demonstrates the importance of understanding jihad does not just mean picking up a sword to fight - which is known as lesser or martial jihad. Rather it is a trunk which has many branches like making up for fasts, wearing a hijab and so on. Ramadan highlights it is vital to understand there is a huge discussion surrounding jihad and 'The meaning of armed conflict'. For example the verse in the Quran on 9:5 refers to killing all polytheists which is commonly used by terrorist organisations like Isis, who misinterpreted the meaning of fighting here. Rather this verse refers

self defense when muslims were being attacked by the Polytheists.

## Candidates who achieved full marks:

- Clarifies the meaning of the term Jihad thus ensuring understanding
- wrote a developed and detailed response
- knowledge gained from intensive reading ensures that key religious ideas are fully linked to the extract

This question required candidates to '**Clarify the ideas illustrated in this passage about Jihad**'.

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1. clarifying 'Jihad' and offering additional information so that the intended message in the **EXTRACT** could be fully understood
2. each idea identified and offered enough development to CLARIFY the concept being discussed
3. allowed/identified the extract to trigger additional A01 information that was relevant

**Q3a from DocID: 0546005591268 in 9RS0/4D: Available in delegate pack**

# Where candidates did **NOT** do well in 'Clarify' questions

The real meaning of Islamic spirituality lies in reforming the space of one's interiority, appeasing one's heart at the level of acknowledgement of the Creator and within a generous human action; it is loving in transparency and living in the light. This spirituality joins the horizons of all other spiritualities, which require man to be equipped with a force of being rather than being subjected to the despotic fierceness of a life which is reduced to instinct. This tension towards the mastery of the self is conveyed in Arabic by the word *jihād*. Understanding this dimension is a necessary part of a larger discussion on the meaning of armed conflict. What needs to be retained in the first instance, on the individual plane as well as on the international plane, is that God has willed this tension. He made it by His management of one of the conditions of access to faith and to humanity.

(Source: Extract from *Islam, The West and the Challenges of Modernity*, by Tariq Ramadan, Kube Publishing, 2001, Edexcel Anthology)

3 (a) Clarify the ideas illustrated in this passage about Jihad.

You must refer to the passage in your response.

(10)

This extract was from Ramadan's work on Islam, the West and the challenges of modernity where he discusses Jihad ~~and~~ trying to find a deeper meaning.

When he says that you can "appease one's heart at the level of acknowledgement of the creator"

## Candidates who failed to achieve full marks:

- lacked detailed knowledge and understanding
- managed to only write a short and/or limited amount
- did not use the key terms

This question required candidates to '**Clarify the ideas illustrated in this passage about Jihad**'.

Level **2/5** marks were awarded to this candidate for:

1. some ideas identified but lacked developed clarification of those ideas
2. discussion is brief and basic resulting in limited treatment
3. simply restating some of the extract without unpacking it.

Q3a from DocID: 0546005395947 in 9RS0/4D: Available in delegate pack



# Where candidates did **NOT** do well in 'Clarify' questions

links to the idea of *taawukhul*. Struggling to stay on Allah's path will help to attain the peace of heart.

Secondly, Rameel distinguishes ideas of greater and lesser Jihad. He describes ~~less~~ greater Jihad as "mastery of the self".

This highlights that Jihad is about

overcoming the evil ways like the unrighteous ways and the ways that blame to reach ways at peace.

He then describes lesser Jihad as "armed conflict" and this is about fighting for a religious cause like those who oppress or persecute the believers.

## Candidates who failed to achieve full marks:

- lacked detailed knowledge and understanding
- managed to only write a short and/or limited amount
- did not use the key terms

This question required candidates to '**Clarify the ideas illustrated in this passage about Jihad**'.

Level **2/5** marks were awarded to this candidate for:

1. some ideas identified but lacked developed clarification of those ideas
2. discussion is brief and basic resulting in limited treatment
3. simply restating some of the extract without unpacking it.

Q3a from DocID: 0546005395947 in 9RS0/4D: Available in delegate pack

# Where candidates did **NOT** do well in 'Clarify' questions

overcoming. He evil says like he writing says  
and he says that blames to reach says at peace.

Here she describes lesser jihad as "armed conflict"  
and this is about fighting for a religious  
cause like those who oppress or persecute the  
balance.

Lastly, He mentions how "evil has killed  
this tension" which clarifies ideas about how  
humans were created with instinct but also  
with choice to avoid evil and do good so they  
can be successful for the Akhira - by  
fulfilling.

## Candidates who failed to achieve full marks:

- lacked detailed knowledge and understanding
- managed to only write a short and/or limited amount
- did not use the key terms

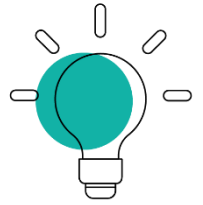
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Level **2/5** marks were awarded to this candidate for:

1. some ideas identified but lacked developed clarification of those ideas
2. discussion is brief and basic resulting in limited treatment
3. simply restating some of the extract without unpacking it.

Q3a from DocID: 0546005395947 in 9RS0/4D: Available in delegate  
pack

# Examiner advice to teachers



## **Advice to teachers:**

- Candidates should not merely restate or paraphrase what is found within the extract in order to score highly within this question.
- Centres should stress to candidates that 'clarify' means that candidates must elaborate on the ideas that are found within the extract.
- Candidates are expected to use the extract as a springboard to develop ideas that are informing what is found within the text.
- Candidates should aim to clarify cogently and concisely without giving any useful information.
- Candidates should explain the subject specific terms clearly when needed to show understanding.

# ‘Analyse’ (Question 3b)



# ‘Analyse’ (Question 3b): Levels 1 to 3

## Example marking guidance:

This question required candidates to:

***‘Analyse the claim that the Cosmological Argument fails to prove the existence of God’.***

Better performing candidates:

- made very good use of scholarly replies to the problems in the Cosmological Argument
- good responses focused on the failures in the Cosmological Argument, but not simply as a list of problems
- strong responses were not merely descriptive but analytical throughout

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"><li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li><li>• Information/issues are selected (AO2).</li><li>• Makes basic connections between a limited range of elements in the question (AO2).</li><li>• Judgements are supported by generic arguments (AO2).</li></ul>
Level 2	5–8	<ul style="list-style-type: none"><li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li><li>• Deconstructs religious information/issues (AO2).</li><li>• Makes connections between a limited range of elements in the question (AO2).</li><li>• Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).</li></ul>
Level 3	9–12	<ul style="list-style-type: none"><li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li><li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li><li>• Makes connections between many but not all of the elements in the question (AO2).</li><li>• Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).</li></ul>

# ‘Analyse’ (Question 3b): Levels 4&5

## Example marking guidance:

This question required candidates to:

***‘Analyse the claim that the Cosmological Argument fails to prove the existence of God’.***

Better performing candidates:

- made very good use of scholarly replies to the problems in the Cosmological Argument
- good responses focused on the failures in the Cosmological Argument, but not simply as a list of problems
- strong responses were not merely descriptive but analytical throughout

Level 4	13–16	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li><li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li><li>• Makes connections between a wide range of elements in the question (AO2).</li><li>• Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).</li></ul>
Level 5	17–20	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li><li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li><li>• Makes connections between the full range of elements in the question (AO2).</li><li>• Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).</li></ul>



# ‘Analyse’ (Question 3b)

Where candidates are required to:

<b>Analyse</b>	Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.
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- ‘**Analyse**’ means to examine in detail, to explain and interpret a subject in order to understand the nature of essential features of the topic
- to make an answer more analytical candidates need to be critical of why events happened and what effect they have
- offer a wide range of sustained knowledge along with obvious chains of reasoning
- address the full range of elements in the question

It is important for candidates to:

- ensure their response is fully supported by a comprehensive range of evidence
- deconstruct information and/or issues to find connections and provide logical chains of reasoning so they can make judgements regarding their importance/relevance.



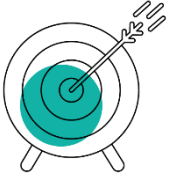
# ‘Analyse’ (Question 3b)

- In this year’s examinations the overall performance in ‘**Analyse**’ questions was **better** than in 2023.

## Reasons:

- awareness of the potential of the Anthology to support answers with the most successful candidates being able to adapt their knowledge as a consequence
- many candidates focused on the precise requirement of this question and understood what needed to be done to earn high marks
- many more candidates avoided repetition of AO1 material from 3a (because the same material used in 3a cannot be credited again in 3b)
- familiarity with the Anthology this year enriched responses for Q3b.

# Where candidates did well in 'Analyse' questions



(b) Analyse the claim that the Cosmological Argument fails to prove the existence of God.

(20)

Plan: intro - Aquinas' 3 ways.

P1 - cosmological: argument from motion <sup>Leibniz principle of sufficient reason</sup>

P2 - cosmological: causation and contingency

P3 - cosmological: problem of infinite regress

P4 - ontological Anselm

- design

The existence of God is a polemic debate that is discussed amongst scholars. One example is the Cosmological argument which will be the key focus of this essay and analyse the claim that it fails to prove the existence of God.

Aquinas' three ways from motion, causation and contingency create the foundations of the argument. Firstly, the argument from motion can be explained through the analogy of dominoes. There must be an external force

## Candidates who achieved full marks:

- offered well-argued responses with a clear attempt at sustained analysis evident
- made effective use of scholars
- fluently dealt with the subject matter

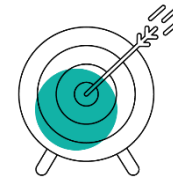
This question required candidates to '**Analyse the claim that the Cosmological Argument fails to prove the existence of God.**'

Level **5/20** marks were awarded to this candidate for

- a detailed and extensively developed answer
- A fully reasoned consideration of all the elements in the question
- exposition was very clear along with excellent subject knowledge

Q3b from DocID: 0546003455845 in 9RS0/01: Available in delegate pack

# Where candidates did well in 'Analyse' questions



applied to these dominoes to make them move. This is the argument that Aquinas uses considering the creation of the universe and he argues that there must be an unmoved prime mover that put all things into existence. Although, Hume has criticised this idea by suggesting that it could have all just happened by chance and why if there is a prime mover does this have to be God. Moreover, the inductive, a posteriori argument from Aquinas does suggest valid points that are weakened by criticism from Hume.

In addition, Aquinas' argument disregards the possibility of infinite regress because he believes it is impossible for there to be no finite point of beginning. This is supported by Leibniz' principle of sufficient reason that argues there must be a sufficient reason for everything and so the most probable reason for the universe is

## Candidates who achieved full marks:

- offered well-argued responses with a clear attempt at sustained analysis evident
- made effective use of scholars
- fluently dealt with the subject matter

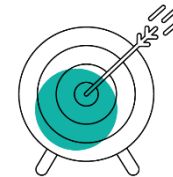
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# Where candidates did well in 'Analyse' questions



an intelligent designer namely God. But, some scholars instead present the reality of infinite regress being true and Russell argues that the universe is just a "brute fact" that has no explanation and one we do not need to go searching for ourselves as this would be meaningless.

The fallacy of composition is another significant criticism of the cosmological argument particularly the necessary proposition that jumps from the existence of ~~necessary~~ <sup>contingent</sup> beings to the reality of a necessary being. Coppleston uses the metaphor of chocolates that add up to infinity, making a comparison to the total of contingent beings adding up to create the totality of the universe. Here, the assumption is made that a necessary being must have caused all things into being but this is questioned to be a jump and assertion that is made without <sup>sufficient</sup> evidence. Therefore, this agrees with the claim that

## Candidates who achieved full marks:

- offered well-argued responses with a clear attempt at sustained analysis evident
- made effective use of scholars
- fluently dealt with the subject matter

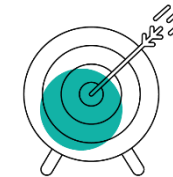
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Q3b from DocID: 0546003455845 in 9RS0/01: Available in delegate pack

# Where candidates did well in 'Analyse' questions



the cosmological argument fails to prove the existence of God.

Whereas, there are other arguments that claim to prove the existence of God which can weaken the cosmological argument. For instance, the a priori deductive argument ~~is~~ found in Anselm's ontological argument attempts to logically prove the existence of God. The quote 'than that which nothing greater can be conceived' presents the definition for God that if he is the perfect being he must exist both in the mind and in reality. But, this argument is also criticised ~~is~~ by conveying it can be used to prove anything into existence. The example of Gaunilo's island depicts the idea that you can think of the greatest island in the intellect so then it must also exist in reality, which we know is not true. Moreover, Anselm replied to this making it clear that his argument is only relevant

## Candidates who achieved full marks:

- offered well-argued responses with a clear attempt at sustained analysis evident
- made effective use of scholars
- fluently dealt with the subject matter

This question required candidates to '**Analyse the claim that the Cosmological Argument fails to prove the existence of God.**'

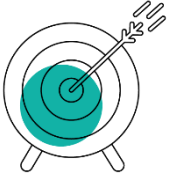
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Q3b from DocID: 0546003455845 in 9RS0/01: Available in delegate pack



# Where candidates did well in 'Analyse' questions



concerning necessary beings which links back to the focus of the cosmological argument on contingent and necessary beings.

Overall, the cosmological argument provides a range of valid points to support the existence of God which have been criticised by scholars. So, this leads me to somewhat disagree with the claim because I do not believe the argument has failed and recognise its significance within the debate for the existence of God.

## Candidates who achieved full marks:

- offered well-argued responses with a clear attempt at sustained analysis evident
- made effective use of scholars
- fluently dealt with the subject matter

This question required candidates to '**Analyse the claim that the Cosmological Argument fails to prove the existence of God.**'

Level **5/20** marks were awarded to this candidate for

- a detailed and extensively developed answer
- A fully reasoned consideration of all the elements in the question
- exposition was very clear along with excellent subject knowledge

# Where candidates did **NOT** do well in 'Analyse' questions

(b) Analyse the claim that the Cosmological Argument fails to prove the existence of God.

(20)

The cosmological argument is inductive and a priori meaning it uses logic to prove the existence of God. However, as it is logic based it does not mean it is accurate as it is not based on experience or facts.

The cosmological argument was put forward by Aquinas, and he has five ways, ~~but~~ ~~three~~ ~~of~~ ~~which~~ attempt to prove God's existence. The first way is motion and change. This is the idea that everything is in motion and there has to be a first mover, which is God and everything is in a state of infinite regress.

Aquinas' second way is cause and effect. This is the idea of a first cause and now everything is in a state of infinite regress as you can't go

## Candidates who failed to achieve full marks:

- demonstrated limited knowledge and understanding
- managed to only write short and/or limited content in a response
- did not use the key terms or subject specific vocabulary

This question required candidates to '**Analyse the claim that the Cosmological Argument fails to prove the existence of God**'.

Level **3/10** marks were awarded to this candidate for.

1. minimum recognition of the demands of the question; paragraph 4 before the main focus of the question identified, Cosmological Argument 'fails'
2. response is mostly a brief description of 3 of the 5 ways from Aquinas supporting the Cosmological Argument
3. no meaningful attempt to analyse

Q3b from DocID: 0546003415258 in 9RS0/01: Available in delegate pack



# Where candidates did **NOT** do well in 'Analyse' questions

back in time. Aquinas argues that God is the first cause making him the first cause of the world and of humanity as we are all made image dei.

Aquinas' third way is contingency and necessity. This explores the idea that God is a contingent being and a necessary being. Contingency explores the idea of God being contingent of the universe meaning he is responsible for the creation which makes him a necessary being.

argument  
However, the cosmological<sup>argument</sup> fails to prove God's existence due to its lack of accuracy. It does not prove God exists as it is based on logic rather than experience or facts. Just because Aquinas presents five ways, it does not mean they are accurate or true. Aquinas argues that God is the first mover, first

## Candidates who failed to achieve full marks:

- demonstrated limited knowledge and understanding
- managed to only write short and/or limited content in a response
- did not use the key terms or subject specific vocabulary

This question required candidates to '**Analyse the claim that the Cosmological Argument fails to prove the existence of God**'.

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3. no meaningful attempt to analyse

Q3b from DocID: 0546003415258 in 9RS0/01: Available in delegate pack

# Where candidates did **NOT** do well in 'Analyse' questions

causer and is a contingent being. However, there is no evidence to back Aquinas up meaning his argument is flawed.

Hume ~~criticises~~ ~~criticises~~ is a critic of this argument as he believes it has flaws. He challenges Aquinas' third way stating it is inaccurate.

Overall, Aquinas fails to prove the existence of God as his three ways are illogical as they aren't based on experience or facts.

## Candidates who failed to achieve full marks:

- demonstrated limited knowledge and understanding
- managed to only write short and/or limited content in a response
- did not use the key terms or subject specific vocabulary

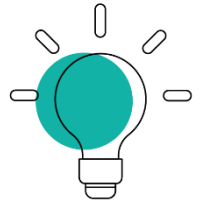
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1. minimum recognition of the demands of the question; paragraph 4 before the main focus of the question identified, Cosmological Argument 'fails'
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3. no meaningful attempt to analyse

**Q3b from DocID: 0546003415258 in 9RS0/01: Available in delegate pack**

# Examiner advice to teachers



## Candidates should:

- remain focused on the intent of the question
- ensure that the answer is well developed and sustained
- provide a well-balanced and structured argument that applies engages with relevant scholarship
- refer back to the premise in the argument and whether or not it could survive challenges
- ensure they demonstrate a high level of AO2 content with logically reasoned judgements
- ensure material that is linked to the extract does not simply repeat material from the answer to 3a but builds on the 3a response.

# ‘Evaluate’ (Question 4)



# 'Evaluate' (Question 4): Levels 1 to 3

## Example marking guidance:

This question required candidates to:

***'Evaluate the claim that a futuristic view of the Kingdom of God in Luke's Gospel is persuasive'.***

Better performing candidates:

- present reasoned judgements that are fully supported by comprehensive appraisal of evidence
- demonstrate a wide range of knowledge; draw on relevant knowledge/specialist language to support arguments offered
- discuss different arguments/perspectives; appraise these through logical chains of reasoning and present your own 'thesis'/ point of view
- Go beyond an objective analysis of the subject and provide your subjective evaluation that is **BASED** on comprehensive evidence

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"><li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li><li>• Information/issues are identified (AO2).</li><li>• Makes basic connections between a limited range of elements in the question (AO2).</li><li>• Judgements are supported by generic arguments (AO2).</li><li>• Judgements made with no attempt to appraise evidence (AO2).</li><li>• Conclusions are provided but are simplistic and/or generic (AO2).</li></ul>
Level 2	7–12	<ul style="list-style-type: none"><li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li><li>• Deconstructs religious information/issues (AO2).</li><li>• Makes connections between a limited range of elements in the question (AO2).</li><li>• Judgements of a limited range of elements in the question are made (AO2).</li><li>• Judgements made with little or no attempt to appraise evidence (AO2).</li><li>• Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).</li></ul>
Level 3	13–18	<ul style="list-style-type: none"><li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li><li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li><li>• Makes connections between many but not all of the elements in the question (AO2).</li><li>• Judgements of some of the elements in the question are made (AO2).</li><li>• Judgements are supported by an attempt to appraise evidence (AO2).</li><li>• Conclusions are provided, which logically draw together ideas and are partially justified (AO2).</li></ul>

# ‘Evaluate’ (Question 4): Levels 4 & 5

## Example marking guidance:

This question required candidates to:

***‘Evaluate the claim that a futuristic view of the Kingdom of God in Luke’s Gospel is persuasive’.***

Better performing candidates:

- present reasoned judgements that are fully supported by comprehensive appraisal of evidence
- demonstrate a wide range of knowledge; draw on relevant knowledge/specialist language to support arguments offered
- discuss different arguments/perspectives; appraise these through logical chains of reasoning and present your own ‘thesis’/ point of view
- Go beyond an objective analysis of the subject and provide your subjective evaluation that is **BASED** on comprehensive evidence

Level 4	19–24	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li><li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li><li>• Makes connections between a wide range of elements in the question (AO2).</li><li>• Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2).</li><li>• Reasoned judgements are supported by the appraisal of some evidence (AO2).</li><li>• Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).</li></ul>
Level 5	25–30	<ul style="list-style-type: none"><li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li><li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li><li>• Makes connections between the full range of elements in the question (AO2).</li><li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li><li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li></ul>



# 'Evaluate' (Question 4)

Where candidates are required to:

<b>Evaluate</b>	Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
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- 'Evaluate' means to ***critically*** examine/appraise; you must provide your opinion/verdict on the question and will only achieve high marks if your conclusion is justified.
- It is important for candidates to:
  - offer arguments that are clear, coherent and effectively supported by specific examples.
  - consider the implications of arguments
  - demonstrate a clear awareness and evaluation of material offered.



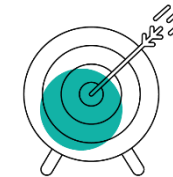
## ‘Evaluate’ (Question 4)

- In this year’s examinations the overall performance in ‘**Evaluate**’ questions was similar to that in 2023.

### Reasons:

- This is due, in part, to the fact that the synoptic link continues to be in evidence across all the papers resulting in L5 being achieved more widely
- **Evaluate** questions allow students to offer arguments that are clear, coherent and effectively supported by specific examples
- The implications of arguments are considered.
- There is clear awareness and evaluation of material offered.

# Where candidates did well in 'Evaluate' questions



4 Evaluate the claim that a futuristic view of the Kingdom of God in Luke's Gospel is persuasive.

In your response to this question, you must include how developments in New Testament Studies have been influenced by **one** of the following:

- Philosophy of Religion
- Religion and Ethics
- Study of a Religion (excluding Christianity).

(30)

In my view, I prefer an immediate view of the Kingdom, as I believe that Matthew's view that it is a spiritual state in the present, rather than a physical state in the future allows Christians to live as if 'the Kingdom of God is in your midst', highlighting that it is a state of mind rather than a physical realm. To continue, Luke's Gospel contains complex eschatological beliefs that reveal key ideas about the Kingdom of God. In the parable of the Sower, I believe that the use of 'some women' highlights that as in first century Palestine women were viewed as subservient citizens, so much so they were not included in the biblical debates known as testaments, the Kingdom of God is present as equality is being showcased. Luke's Gospel is a social Gospel, meaning he adopts contemporary social issues such as equality, the poor

## Candidates who achieved full marks:

- used the key terms thus addressed the question
- wrote a detailed response
- showed understanding of the demands of the question

This question required candidates to '***Evaluate the claim that a futuristic view of the Kingdom of God in Luke's Gospel is persuasive***'.

Level **5/30** marks were awarded to this candidate for

1. this essay has a wide range of knowledge and meets all the criteria for level 5/30 marks
2. a balanced discussion that engaged and critiqued a range of scholarly opinion
3. A well-informed, argued and in places erudite evaluation of relevant material reflecting subject specific terminology

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# Where candidates did well in 'Evaluate' questions



or the disabled, and redacts them into his gospel providing moral code on how to live with these issues. By Luke acknowledging the role of women, highlights that the spiritual presence of a kingdom of God is being enforced as they are now recognisable in the ministry of Jesus.

Despite this, the parable of the sower contains teachings that explain why a future kingdom and parable is one expected therefore a more persuasive argument. This parable showcases the idea that we should preserve the Christian faith whilst waiting for the long haul of the parable. This concurs with scholar contemporary belief that the kingdom of God is contingent, therefore existed in the past, but can be completed in the future. Cullpepper agrees adding that the kingdom of God was revealed through Jesus' ministry, but ultimately will be completed at the end of time. The "seed" in the parable is a symbol for the kingdom of Jesus, and to let the "seed" fall on "rocky ground", could be to ignore it and not understand it properly. This is seen in

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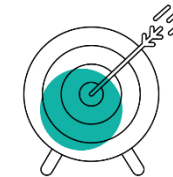
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# Where candidates did well in 'Evaluate' questions



the parable of the rich man and Lazarus later in Luke's gospel, where the <sup>rich</sup> man ends up in "hades" for disregarding the poor. In this way, we are encouraged to pursue the "lead" into everyday life in order to reach the Kingdom of God when the time finally comes.

Still, I could argue that the idea of a futuristic kingdom is not significant in Luke's gospel as the first century Palestinian audience were encouraged to not become complacent therefore advocated to act as if the Kingdom of God is imminent. In what scholars label the "little ~~apocalypse~~ apocalypse", it refers

to "the day of Noah". In this way, Jesus is referring to the fact that as before the flood life was normal, he is hinting that before the baruchia life may be normal therefore it appears imminently. In the same way in the story of Jesus and Beelzebub, it states 'Stronger attacks whatever powers him'. Readers are hinted towards signs of the Kingdom in order to remain the 'good

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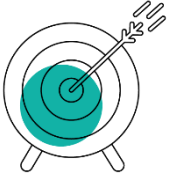
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# Where candidates did well in 'Evaluate' questions



Seed's preaching Jesus' Kingdom and getting a place in the Kingdom of God. Despite my argument, Scholar Augustine refers to the philosophical idea of the "fall" suggesting that our indebted sin that originated from Adam and Eve automatically makes us slaves of original sin. In relation to the Kingdom of God, Augustine would argue that we must fight a war of sin with the Devil before we can return to be "seated at the right hand of the father". The story of Jesus and Beelzebub in Luke reveals that we as humanity need to fight a war against temptation before the imminent Kingdom comes upon us. This corresponds with John's idea of baptism, and in order to become in the "image and likeness" of God we must face evil and temptation and God can "rejoice in the day" we overcome it.

Still, I would maintain that the idea of a present Kingdom is more significant as C.H. Dodd proposes

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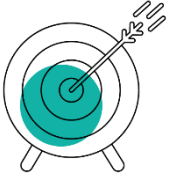
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# Where candidates did well in 'Evaluate' questions



a realized eschatology which Scholar Brown agrees with arguing Jesus' teachings reveal timeless truth about God and Jesus' ministry now rather than the future. In the story of the narrow door, Luke uses personification of a 'house' to describe our sins and how we ought to be "a house of prayer" rejecting any sin, ~~that~~ echoing Jesus and Beelzebub. In this way, I could ~~not~~ accept (1) Dodd's realized eschatology to express how at this moment Jesus is telling us to open your doors to our house to him, let him in, and make him at home. We ought to do this now, not in the future as then it is too late and we will have to repent. For me, this story echoes Jesus' gospel "I am the gate". In the same way, both writers are expressing that the only way through to the kingdom of God is through Jesus' ministry and as believers we should be constantly putting his teachings into practice. Perhaps this is why Luke chose to record the Sermon on the Plain in his gospel where Mary

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# Where candidates did well in 'Evaluate' questions



Chooses not to. This idea is backed up by the notion that Luke is striving for apocalyptic urgency, highlighting that he is advocating an immediate act as if the Kingdom of God is present on earth.

Conversely, scholar Konrad Alt and Hans Schlierer would choose to adopt a constant eschatology, meaning he believes it is something that man can access in the present and future. This may be argued in support of the ~~the~~ apocalyptic which states when Jesus teaches, "my kingdom is not of this world", in this way Jesus is explaining that his kingdom is a continual process rather than an absolute entity that will be achieved on the "last day". Luke is providing a more spiritual meaning behind the concept of the kingdom corresponding with Schlierer's belief that it can be accessed to man now and also when we get "raved up on the last day".

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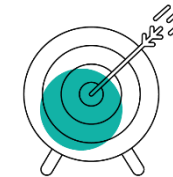
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# Where candidates did well in 'Evaluate' questions



Continuing my original point, ultimately I still hold the view that the futuristic belief of a kingdom is not as significant than an immediate belief, as I think to view the kingdom as acting upon us as we live through Jesus' ministry provides more opportunity for believers to act morally in the word of God, but to also repent their sins. This is highlighted in the parable of the lost sheep where we "rejoice in heaven for one sinner who repents". For me, this is a more persuasive way to live as lives through Jesus' kingdom on earth, rather than waiting for a physical state after death. As well as this, in the sign of Jonah there is a sense of apocalyptic urgency that is encouraging us again to live as though the parousia can come about at anytime.

Alternatively, the view that the futuristic view of the kingdom is persuasive is seen in the great banquet. For many, this is a messianic symbol for living in accordance with Jesus' ministry.

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# Where candidates did **NOT** do well in 'Evaluate' questions

4 Evaluate the claim that a futuristic view of the Kingdom of God in Luke's Gospel is persuasive.

In your response to this question, you must include how developments in New Testament Studies have been influenced by **one** of the following:

- Philosophy of Religion
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future  
Persuasive  
great B, narrow D, 10 marks  
etc.

(30)

~~The futuristic view of the kingdom of God in Luke's gospel is not persuasive as it doesn't fit with the ideas presented in parables.~~

The futuristic view of the kingdom of God in Luke's gospel is the most persuasive view as it explains the period in the end why it hasn't occurred. In comparison to inaugurated and present.

One reason it can be argued that the futuristic view of the kingdom of God is the most persuasive view as it explains the delay of the period - the second coming of Christ. In parables such as the great banquet, it explains how actions

## Candidates who failed to achieve full marks:

- failed to make a clear synoptic link
- unconvincing conclusions that failed to draw together arguments offered
- lack of scholarly engagement

This question required candidates to ***Evaluate the claim that a futuristic view of the Kingdom of God in Luke's Gospel is persuasive.***

Level **4/24** marks were awarded to this candidate for

- a one sentence conclusion that failed to draw together ideas no attempt to justify
- evaluation drifted into descriptive narrative
- no synoptic link evident

Q4 from DocID: 0546005535947 in 9RS0/03: Available in delegate pack



# Where candidates did **NOT** do well in 'Evaluate' questions

on earth can affect the ~~eventual~~ coming kingdom of God. Within context, the Kingdom of God refers to the after life and the eschatological view that actions such as disobeying God when God has intended for humans to listen to him and reach heaven which is highlighted in the great banquet as God has invited people to eat but no one shows up, as a result they miss out on the word of God. Meaning they also miss out on the Kingdom of God. In ~~1st~~ century 1st century readers thought the Kingdom. This acts as a key reason as to why the futuristic view of the Kingdom of God is the most persuasive as it explains the eventual coming of the Kingdom of God as it can be good or bad depending on the actions portrayed on earth.

Despite this, views such as the present view of the Kingdom of God are more persuasive as it explains how we are present through the Kingdom of God through his ministry.

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# Where candidates did **NOT** do well in 'Evaluate' questions

Barth argues 'as the bible acts as a witness to the word of God as Jesus' teachings, we are present in it as we have access to the kingdom of God through the bible.'

✗ However, the present view fails to account for the resurrection and the belief of the 1<sup>st</sup> century readers as they thought the resurrection would bring about the kingdom of God. Making the present view unclear of the kingdom of God. Whilst the futuristic view claims as the 2nd coming is delayed the kingdom of God is also delayed.

Another reason it can be argued that the futuristic view of the kingdom of God is most persuasive as it takes into account both theory of present eschatology. As a result of the delaying of the parousia, individuals believed in present eschatology which meant they should live in the time and be morally good ~~at~~ through the acts

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# Where candidates did **NOT** do well in 'Evaluate' questions

the following of the bible in order to reach the kingdom of God when it would come. ~~This act~~ This acts as a key reason as to why the futurist view of the kingdom of God is the most persuasive as it shows through the bible, individuals can gain access to the kingdom of God when the time is right. As identified through the parable of the narrow door that claims without faith and works they ~~cannot~~ won't enter the kingdom of God as it has a narrow door - described as an immoral nightmarish person as a camel trying to enter a needle - the kingdom of God.

However to counter the initial claim, it can be argued views such as the inaugurated view of the kingdom of God is more persuasive as it states that we are present in the kingdom of God as through knowing the kingdom of God and the second part ~~being~~ judgement day is ~~unpending~~ is still unpending.

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# Where candidates did **NOT** do well in 'Evaluate' questions

Despite the inaugurated view of the Kingdom of God, it fails to also acknowledge how Jesus' crucifixion and resurrection was supposed to be the coming Kingdom of God. This view therefore highlights Jesus as a failure as the Kingdom of God didn't appear - which takes away his divinity. Where as the futurist view describes the Kingdom of God as an apocalyptic event without diminishing God's power.

A third reason it can be argued that the futurist view of the Kingdom of God is the most persuasive as it acknowledges later prophecies such as revelation and judgement day. The eschatological implications in Luke's gospel all highlight the view of the Kingdom of God as being a symbolising the afterlife. The futurist view highlights the apocalyptic undertones in the parables

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# Where candidates did **NOT** do well in 'Evaluate' questions

meaning the coming Kingdom of God is in the future. The last book of revelation solidifies this theory as it shows how events leading up to judgment day lead to the ~~Kingdom~~ destruction of the earth replaced with the Kingdom of God.

To counter the prior argument it can be further argued that the futurist view fails to acknowledge issues such as 1<sup>st</sup> century readers that didn't understand properly, therefore questioning the significance of the resurrection and ascension in that context.

Despite this, the futurist view of the Kingdom of God is the most persuasive as it follows the medium word with accordance to the bible regarding the gtu life.

## Candidates who failed to achieve full marks:

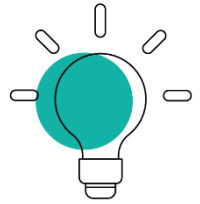
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# Examiner advice to teachers



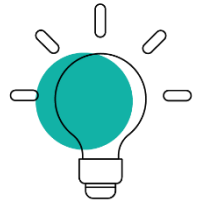
## Candidates should:

- recognise how topics can be linked to each other and provide more information when answering Q4
- practise formulating a synoptic link at the end of teaching every topic with one other paper that is being studied
- make careful coherent and reasoned judgements of the full range of elements of the question
- sustain their focus on the question as set and not give irrelevant material
- ensure candidates are aware of the criteria and encourage them to aim to reflect the levels of achievement, especially for the highest marks in Level 5.

# Key messages in the Principal Examiners reports



# Key messages



## Candidates should:

- be encouraged to focus closely on the question and its particular requirements. Where a question is solely AO1, the focus should be on very specific, accurate and relevant information
- note that where a question has an AO2 element, that should be a major focus and will consist of the majority of marks for that question. Reasoned judgements should be made, which are justified with accurate information
- note that for the longer final question (worth 30 marks), they must carefully select accurate information that ties closely to the question. They should ensure that there is enough depth and breadth within their answer, to allow for reaching the higher levels of the mark scheme. Critical deconstruction of ideas is incredibly important for this question.

# Preparation for future examinations





# Places to get Edexcel material and advice

The Pearson Edexcel website contains lots of materials, which have been checked by senior examiners including:

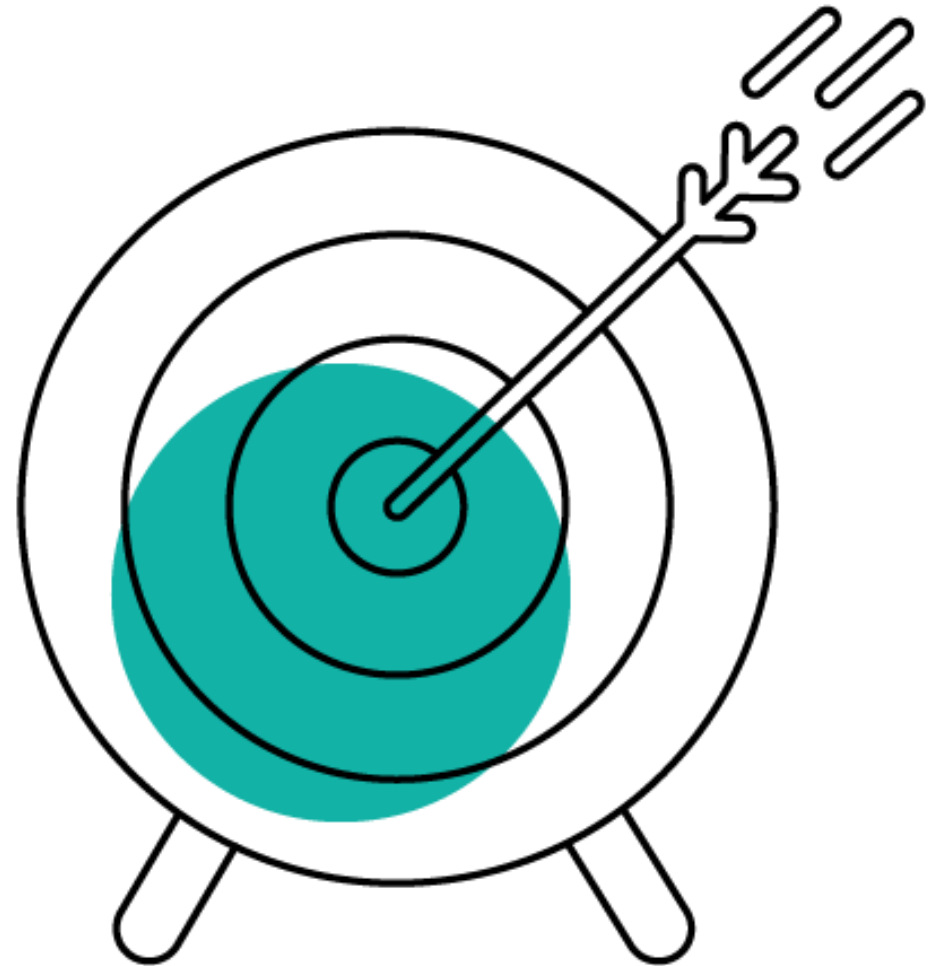
Course planners, exemplar material, explanation of command words, marking guidance, definitions of useful terminology, recordings of past training events, mapping when changing Awarding organisations and schemes of work.

<https://qualifications.pearson.com/en/subjects/religious-studies.html>

Extra support can be given by the subject adviser who can be contacted  
[TeachingReligiousStudies@pearson.com](mailto:TeachingReligiousStudies@pearson.com)

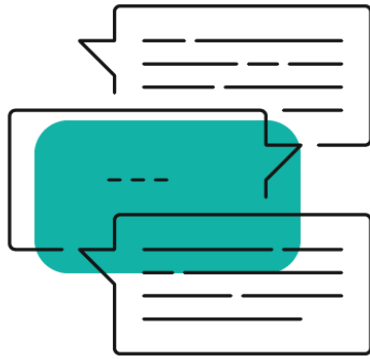
# Summary

- Provided feedback on the performance of candidates in the 2024 examination series
- During this event we have been thinking about all four questions on the A Level paper
- The question always contains the same command word/s that has its own specific demand.
- Considered the variation of candidates' performance
- We have seen two examples from each question with one being a high achieving example and the other at a lower level
- Discussed the Examiner's Reports
- Addressed common issues.



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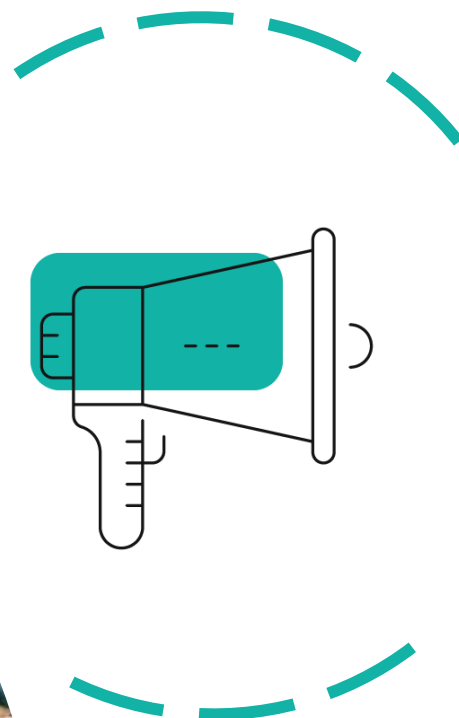




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# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.





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