



Examiners' Report

June 2024

GCSE Religious Studies A 1RA0 3A

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2024

Publications Code 1RA0_3A_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Introduction

GCSE (9-1) Religious Studies Religious Studies A – Area of Study 3 – Philosophy and Ethics – Catholic Christianity

The paper contributes to 25% of the overall award.

The assessment consists of two sets of questions: candidates must answer both sets of questions.

This area of study comprises a study in depth of aspects of Philosophy and Ethics in the context of Catholic Christianity as a lived religion within the United Kingdom and throughout the world.

There are two sections:

- Arguments for the Existence of God
- Religious Teachings on Relationships and Families in the 21st Century

Candidates will be expected to study Catholic Christianity within the context of the wider British society, the religious traditions of which are, in the main, Christian.

Candidates should recognise that Catholic Christianity is one of the many religions and world views in Great Britain, which include Buddhism, Hinduism, Islam, Judaism, Sikhism and non-religious views such as Humanism and atheism.

This knowledge may be applied throughout the assessment of the specified content.

Candidates should compare and contrast the areas of ethics and/or philosophy within Catholic Christianity with wider Christian perspectives and non-religious views as outlined in the content below. Candidates should also recognise that within Catholic Christianity there may be more than one perspective in the way beliefs and teachings are understood and expressed. Common and divergent views within the wider Christian tradition in the way beliefs and teachings are understood and expressed should be included throughout, including reference to Orthodox, Protestant and other Christian traditions.

The details of the assessment content are provided in the specification.

Centres are to use this, rather than other published resources when planning the course content.

In Question (Q) 01d, marks are available for correct spelling, grammar and punctuation – SPaG.

Question 1 (a)

In Q01(a) Candidates were assessed on Section One: Arguments for the Existence of God

Bullet point 1.3

Miracles as proof of the existence of God: the nature and importance of miracles for Catholics; biblical and non-biblical examples of miracles, including those at Lourdes and John 4:43 – 54; reasons why they might lead to belief in God and Catholic responses to non-religious arguments (including atheist and Humanist), which maintain that miracles can be scientifically explained and provide no proof that God exists.

Candidates are asked to 'Outline' on (a) items.

Therefore, lists can reach a maximum of one mark.

GENERIC advice for centres to what constitutes a list.

eg Outline three religious experiences for Catholics.

Miracles are a religious experience (1 mark)

Miracles, visions and answered prayers (1 mark for list which has 3 correct ways)

God is creator, busy and distant (1 mark for the sentence identifying one correct piece of information)

Miracle, communion and baptism (0 Marks as only 1 is correct)

Candidates should write in three separate sentences: this ensures correct responses are credited fully and avoids losing marks for writing in list format.

The question asked was: 'Outline **three** ways miracles prove the existence of God for Catholics.'

The question is looking at how miracles prove the existence of God and does not require examples of miracles. Some candidates did use them to support the way given but this development in their answer did not achieve any extra marks because the question asks to 'outline' not 'explain'.

Many candidates were able to outline three way successfully, such as defies the ways of nature, science cannot explain. Many were able to use the 'omni' words to link to proving God's existence – eg only God is omnipotent enough to cause a miracle.

The candidate outlines three correct ways.

This is a good example of an answer for this question because it sets each way out clearly.

1 (a) Outline **three** ways miracles prove the existence of God for Catholics.

(3)

one miracle would be the ~~miracles of Jesus~~ they go
against science.
another way would be that you cannot explain how
they happen.
another way would be they show Gods or watching
over us.



ResultsPlus
Examiner Comments

The candidate is given marks for:

- go against science (1)
- you cannot explain how they happen (1)
- shows God is watching (1)

Total: 3 marks



ResultsPlus
Examiner Tip

Write three sentences – one piece of information in each.

This candidate gives all three points, but within one paragraph.

1 (a) Outline **three** ways miracles prove the existence of God for Catholics.

(3)

one way is that miracles defie the laws of physics, another way is that it shows that only an omnipotent being is capable of performing such action, thirdly it shows Gods love for us as he's having care of our loved ones.



ResultsPlus
Examiner Comments

The candidate is given marks for:

- against the laws of physics (1)
- only an omnipotent God could perform such an act (1)
- shows God's love for us (1)

Total: 3 marks

Question 1 (b)

Candidates are asked to 'Explain two' on (b) items.

Therefore, two reasons are required, and both need to be developed for 4 marks. If three reasons are given, the two best are selected.

Candidates were assessed on Section One: Arguments for the Existence of God

Bullet point 1.8

Issues raised by the existence of suffering and God as all-loving: the issues it raises for Catholics about the nature of God, including Isaiah 45; how the problem and its basis as a philosophical argument may lead some to examine, and others to reject, their belief in God. (Bold indicates the part of the bullet assessed by the question.)

The question asked was 'Explain two issues suffering raises for Catholics about the nature of God.'

Some less-able candidates explained two issues but did not link them to the nature of God. Most candidates could explain the issue but a significant number did not develop their answer, many of them simply repeating their issue given – eg 'God is not omnipotent or he would stop suffering, so this shows that god is not all powerful' as a development.

Those candidates who scored high marks were able to explain the issue and link it to the fact that suffering still happens, as development.

This is a good example that includes two developed reasons.

If candidates separate their reasons, as in the example, it encourages them to give two reasons and search for development.

(b) Explain **two** issues suffering raises for Catholics about the nature of God.

(4)

One issue suffering raises for Catholics about the nature of God is that it suggests God is not omnipotent. This is because if God is omnibenevolent, he would have already removed suffering because He is omnipotent but the fact that suffering exists suggests God is unable to destroy suffering, making him not omnipotent.

Another issue suffering raises for Catholics about God's nature is that it suggests God is not omnibenevolent. This is because if God was omnipotent, He would have already removed suffering as God should love everything, but the fact suffering still exists suggests that God doesn't want to remove suffering, making God not omnibenevolent.



The candidate is awarded full marks because they explain two issues that suffering raises for Catholics about the nature of God and go on to develop both issues.

Issue 1

- suggests that God is not omnipotent (1)
- an omnipotent God would have already removed suffering because he is omnipotent but suffering still exists (1)

Issue 2

- suggests that God is not omnibenevolent as God should love everyone (1)
- suggests that God doesn't want to remove suffering (1)

Total: 4 marks



Separate the reasons into two paragraphs.

Question 1 (c)

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons 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 or examples.

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

GENERIC advice for centres to what constitutes a source of wisdom

The candidates do not have to reference a quote or quote it word for word. If markers of candidate work in centres are unsure if the quote will be accepted, use a search engine. Enter the gist of the paraphrase and 'Bible' or 'Christian teaching'. If the candidate states that it is in John 1:18 and then states another verse from John – then this can be awarded.

We are not holding candidate to 'verses' but it must be the correct book. If the candidate gives the paraphrase and then puts (John 1:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored. If a candidate quotes Jesus and it was Paul or vice versa; and the quote is not accredited to them, it is not awarded.

Candidates were assessed on Section One: Arguments for the Existence of God.

Bullet point 1:4

Catholic attitudes towards religious experiences and **its use as a philosophical argument for the existence of God**: the nature of religious experience and why not all religious experiences are approved by the Church, including reference to the Catechism of the Catholic Church 66 – 67; Catholic responses to non-religious (including atheist and Humanist) arguments that religious experiences do not provide proof that God exists. (bold indicates the part of the bullet assessed by the question.)

The question asked was: 'Explain two Catholic attitudes to religious experiences as a philosophical argument for the existence of God.'

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

This question was answered successfully by many candidates, who gave at least one developed attitude. Many responses used subject-specific words such as 'omnipotent' and 'omniscient' to explain the existence of God.

A significant number was able to use sacred sources to support the attitudes that they had given, such as the example of Saul related to conversion, or quotes from Swinburn. Some candidates were unable to provide a suitable source and many were simply a statement such as Moses had a religious experience, but they did not relate it to the attitude given.

Some candidates had difficulty with the wording of the question on 'philosophical arguments'. They simply explained a religious experience and did not link it to the existence of God.

Some candidates did not read the question and gave a detailed answer using the design and causation argument for the creation of the world.

The candidate explains two correct attitudes and uses a biblical example as a correct source of wisdom.

(c) Explain **two Catholic attitudes to religious experiences as a philosophical argument for the existence of God.**

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

(5)

One attitude is that they are life changing, some religious experiences have been known to heal the sick which taken a lot of power that Catholics believe only God has in order to do a thing like healing. An example is in the Bible when Jesus cured the man with leprosy.

Another attitude is that religious experiences connect you with God. People often feel a numinous feeling when ^{a religious} experience occurs which they believe is God's presence and this connects them with God and strengthens their faith.



The candidate is awarded full marks.

Attitude 1:

- they are life changing (1)
- a lot of power only God has in order to do (1)
- Jesus cured the blind man with leprosy (1) (source)

Attitude 2:

- connect with God (1)
- through numinous feeling which is God's presence strengthening faith (1)

Total: 5 marks



Know terminology given in the specification.

This is an example of a response that has two correct attitudes but does not have a relevant and correct source of wisdom.

(c) Explain **two** Catholic attitudes to religious experiences as a philosophical argument for the existence of God.

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

(5)

One Catholic attitude to religious experiences is that because the experience, for example an answered prayer, the only explanation for that is God. This means that God must exist to answer our prayers. In the Catechism it says that as God's people, he likes to communicate with us in many different ways.

A second attitude is if you were to have a religious experience, your whole life can change and you start to feel and follow the power of God. This means that, the only thing powerful enough to make a human feel like that is God therefore he must exist.



The candidate gives two Catholic attitudes:

Attitude 1

- an answered prayer can only be explained by God (1)
- because God likes to communicate with us (1)

Attitude 2

- a numinous experience can change your whole life and you start to follow God (1)
- God is only thing powerful enough to make humans feel this (1)

Total: 4 marks



References to sources of wisdom do not need to quote directly, but can paraphrase.

Question 1 (d)

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

The candidates are assessed on AO2, Analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is 'Evaluate' this statement, considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise the arguments to gain the higher grades).

Many candidates gave excellent answers, citing reasons for and against, but not analysing or evaluating them.

Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the higher levels.

In many cases, the writing frames used encouraged appraisal but the candidates did not understand the demands of the skill. Some candidates wrote 'This is a strong argument because ...' and repeated the previous point or gave another point.

This is the first exam season since the changes to the marking of the (d) questions have been implemented.

Candidates were assessed on Section One: Arguments for the Existence of God

Bullet point 1.8

The solutions offered to the problem of suffering and a loving and righteous God within Catholicism: biblical, theoretical and **practical responses** – Psalms, including reference to Psalm 119, Job, free will (St Augustine), as a way for humans to develop (St Irenaeus), prayer, and charity; divergent understandings within Christianity of their success in solving the problem. (Bold indicates the part of the bullet assessed by the question.)

The question asked was 'Christians have a duty to find practical ways to end suffering.'

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings
- refer to different Christian points of view
- reach a justified conclusion.

This question was not always answered correctly. A high proportion of candidates did not answer the question set. They answered if Christians should/should not end suffering. They did not make reference to the point about finding practical ways. As a consequence, they argued that Christians should end suffering due to free will and humans causing it. Candidates compared it to being a test from God and God is all-powerful, so he should end suffering.

A very small percentage of candidates was able to evaluate the practical ways such as charity using Catholic Social teaching, and 'the Sheep and the Goats' contrasted with the value of biblical action such as prayer, or the suffering of Job.

Some candidates did not read the bullet points in the question and gave atheist and Humanist views, which were not required in the question and therefore were not credited.

The candidate gives a good analysis of the statement, underpinned by a sound understanding of religion and belief.

*(d) "Christians have a duty to find practical ways to end suffering."

F = Prayer, charity

Evaluate this statement considering arguments for and against.

N =

In your response you must:

- refer to Catholic teachings
- refer to different Christian points of view
- reach a justified conclusion.

Some Catholics

(15)

Catholics Christians may agree that it is in fact is our duty to end suffering in more practical ways. For example St Augustine proposed civil laws due to human abuse of free will therefore we can also use this free will to help others, through charity for example like CAFOD. CAFOD is crucial in setting up campaigns to end modern civil and suffering - its a rational idea as Jesus said to love one another. Furthermore, other practical ways such as prayer is crucial into ending suffering. This is because faith is ended from prayer and our trust in God is all we technically need to end suffering in this planet - this is why regular masses always have bidding prayers relating to a current crisis. This is also may be seen as a strong argument because not only does it follow one of Jesus' golden rules however the idea of charity is universal to everyone in the world, so as everyone can partake in it, the world can be end suffering.

Christians and

Alternatively, other Catholics may agree that there is fact

it isn't our duty to find practical ways but rather rely on a more spiritual one. For example, St Thomas Aquinas said that God gives things purpose in life therefore suffering is there to test our faith to God. Working through these things is important as it allows us to console God and ask him for help if we need it which is more faith-based than practical. Furthermore through confession or religious teaching based on faith we could spread the importance that suffering is necessary for our development. This however, could be seen as a weak argument because not all people in the world are religious - thus not follow these views and many other Christians like Evangelical ones would argue that or Salvation army would say charity is more important in the Bible and faith doesn't work.

Overall, whilst I believe that faith-based ways may in fact change the aspect of suffering and end it, I believe that the more practical ways are necessary into contributing a drastic change to end it because it is already in the modern world more widespread.



The candidate has been awarded 8 marks, which is the middle mark in Level 3 because:

- It gives a good analysis of the statement, underpinned by sound understanding of religion and belief.
- This leads to reasoned judgements and a partially-justified conclusion.

To be awarded Level 4 the candidate would need to:

- Provide a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief.
- This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

The candidate was awarded 3 marks for SPaG.

Consistent accuracies means that a couple of spelling and punctuation inaccuracies are acceptable.

Rules of Grammar used effectively for a GCSE student means accurate use of sentences and paragraphs.

Level 3: 8 marks

SPAG: 3 marks

Total: 11 marks



Always read the question.

Check that your answers given address the demand of the statement given.

Ask candidates to consider the arguments they give. 'This is a strong argument because...' in many cases does not add anything to the answer.

In many answers it was clearly part of a writing frame and candidates used it without understanding what they were trying to achieve.

*(d) "Christians have a duty to find practical ways to end suffering." - ^{Stevens}

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings - ^{Stevens}
- refer to different Christian points of view ^{show your}
- reach a justified conclusion.

(15)

Some Christians may agree with this statement because as they believe God chose humans to be stewards of the earth: "let man have dominion" - Genesis, this therefore shows we have a duty to end suffering and care for each other as we told in the Bible: "love thy neighbour" and therefore help end suffering and love each other and the world by ending suffering.

This argument is convincing as it is supported by sources of wisdom and authority and are therefore authoritative.

However, some Catholics may have a different perspective as they believe suffering is there to show love and to care for those who suffer just as Jesus cared for those who suffered in the Bible by, healing the leper, helping the blind man see and causing someone to walk again. Therefore we

Should not aim to find a way to end suffering but instead show God's grace and charity in facing suffering. It could also be argued the reason for suffering is due to Adam and Eve who received original sin for disobeying God. This therefore shows that Christians don't have a duty to end suffering as there is no practical way to end it as God is omnipotent and benevolent and hasn't ended suffering.

~~This~~ This argument is less convincing as it contains a logical fallacy ~~that~~ and assumption Adam and Eve caused modern suffering.

Overall, I agree with this statement due to my Christian and potentialy some Catholics as well as other denominations e.g. Protestants would agree, despite the argument that suffering can't be ended it could be argued that Christians still have a duty to try.



The candidate has been awarded Level 2 – 6 marks which is the highest in the level because it gives:

- A basic analysis of the statement that uses some developed arguments to discuss. Different points of view, underpinned by limited understanding of religion and belief.
- This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.

To be awarded Level 3 the candidate would need to:

- Provide a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief.
- This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion and relate to the question that is set.

The candidate was awarded 2 marks for SPaG.

The candidate shows considerable accuracy in their use of SPaG – spelling and punctuation inaccuracies where present do not hinder reading.

Level 2: 6 marks

SPaG: 2 marks

Total: 8 marks

Question 2 (a)

Candidates were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century.

Bullet point 2.8

Catholic teachings about gender prejudice and discrimination: **Catholic opposition to gender prejudice and discrimination**, including theology of the body; examples of Catholic opposition to gender prejudice and discrimination, including Catechism of the Catholic Church 1938; divergent Christian attitudes to gender differences, including the role of women in the Church, prejudice and discrimination and Catholic responses to them.

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

The question asked was 'Outline **three** reasons why Catholics oppose gender discrimination.'

This question was responded to well, by candidates overall, with many responses able to use the teachings and example of Jesus, being made in the image of God and St Paul's teaching that we are all one in Christ.

A small number of candidates gave examples of discrimination or why women are not given the same roles and men within the church and family. A significant number of candidates wrote incorrectly that God made humans equally. It is important that candidates do not confuse teachings – God made humans in his image. There is no mention of him making them equally.

This is a full mark answer.

2 (a) Outline **three** reasons why Catholics oppose gender discrimination.

(3)

One reason is because it goes against the foundations of Christianity to 'love thy neighbour.'

Secondly, God made men and women in his own image so therefore they are equal in the eyes of God, so discrimination is going against the teachings in the Bible.

Thirdly, the Catechism ^{teaches} states that men and women are equal but have

Thirdly, ~~the Vatican~~ different roles.



ResultsPlus
Examiner Comments

The candidate outlines three correct reasons:

- goes against teaching love thy neighbour (1)
- God made men and women in his image (1)
- Catechism teaches men and women are equal but have different roles (1)

Total: 3 marks



ResultsPlus
Examiner Tip

Present your answer as three sentences.

This candidate uses the example of Jesus and St Paul in their answer.

2 (a) Outline **three** reasons why Catholics oppose gender discrimination.

(3)

Firstly, Jesus ~~the~~ treated women as his equals in the Bible

Secondly, God created both men and women in his image in creation

Lastly, St Paul says there is no man nor woman in the eyes of Christ, in the Bible.



ResultsPlus
Examiner Comments

The candidate is awarded 3 marks:

- Jesus treated women as equals in society (1)
- God created both men and women in his image (1)
- St Paul taught that there is no man or woman in Christ (1)

Total: 3 marks

Question 2 (b)

Candidates were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century.

Bullet point 2.2

Catholic teaching about the importance of sexual relationships: Catholic teaching about sexual relationships as marital, unitive and procreative, including Catechism of the Catholic Church 2360 – 2365; Catholic teaching on sexual relationships outside of marriage **and homosexuality**; divergent Christian, non-religious (including atheist and Humanist) attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality and Catholic responses to them. (Bold indicates the part of the bullet assessed by the question.)

The question asked was 'Explain **two** reasons why Catholics believe sexual relationships should only be between a man and a woman.'

This question was answered successfully by the majority of candidates. Most candidates were able to give two reasons, with most developing at least one reason.

The candidate has given two correct reasons and is awarded full marks.

(b) Explain **two** reasons why Catholics believe sexual relationships should only be between a man and a woman.

(4)

One reason is because only a man and a woman can procreate. This is essential as God taught us to 'be fruitful and multiply' and same sex couples cannot do this.

Another reason is because in the Bible it is taught that 'man shall not lie with man'. This means that some sex relationships are not allowed and as Catholics there is a duty to follow the Bible as it is the inspired Word of God.



ResultsPlus
Examiner Comments

Reason 1

- Only a man and a woman can procreate (1)
- God taught us to be fruitful and multiply (1)

Reason 2

- The Bible teaches a man should not lie with a man (1)
- as a result same sex relationships are not allowed as Catholics follow the Bible (1)

Total: 4 marks

Question 2 (c)

Candidates were assessed on Section 2: Religious Teachings on Relationships and Families in the 21st Century.

Bullet point 2.1

The importance and purpose of marriage for Catholics: **the significance of marriage in Catholic life**; Catholic teachings about marriage, including Not Just Good, But Beautiful by Pope Francis; divergent Christian, non-religious (including atheist and Humanist) attitudes to the importance of marriage in society, including the sanctity of marriage, a lack of importance, cohabitation and the Catholic responses to these attitudes.

The question asked was:

'Explain **two** reasons why Catholics believe that marriage is still important.'

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

This question was generally answered well, with many candidates being able to make the link to marriage being a sacrament, showing unity. Significant numbers of candidates were able to use a relevant source to support the reason given.

Some candidates diverged from the question and focussed more on the role of the family, than the importance of marriage.

This is an example of where a candidate has developed their answers to meet the question set.

(c) Explain **two** reasons why Catholics believe that marriage is still important.

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

(5)

marriage is the union of two persons into a life long relationship this means that they must only commit to each other and only each other to demonstrate there love is true.

Apart of getting in a life long relationship with each other but demonstrating to God that they are happy for the gift of life and meeting a person that would be with you for the rest of your life



ResultsPlus
Examiner Comments

The candidate gives one reason but does not develop it.

The second reason does not answer the question.

Reason - union of two persons in a lifelong relationship (1)

Total: 1 mark

This is an example of a response that is awarded full marks.

(c) Explain **two** reasons why Catholics believe that marriage is still important.

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

(5)

One reason why Catholics believe that marriage is still important is because it is a sacrament. The CCC says sacraments are "an outward sign of inward grace", therefore, through marriage you are able to receive God's love. This then means that you're showing devotion to God by following the sacraments.

Another reason why Catholics believe that marriage is still important is because of the vow. For example, a vow said during the ceremony is "Till death do us part". This means that you are devoting your life to your partner. Furthermore, the vows are like Jesus' teachings therefore we should abide to the vows. ^{This} ~~means~~ means that we're following Jesus' ways.



The candidate gives two developed reasons plus a source of wisdom and authority.

Reason 1

- marriage is a sacrament (1)
- an outward sign of an inward grace (1)

The rest of the information in this paragraph is about the importance of sacraments, not about marriage, so is not credited.

Reason 2

- marriage is important because of the vows (1)
- for example 'till death do us part' (1)
- this means you are devoting your life to your partner (1)

Total: 5 marks



Candidates need to check that the development answers the question set.

Question 2 (d)

Candidates were assessed on Section 2: Religious Teachings on Relationships and Families in the 21st Century.

Bullet point 2.4

Support for the family in the local Catholic parish: how and why the local parish tries to support families, including through family worship, the sacraments, classes for parents, groups for children and counselling, with reference to the Family Group Movement and Catechism of the Catholic Church 2226; the importance of the support of the local parish for Catholic families today.

The question asked was

'The local parish needs to do more to support families.'

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings
- reach a justified conclusion.

This question gained a variety of responses – many candidates could explain that the local parish already does a great deal to support families, they were able to detail that it already provides foodbanks, sacramental preparation, toddler groups. Candidates were able to compare this to how some families might feel excluded, and that the local parish needs to do more to include families that are not nuclear families.

Many of these responses were supported by the teachings of love thy neighbour and the golden rule. However, many of the answers turned into responses regarding if the parish should/should not help families. As a result, many missed the question, that was should the parish do **more**. Some candidates did not fully understand the role of the parish and the answer became a for-and-against helping people.

Those answers that received higher marks were able to link the need to do more to help the parish grow and to bring stability to families.

This is an example of a low Level 3 answer.

(d) "The local parish needs to do more to support families."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings
- reach a justified conclusion.

(12)

Some may argue that the local parish needs to do more to support families because in today's society, there are many broken families ruled by divorce and promiscuity, the local parish should be where families are fixed.

Through broken households, children can become prone to abuse and lack the essentials needed to have a healthy childhood, and hence promote disorder in society. Families who go to churches for support, may receive the necessary counselling to decrease divorce rates, and find stability within their relationship. This is a convincing argument, because the Church was established as God's ~~the~~ global and heavenly family, and in order to keep their family strong they must help physical families. In not doing so, it would have failed its mission on Earth.

However opposing ~~the~~ this argument, the local parish may not need to do any more to support families, because it may not be able to aid with financial needs that the family lacks or control

the meritability of arranged marriages. Furthermore, it may be argued that the local parish already does enough to support families through working with children, such as Catholic secondary or primary schools, to help families with their sons of educating children and sacramental classes to make sure that children understand their faith. This is in accordance to the command of Jesus, 'let the children come to me, for this is the kingdom of heaven'. The biggest impact of suffering families hits on the children, and the local parish can offer marriage ~~and~~ counselling to ensure the impact is stopped. This is also a convincing argument because many familial ~~prob~~ problems are out of the church's control, therefore what they can do, is ensure that ~~the~~ they reach families that unity comes from the love of God.

In conclusion, the ~~entire~~ local parish is already doing enough to support local families through education, as many problems that arise cannot be fixed naturally.



The candidate has been awarded 7 marks, which is the lowest mark in Level 3, because it gives:

- A good analysis of the statement that uses logical chains of reasoning to discuss different points of view. This leads to reasoned judgements.

To be awarded Level Four the candidate would need to:

- Provide reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.



Show that your answer is underpinned by an understanding of religion and belief.

Paper Summary

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

- Centres must teach to the specification and not overlook any elements, making sure candidates are prepared for all parts of the bullet points in preparation for the questions
- Answer (a) items in outlines – this means candidates should write in full sentences. Provide three sentences for (a) items, each of which should be on a separate line
- The (b) items should have two developed reasons (not more than two). Development may be 1) examples, 2) quotes, 3) extra relevant material. Development must link to the reason given and the question set
- For (c) items, an additional mark is given for a reference to a source of wisdom, which does not need to be referenced, and can be paraphrased, but should be identifiable. The source of wisdom must be linked to the reason given
- The (d) items need an understanding of religion and belief, as well as the ability to evaluate the validity of arguments in order to reach a conclusion. Centres may wish to consider the differentiation of teaching to enable some candidates of different abilities to concentrate on learning the information needed before embarking on the evaluation
- Candidates should be directed to read the bullet points in the (d) questions. They should understand that these guide them to which viewpoints they should be providing, ensuring that they are meeting all the demands of the question

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>

