

Examiners' Report

June 2025

GCSE Religious Studies A 1RA0 3A

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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 has 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) 01(d), 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 1.2 Visions as proof of the existence of God: the nature and importance of visions for Catholics; **biblical** and non-biblical examples of **visions**, including Joan of Arc and Genesis 15 and Matthew 17:1–13; reasons why they might lead to belief in God, and Catholic responses to non-religious arguments (including atheist and Humanist) which maintain that visions are hallucinations 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 outlines)

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** examples of biblical visions."

Many candidates were able successfully to outline three correct examples. Many of the candidates used examples such as Paul on the road to Damascus, the transfiguration and examples using Moses and Abraham.

Some candidates did not read the question carefully and instead detailed examples of non-biblical visions such as visions at Lourdes. A small number of responses detailed miracles in the Bible, not visions.

The candidate does not address the biblical aspect of the question.

1 (a) Outline **three examples of biblical visions.**

(3)

~~St Bernadette's~~ vision of Virgin Mary at Lourdes
imperial vision of the chi-ro before battle



The candidate receives 0 marks because they do not answer the question correctly.



Read the questions carefully.

An example of three correct outlines.

1 (a) Outline **three** examples of biblical visions.

(3)

One example is when God spoke through a burning bush, another is when Angel Gabriel came to Mary to tell her she is pregnant with Jesus and another is when Abraham was met by God in a dream and told him what to do and he would have many descendants.



The candidate receives 3 marks for three correct examples of biblical visions

- ...through the burning bush (1)
- ..angel Gabriel to Mary (1)
- Abraham met God in his dream (1)



Write three sentences – one piece of information in each.

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 1.3

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.

The question asked was:

"Explain **two** ways Catholics respond to non-religious arguments that miracles can be explained by science."

The majority of candidates responded well to this question. Many were able to give at least one developed way Catholics respond. Answers showed a good understanding that miracles defy/break the laws of science and many used this as a response to science.

Some candidates did not engage fully with the question and gave reasons why science proves miracles cannot exist. Some candidates attempted unsuccessfully to use the argument from design and causation as miracles.

The candidate gives one way Catholics respond and develops it.

(b) Explain **two** ways Catholics respond to non-religious arguments that miracles can be explained by science.

(4)

One way Catholics respond to non-religious arguments that miracles can be explained by science is by stating nothing happens by chance. Meaning it can't just happen, someone must have caused it. Another way is through showing that it breaks the law of nature. This means that it's something ^{as} creatures can't do and only God can.



The candidate receives 2 marks for one correct way that is developed.

The first section does not answer the question.

Way 2

- showing that it breaks the law of nature (1) developed by
- something we creatures can't do only God can (1)



Write each developed way/reason on a new line.

(b) Explain **two** ways Catholics respond to non-religious arguments that miracles can be explained by science.

(4)

One way Catholics respond to arguments against miracles being ~~ex~~ by God is that witnesses of the miracles have stated that they felt a strong holy presence of God. This has no scientific explanation as God's presence is felt during the miracle.

Another Catholic response is that some miracles are so spontaneous and randomly occurring that not even science can explain why they occur. This means that it can be argued that not all things can be explained by science, but by God.



The candidate receives 4 marks for two correct ways, both developed. 1st way

- witness felt strong presence of God (1) developed by
- no scientific explanation of this during a miracle (1)

2nd way

- miracles are spontaneous and random science can't explain why they occur (1) developed by
- science cannot explain all things (1)

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 1.6 Cosmological argument: **the cosmological argument for the existence of God and its use by Catholics as a philosophical argument for the existence of God**, including reference to Thomas Aquinas' First Three Ways of showing God's existence; understandings of the nature and importance of what the cosmological argument shows about the nature of God for Catholics; Catholic responses to non-religious (including atheist and Humanist) arguments against the cosmological argument as evidence for the existence of God.

The question asked was:

"Explain **two** ways the cosmological argument may be used to prove the existence of God.

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

This question was answered well by candidates who were able to give two ways, and many developed them, using reasons such as motion, cause-and-effect and contingency.

A significant number developed the way given but did not add a source of wisdom and authority.

Some candidates wrote about the design argument and Paley, and therefore did not receive any marks.

The candidate gives two correct ways and develops them both with a source of wisdom and authority.

(c) Explain **two** ways the cosmological argument may be used to prove the existence of God.

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

(5)

One way the cosmological argument proves God's existence is because it describes the domino effect of dependant events. St Thomas Aquinas said "everything has a cause and effect". Therefore, to begin the chain of events, there must be a prime mover: God.

Another way the cosmological argument proves God's existence is because it states that there must be an independant prime mover (that can be caused by nothing other than itself). This proves God's existence because God is eternal (John "At the beginning was the word and the word was God"). Therefore, only God has the power and transcendence to be the prime mover.



The candidate receives 5 marks for two correct ways developed with a source of wisdom and authority.

1st Way

- ...describes the effects of dependent effects (1) developed by
- Thomas Aquinas said everything has a cause and effect (1)
- therefore to begin the chain of events as prime mover (1)

2nd Way

- an independent prime mover (1) developed by
- only God has the power (1)



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

The candidate gives two ways, with one developed.

(c) Explain **two** ways the cosmological argument may be used to prove the existence of God.

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

(5)

The cosmological argument can be used to prove the existence of God through the idea of causation. Which means that there is a cause to everything, in which God created the cause. Furthermore, is the argument of motion, that complex motion ~~was~~ is moved for a reason. This means that God controls everything, even our DNA, this could also explain an eco-system.



The candidate receives 3 marks for two ways, with one developed.

1st Way

- the idea of causation (1) developed
- with a cause to everything God created the cause (1)

2nd Way

- the argument of motion (1)



Know terminology given in the specification.

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 second 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 1.7 in the specification - **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**.

The question asked was:

"The existence of suffering leads people to examine their belief in God."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

Many candidates gave good answers and were able to evaluate how suffering makes people question belief if God is all-loving etc. Many were able to use the inconsistent triad and scholarly teachings from Mackie and Aquinas.

Candidates used Catholic teachings successfully on free will and preparation for Heaven, as well as using the teachings of Job, to support answers.

A significant number did not read the question and gave atheist/Humanist views, which were not required by the question. Other candidates gave other divergent Christian views, which were also not required.

Marks were available for SPaG on Q01(d).

A Level 4 example.

*(d) "The existence of suffering leads people to examine their belief in God."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

(15)

Some Catholics would agree because of Mackie's inconsistent triad. God is said to be omnipotent, omniscient and omnibenevolent as he 'so loved the world'. If this was true, God would prevent evil as he would not want his creation which is *Imago Dei*, to suffer. Furthermore, suffering also disproves God because why would an omniscient God create suffering, or lack of design such as natural disasters and those bound to commit moral evil. The teachings of Catholicism state that God saw the world and 'it was perfect' however, the evil and suffering in the world disproves this. This is an unconvincing argument however, as some Catholics may argue that suffering is a test from God, such as the soul making *Purg* by St Francis, which is shown through Biblical teachings by Job, who was ruined in life by Satan to test his faith and Jesus himself told the disciples that they would suffer for their faith. However, some Catholics would counter this as an omnibenevolent God would not purposely test his loyal followers, but Catholics would agree that scripture says God is an 'envious God' so would test his followers.

However, some other Catholics would disagree because they may interpret suffering to be a punishment for sin or the abuse of free will. Many times does God cause suffering such as in the Flood or the Fall, during

The worship of the Golden Calf and God would send grammatical leaders to the Israel when the people did 'what angered God'. This shows how sin is not caused by God, but an abuse of free will and links to the theory of both original sin, when the first suffering punishment of pain when child birth, but also of the abuse of free will, which states that all humans cause their own sin. This is a considerably more convincing argument as it prepares Catholics for the judgement Day, when those who continue in sin will receive damnation, and could be argued as a warning from God. However, some Catholics would still disagree as God is meant to have unconditional love, grace because of Jesus' sacrifice, and promised never to punish humanity after the flood to Noah.

In conclusion, although the suffering problem and Mackie's inconsistent triad does suggest faults in God, I disagree with the statement because sin was brought through man and 'leads to death' - James, and therefore suffering could be interpreted as a warning or anger from God to change people's ways, as he doesn't want them to go to hell, as he loves all humans and doesn't want them to suffer for eternity, so chooses to make them suffer temporarily, as a punishment for going against him as scripture states that God is a judge and will punish those on the Day of Judgement. Suffering on earth is a deterrent therefore from sin, such as Judas, who suffered death for his betrayal.



The candidate's response reaches Level 4, 11 marks which is the middle value in the level because it gives:

- 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.

This answer details theodicies as proof of the existence of God. This can be accepted because they are using the theodicies as proof that the existence of God does not need to be examined.

To achieve higher in Level 4 the candidate would need to:

- give more sustained logical chains of reasoning that link back to examine examining belief, not just the existence of God.

SPaG: The candidate receives 3 marks for SPaG which is the highest level because they:

- spell and punctuate with consistent accuracy.
- use rules of grammar with effective control of meaning overall.
- use a wide range of specialist terms as appropriate.

Total: 14 marks



Always read the question. Check that your answers given address the demand of the statement given.

A middle of Level 3 answer.

*(d) "The existence of suffering leads people to examine their belief in God."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Catholic teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

(15)

The existence of ~~suffering~~^{suffering} does ~~lead~~^{lead} to the questioning of faith ~~as~~ because of the inconsistent triad. The inconsistent triad is where God's characteristics do not line up with why suffering happens. This cause Catholics to question whether or not God is all three, omnipotent, omniscient and benevolent. As an all loving, all knowing and all powerful God should be able to stop suffering, but He doesn't. This is a strong argument as if God is capable of stopping suffering it makes no sense why He wouldn't. So many say it is to test our faith in Him, but that can be difficult when God does nothing to protect or end suffering.

~~Catholic~~ Some Catholics will say that it will not test their faith as God is too complex for humans to understand. This means that we should not question our faith as he has

a plan to save us. Also not all suffering is natural. There is moral evil which comes from humans such as murder and theft. God gave us free will so we can use it to be good or bad. St Aquinas says that free will can be used incorrectly which therefore cause suffering. Irenaeus says that freewill can be used to stop suffering. so even though there is suffering, we as humans can stop it. This is a strong argument as God gave us freewill so it is down to us how we decide to use it. We can either use it to help save the world and stop suffering or we can cause it. some may say that natural disasters are not our fault, which is true, but God is too complex for humans to understand.

Overall I believe the existence of suffering does lead people to examine their belief, but they should not stop believing as we will never understand why God allows it to happen. Instead we should focus on preventing suffering like murder and theft.



The candidate reaches Level 3, 8 marks, which is the middle of the level because:

- It gives 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.
- It gives a partially justified conclusion.
- It uses examples such as the example of free will and test of faith.

To gain the higher mark within the level they would need to provide reasoned judgements which are clearly linked more to the analysis.

SPaG: The candidate is given 3 marks for SPaG which is the highest level because they:

- spell and punctuate with consistent accuracy.
- use rules of grammar with effective control of meaning overall.
- use a wide range of specialist terms as appropriate.

Total: 11 marks

Question 2(a)

Candidates were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century. Bullet point 2.3

Catholic teaching about the purpose and importance of families: procreation; security and education of children; Catholic responses to the **different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families)**, including Familiaris Consortio 36–85.

The question asked was:

"Outline **three** different types of families that exist within 21st-century church."

This question was answered very well, with candidates showing clear knowledge of the types of families named on the specification.

A small number detailed the different religious belief of a family, not the different type, and as a result did not receive any marks.

Three correct outlines

2 (a) Outline **three different types of families that exist within 21st-century church.**

(3)

One type of family in the 21st century is a nuclear family.

A second type is a blended family.

A third type is a same sex parent family.



The candidate receives 3 marks for three correct different types of family that exist within 21st Century church:

- nuclear family (1)
- blended family (1)
- same-sex parent family (1)

Question 2(b)

Candidates were assessed on Section Two: 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:

"Explain **two** ways the family is supported by the local parish."

This question generated some good developed ways. Many candidates were able to explain ways such as providing practical support, eg Food banks and Saint Vincent de Paul (SVP), spiritual support, Children's liturgy and sacramental preparation and wider support with counselling, Catholic education and praying for members.

Some candidates did not read the question carefully and gave reasons **why** they should support families, not ways.

Two developed ways the family is supported by the local parish.

(b) Explain **two** ways the family is supported by the local parish.

(4)

One way is through Children's liturgy which is where ~~the~~ Churches have liturgies where kids learn about their faith and do not disturb the adults.

Another is marriage counselling which is where the Church helps families that are having relationship problems and ~~they~~ the Church helps them sort out those problems.



The candidate receives 4 marks for two ways – both developed.

1st Way

- children's liturgy (1) developed by
- learn their faith and don't disturb adults (1)

2nd Way

- marriage counselling (1) developed by
- helps families sort out problems (1)



Check what the question is asking for – is it ways, reasons, beliefs or teachings?

Question 2(c)

Candidates were assessed on Section 2: Religious Teachings on Relationships and Families in the 21st Century. Bullet point 2.6 **Catholic teaching about** divorce, annulment and **remarriage: Catholic teaching on** divorce, annulment and **remarriage**, including Catechism of the Catholic Church 2382–2386; divergent Christian, non-religious (including atheist and Humanist) attitudes to divorce, annulment and remarriage, including the application of ethical theories, such as situation ethics, and Catholic responses to them.

The question asked was:

"Explain **two** Catholic teachings about remarriage.

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

Many candidates wrote about Catholic teachings on divorce and annulment and did not relate these to the teaching on remarriage.

Many candidates detailed incorrectly that remarriage is made possible by annulment. They did not understand fully that this would not be a remarriage because the first marriage would not have been valid, therefore it is not remarriage.

A very limited number were able to explain the Catholic view of remarriage in relation to receiving communion.

Those candidates who gained high marks on this question were able to explain Catholic teaching about remarriage being sinful and adulterous.

(c) Explain **two** Catholic teachings about remarriage.

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

(5)

One Catholic teaching about remarriage is that a person can only be remarried if their partner has died. This is because during the marriage ceremony, the couple made a vow to stay together 'till death do us part'. This vow has been said before God, therefore you cannot go against it, as you would be breaking your promise to him. A second Catholic teaching about remarriage is that if a person remarries whilst they are divorced, they are committing adultery. In the book of Mark, it says 'what God has joined, no human shall separate' which explains why the Church does not recognise divorce. ~~as~~ Therefore, if a person was to remarry whilst their partner is still alive, the ~~church~~ catholic Church would see it as adultery.



The candidate receives 5 marks for two correct teachings that are developed and a source of wisdom and authority.

1st Teaching

- person can only remarry if partner dies (1) developed by
- they made vow 'death do us part' (1)

2nd Teaching

- if they remarry they are committing adultery (1)
- use of source what 'God has joined no human shall separate'(1)
- developed by therefore they do not recognise divorce (1)



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 2.5

Catholic teaching on family planning and the regulation of births: **Catholic teaching about artificial contraception and natural family planning**, including reference to *Humanae Vitae*; divergent Christian, non-religious (including atheist and Humanist) attitudes to family planning, **including acceptance of artificial methods of contraception by some Protestant Churches** and the application of ethical theories, such as situation ethics, and Catholic responses to them.

The question asked was:

“All Christians should oppose the use of contraception.”

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 allowed some high-level answers with candidates being able to distinguish between artificial and natural forms of contraception.

Candidates were able to evaluate the Catholic view on contraception and link it to religious teaching. Different Christian view points in support were given and supported by arguments such as free will, quality of women's health and quality of life of any children conceived.

Some candidates were able to evaluate that some Christians see some forms of contraception as an abortifacient and reasons why they should not use them. However some candidates became confused with abortion, arguing that contraception kills a developed foetus.

(d) "All Christians should oppose the use of contraception."

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.

(12)

Some people may agree with this statement as the wedding vows state that a couple should be open to the idea of procreation. This is because the church says 'Be fruitful and multiply' meaning that a couple shouldn't prevent the possibility of life as life is a gift from God. Despite this, Catholics do only accept the use of natural family planning but they disregard the use of any artificial contraception. They reject this because having children is still able to have with natural contraception but it allows a couple to prevent the number of children they have not just stopping it completely. Some may say this is a strong argument because artificial contraception promotes promiscuity and the family is the basic unit of society so couples shouldn't stop the chance of having children.

Some people may disagree with this statement as the couple may not be financially stable enough to balance more children. Additionally, having a large family means that a couple would have more people to divide their attention between meaning that some

children may grow up not feeling supported and very loved and cared for by their family. However, by limiting the number of children that are had the parents can give them a better quality of life and also show more support in their religious life. Furthermore, having lots of children can impact the mother as childbirth and pregnancy in general can be extremely stressful for the body. Also, the risk of pregnancies increases with the number of children that a woman has. We believe that all life is sacred as we are all made in the image of God so therefore the mother's life should be prioritised over the potential of new life. This is a strong argument as the use of contraception also benefits health as it prevents the contraction of STDs which can be fatal for people. Also, pregnancy carries more risks when the mother is younger so contraception should be used amongst younger women as they also may not be mature enough or just ready for a child as it's a huge responsibility. However, Catholics say that people shouldn't have sex before marriage.

In conclusion, I disagree with the statement because the Bible doesn't say anything about contraception so therefore Christians should be able to make their own choices about their bodies. This is because a couple may only be able to provide for a small number of children and this is still obeying the wedding vows of being procreative.

The candidate's response reaches Level 3, 9 marks, which is the highest mark of the level because it gives:

- 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.

The answer does have an attempt at appraisal but this is still limited to Level 3 because at times they evaluate family life, not contraception.

(d) "All Christians should oppose the use of contraception."

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.

(12)

Catholics do not allow contraception in most cases as "marriage should be fruitful", therefore an artificial method of preventing a pregnancy is considered by the Catholic Church as unfaithful. As a substitute for contraception, if a married couple feels they are not ready for a baby, they could remain celibate, or they can practice family planning. ~~Also~~ Family planning is a natural avoidance of pregnancy which aligns with the cycles.



The candidate receives 3 marks, which is the top mark in Level 1 because it gives:

- A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief.
- Judgements are asserted without clear links to the analysis.

To reach Level 2 the candidate would need to:

- Give 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.

Paper Summary

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

- Answer (a) items in outlines – this means candidates should write in full sentences
- Provide three sentences for (a) items: each should be on a separate line
- (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
- (c) items are similar to (b) items but use a source of wisdom or authority as a fifth element
- A source of wisdom may be a paraphrase but should be identifiable
- The source of wisdom must be linked to the reason/way/belief given
- (d) item responses must show AO2 skills to receive high marks
- (d) Levels descriptors will be used to mark (d) items

Grade boundaries

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