

Examiners' Report  
June 2018

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://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](http://www.pearson.com/uk).

June 2018

Publications Code 1RA0\_3A\_1806\_ER

All the material in this publication is copyright  
© Pearson Education Ltd 2018

# Introduction

GCSE (9-1) Religious Studies

Religious Studies A Paper 3: Area of Study 3 – Philosophy and Ethics– Catholic Christianity.

The paper contributes to 25% of the overall award. The assessment consists of two questions, candidates must answer both sets of questions. 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.

## Question 1 (a)

Candidates were assessed on Section One: Arguments for the Existence of God. Bullet point 1.1. Revelation as proof of the existence of God.

The question asked was 'Outline three things that the revelation of Jesus shows about the nature of God.'

Candidates are asked to 'Outline' on part (a) questions. Therefore, lists can reach a maximum of three marks.

GENERIC advice for centres to what constitutes a list.

An example:

Outline 3 characteristics of God:

- **God is creator** (1 mark)
- **God is creator**, judge and lawgiver (1 mark for list or sentence)
- **God is creator**, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

Many candidates had a well-founded understanding of what the revelation of Jesus shows about the nature of God. With many using the omni words in their responses, although a number persisted in giving examples of Jesus' work, eg healing the sick, calmed the storm etc.

The candidate is awarded 0 marks.

1 (a) Outline **three** things that the revelation of Jesus shows about the nature of God.

(3)

• You will go Heaven or Hell (Purgatory)

• He can perform miracles and visions



There is no correct information



Centres should teach from the specification and candidates should write in three full sentences to gain full marks.

This candidate was awarded 3 marks.

1 (a) Outline **three** things that the revelation of Jesus shows about the nature of God.

(3)

One thing that the revelation of Jesus shows about God is that he is omnipotent as Jesus turned water to wine. Another thing Jesus showed was God's omnibenevolence as he had healed a paralysed man. Another thing Jesus showed about God is that he is eternal as Jesus rose from the dead.



The candidate gives three things:

- that he is omnipotent (1)
- that he is omnibenevolent (1)
- that he is eternal (1)

The candidate is awarded 3 marks.

1 (a) Outline **three** things that the revelation of Jesus shows about the nature of God.

(3)

Firstly, it shows that God is love. Secondly, it shows that God is the one who freed us from our sins. Thirdly, it shows that God is the one who forgives us, he is the "forgiver".



The candidate writes three sentences outlining three things the revelation shows about the nature of God. Love (1) frees from sin (1) forgiving (1).

## Question 1 (b)

Candidates were assessed on Section One: **Arguments for the Existence of God**. Bullet point 1.4. Catholic responses to non-religious (including atheist and Humanist) arguments that religious experiences do not provide proof that God exists.

The question asked was 'Explain **two** ways Catholics respond to non-religious arguments about religious experience'.

Candidates are asked to 'Explain two' on part (b) questions. 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 quote or examples. The development must be of the reason given and to the question asked.

This question differentiated between candidates who had knowledge of religious experience and those who simply recalled a miracle in the New Testament.

Most candidates were able to give descriptions of the various miracles or visions and how a Catholic would defend it as a religious experience. Some higher marks were awarded to those who were able to relate it to the fact that the Vatican investigates religious experiences before they can be termed official.

The candidate is awarded 1 mark.

(b) Explain **two** ways Catholics respond to non-religious arguments about religious experience.

(4)

Two ways Catholics respond to non-religious arguments about religious experience, are miracles. Miracles are things that occur which only somebody as powerful as God could make happen, and a Catholic could have had or witnessed a miracle. Another is they will pray to God to prove his <sup>existence</sup> existence, and try and connect with him to prove their point.



A simple way.

- they pray to prove the point (1)

The candidate is awarded 2 marks.

love.  
(b) Explain **two** ways Catholics respond to non-religious arguments about religious experience.



(4)

One way Catholics respond to non-religious arguments about religious experience is by evangelising. By proving people wrong, via the Bible.

A second way is by ~~ignoring~~ opposing arguments and staying truthful to their faith.



The candidate gives two ways with no development:

First way: by evangelising (1)

Second way: staying truthful to their faith (1)



Candidates should be taught to develop reasons.

The candidate is awarded 4 marks.

(b) Explain **two** ways Catholics respond to non-religious arguments about religious experience.

(4)

Catholics would say that religious experiences are real because only God has the power to break the laws of nature. Therefore, this shows his omnipotence and helps to as he communicates to individuals.

Also, Catholics believe would disagree that religious experiences could be hallucinations as the Church investigates people's stories about their religions before making them official - this means that they are not as true and ~~can~~ and not just effects of drugs or hallucinations which people mistake for religious experiences.



This candidate gives two developed ways:

They state they are real (1) developed with only God can break the laws of nature (1).

They disagree that they are hallucinations (1) developed by church investigates (1).



Candidates should separate their ways, like this example, as it makes it clear that two ways were given.

## Question 1 (c)

Candidates were assessed on Section One: **Arguments for the Existence of God**. Bullet point 1.6 - The Cosmological argument.

The question asked was 'Explain **two** reasons why Catholics believe the cosmological argument proves the existence of God'

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

Candidates are asked to 'Explain two' on part (c) questions. 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 quote 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 examiners are unsure they will 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.

This question was generally well answered by candidates; the majority were able to explain how the cosmological argument proves the existence of God and led to belief. However, it was less well answered by

candidates who simply described the story of creation or the argument from design.

This candidate is awarded 0 marks.

- (c) Explain **two** reasons why Catholics believe the cosmological argument proves the existence of God.

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

(5)

The first reason why Catholics believe in the cosmological argument is when in the Bible it says that God came to earth in the form of Jesus and being both Human and Divine. This shows that only ~~Jesus~~ God is able to be both Human and Divine and both 100%.

Another reason why Catholics believe in the cosmological argument is ~~when~~ ~~by the~~ when Mary gave birth to Jesus without any sexual intercourse and by staying virgin.



There is no correct information to credit.



Read the question carefully

The candidate is awarded 2 marks.

(c) Explain **two** reasons why Catholics believe the cosmological argument proves the existence of God.

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

1/1. <sup>omnipotent</sup> here <sup>daily</sup> here. <sup>must be</sup> <sup>a cause</sup>

one reason why Catholics believe in the  
cosmological argument is because it is written  
in daily wisdom, everything has a cause  
and effect so must be God behind it.

So the second is that in Catholicism  
omnipotent so as "let there be light" and that  
was how time is a cause as God is  
the one who created, meaning everything has a  
purpose.



The candidate gives a developed reason:

Reason 1 – everything has a cause (1) developed with God must have caused it (1)

## Question 1 (d)

The focus of the marking changes from AO1 to AO2 on part (d) questions. Candidates are being 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 do excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidate's progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Candidates were assessed on Section One: **Arguments for the Existence of God**. Bullet point 1.7. Issues raised by the existence of suffering and God as all-loving; how the problem and its basis as a philosophical argument may lead some to examine and others to reject their belief in God.

Please note that, neither in the bullet point, nor on the question, are candidates required to give a non-religious response. The inconsistency triad does not fully support this question effectively as it demonstrates a reason for the non-existence of God which would not be a Christian viewpoint or teaching. Candidates must respond to the question asked.

The question asked was "The problem of suffering makes it hard to believe in God." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

Many candidates answered this question with good knowledge but limited appraisal of evidence; they gave reasons why God was not the cause of evil and suffering, they also used the omnipotent nature of God relating to how it might encourage doubt in belief. Low marks were awarded to candidates who failed to link their reasons to Catholic teaching and instead stated and evaluated atheist or non-religious views.

The candidate reaches level 1 - 3 marks and 3 marks for SPAG.

\*(d) "The problem of suffering makes it hard to believe in God."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(15)

The problem of suffering makes it hard ~~hard~~ to believe in God, because if God is "POWERFUL, OMNIPOTENT, BENEVOLENT and etc." he shouldn't allow Christians ~~and or believe~~ to suffer. Some Christians could say that God doesn't exist because he is more powerful than the evil so he shouldn't allow the devil to make us sad.

However some Catholic teachings would ~~tell us to~~ say that in hard moments you should pray to God, without complaining. Catholics would also say that God has given us free will to do what we want so if ~~if~~ you are suffering for something bad that you did you shouldn't complain.

Overall, I would say that if God is "BIG, POWERFUL, OMNIPOTENT, BENEVOLENT" he ~~should~~ shouldn't allow the devil to

more US suffer, because his "more powerful than the evil.



The candidate gained level 1 because:

The knowledge and understanding are isolated (superficial). There is a simple for and against given.

The Judgements made are unsupported and generic, no reasons or weak reasons not supported or justified with.

The candidate is awarded 2 marks at the middle the mark range because not all of the demands of the level descriptor are met.

SPAG was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.

Candidate uses rules of grammar with effective control of meaning overall.

Candidate uses a wide range of specialist terms as appropriately.



When marking part (d) answers it is important not to point mark. Answers should be read completely and then assessed against the level descriptors to find a best fit.

The candidate gains 13 marks in total.

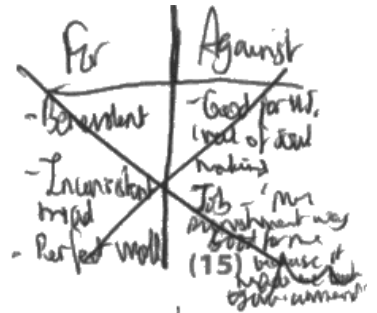
Level 4 and was awarded 10 marks + 3 marks for SPAG.

\*(d) "The problem of suffering makes it hard to believe in God."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.



One reason some Catholics may agree with this statement is because the inconsistent triad results in rejection of belief in God. This is because it states that an omniscient God would not allow for suffering, and therefore as suffering exists, God cannot exist. John's Gospel says 'God is love', and therefore due to the existence of suffering, some Catholics would argue that this makes it hard for them to believe in a God of this nature. This is a compelling argument as it is logical and applicable to many daily experiences.

Furthermore, some Catholics may also agree with this statement because they would say that an omnipotent and omniscient God would have made a world without flaws. For example, they would argue that a God of this nature would not design a world where earthquakes or ~~disasters~~<sup>disease</sup> occur, as this causes suffering. For this reason, some Catholics would argue that design flaws bias them ~~against~~<sup>in favour of</sup> this statement because a God who is omnipotent and omniscient would not allow these evils to occur.

This argument has its strengths as it is a view upheld by many Catholics today.

However, these arguments are challenged by the views of some other Catholics;

that suffering is good for us. St Irenaeus described evil as the 'veil of soul making'. This therefore means that we ~~need~~ <sup>need</sup> suffering to ~~be~~ <sup>strengthen</sup> our soul and allow it to flourish, therefore meaning the problem of suffering does not make it hard to believe in God because some believe it is good for them and therefore does not make them question their faith. This argument has weight because it is supported by a source of authority.

Another reason why some other Catholics may disagree with this statement is because of the Book of Job. In this, God decides to test Job's faith by proposing extreme challenges and hardships for Job. Job then questions God, who tells him that it was part of his will for Job to suffer. Job responds with, 'my punishment was good for me, because it made me learn your command.' Therefore, some other Catholics may disagree with this statement because they would argue that this suffering is part of God's will and therefore strengthens faith, rather than diminishing or challenging it. This argument has weight because it is evidenced by scripture.

~~Having looked at both sides, the stronger argument appears to be that the problem of~~

Having looked at both sides, the stronger argument appears to be that the problem of suffering does make it hard to believe in God, despite there being strong arguments against this, such as the ~~the~~ story of Job, because the nature we believe God to have would mean that suffering would not exist, and therefore, as suffering does exist, it questions our belief in God, or a God of these natures.



#### Level 4

The candidate critically deconstructs the religious information given which is accurate and shows understanding throughout. Connections are made among the full range of elements in the question. The elements of the question are linked together and are shown to be part of the argument leading to coherent and reasoned judgements of the full range of elements in the question.

Judgements are supported, the appraisal of some of the evidence, which is **superficial**, leading to a partially justified conclusion. It is therefore awarded at the lower end of the level.

SPAG was awarded 3 marks because:

The candidate spells and punctuates with considerable accuracy. The candidate uses rules of grammar with general control of meaning overall.

The candidate uses a good range of specialist terms as appropriately.



The appraisal of evidence required for the higher marks can come at any point in the answer. Those who provide the best answers use one side of the argument and then use the opposing viewpoint to clearly indicate the weaknesses of the first side.

The candidate gains 10 marks in total

Level 3 - 7 marks and 3 marks for SPAG.

\*(d) "The problem of suffering makes it hard to believe in God."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

13.08- 13:23

(15)

Firstly, many Catholics would agree with the statement. They would agree with the statement as it is a Catholic teaching that God is all powerful. This makes it hard for Catholics to believe in God because this belief under means that God is powerful enough to stop suffering, so if he isn't able to stop suffering, he must not exist. This agrees with the statement, and makes it hard for a person to believe in God as it leads a person to question teachings on God, as it seems the problem of suffering contradicts the teaching of God's omnipotence, seen in the Catechism 268, which states: "God rules everything and can do everything." This highlights the belief as a key teaching and many struggle to understand how God can be both omnipotent whilst power exists, agreeing with the statement.

However, on the contrary, other Catholics would argue that God does exist and suffering is caused from God for a reason that only God understands. This belief disagrees with the statement and arises from the story of Job. In the story, in the Bible, God allows Satan to test Job to see how faithful he is. Job does nothing wrong to deserve the sufferings he receives and doesn't question God. This shows that only God truly understands the purpose of suffering, and conveys that suffering can improve faith, which therefore makes it easier to believe in God, thus contradicting the statement.

In argument to this, other Catholics would agree with the statement as they believe God is omnibenevolent. This means God is all loving, therefore meaning people struggle to understand why suffering exists if God truly loves us. This agrees

with the statement, and makes it hard for people to believe in God as the suffering that exists causes pain and anguish for many, that if God truly loved us wouldn't exist. This leads many to argue that suffering shows God doesn't exist as his all-loving nature, seen in the Bible in the quote: "For God so loved the world he gave his only son," is contradicted by suffering, agreeing with the statement.

Moreover, other Catholics would disagree with the statement. They would disagree as they believe, based on Psalms and the teachings of St. Ignace, that suffering is sent by God to help Catholics learn and is a part of life as you can't have true happiness without some sadness. Psalms highlight this and are used by many to understand how both suffering and God can both exist. The quote: "It is good that I was afflicted, I might learn" emphasizes this, disagreeing with the statement. (Total for Question 1 = 27 marks)

In conclusion, I disagree with the statement. I disagree as it is clear through Scripture and teachings of saints that suffering is sent by God as a test of faith for many, making life better for them eventually. I would also disagree as suffering strengthens faith, and is said to exist because humans have exploited their free will, that was in fact given by God, further showing his existence.



The candidate gained level 3 because:

The candidate uses an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement.

This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument.

The candidate is starting to make judgements supported by some appraisal of the evidence, this can be seen at the end the first page but does not continue and the conclusion lacks justification.

The candidate meets the demands of the level two descriptor but does not fully met the level three requirements and is therefore awarded at the lower end of the mark range.

SPAG was awarded 3 marks because:

The candidate spells and punctuates with considerable accuracy. The candidate uses rules of grammar with general control of meaning overall.

The candidate uses a good range of specialist terms as appropriately.



Candidates should not argue that the statement is true or false but why the reasons given for can be disputed by the alternative opinion, why is one argument incorrect, or is weak?

## Question 2 (a)

Candidates were assessed on Section Two: Religious Teachings on Relationships and Families in the 21st Century. Bullet 2.6 Catholic teaching about divorce.

The question asked was 'Outline three Catholic teachings on divorce.'

Most candidates were able to state the Catholic view against divorce. Many used teachings such as the vows and the sacramental nature of marriage. Some were able to recognise that a legal divorce is a secular - not Catholic - document. Some used Jesus allowing divorce to argue that it is permitted, but this is not reflective of Catholic teachings.

The candidate achieves 0 marks.

2 (a) Outline **three** Catholic teachings on divorce.

(3)

One Catholic teaching on divorce is that the only thing close to it is an annulment, otherwise it is not allowed. Another teaching is that the only other way to be split apart is by death. Another teaching is that if you haven't consummated the marriage, it isn't real.



There is no correct teaching. Annulment is not divorce and is not credited.



Candidates should be trained to write three separate sentences to encourage them to outline three ways/reasons.

This candidate is awarded 1 mark.

2 (a) Outline **three** Catholic teachings on divorce.

(3)

Annulments allow remarriage, you always married  
to your first Husband/wife so remarriage is  
unacceptable and seen as Adultery. Divorce  
should be about helping the kids



The candidate gives 1 teaching:

- You are always still married to your first husband/ wife (1)

Annulment is not divorce and is not credited.

## Question 2 (b)

Candidates were assessed on Section Two: **Religious Teachings on Relationships and Families in the 21st Century**. Bullet point 2.7 Catholic teaching about the equality of men and women in the family:

The question asked was 'Explain two Catholic teachings about the equality of men and women in the family.'

Candidates are asked to 'Explain two' on part (b) questions. 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, quotes or examples. The development must be of the reason given and to the question asked.

This question was generally well answered with one developed teaching or two simple teachings by candidates; the majority were able to explain how men and women are equal in the family but have different roles.

The candidate does not write anything credit-worthy.

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

(4)

The first teaching about the equality of men and women in the family is that men should go and get food and feed his family and women should prepare the food what men brought.

Another teaching is that men and women should make their family bigger by having babies.



The candidate does not gain any marks for this answer.

The candidate is awarded 3 marks.

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

(4)

One teaching about equality is that within a family a man and women should both have equal roles as parents. Another Catholic teaching is that God created both so then that means that both should be treated the same not and different. In Genesis it mentions God did create both male and female.



The candidate gives two teachings with one developed:

Teaching one - 'equal roles as parents' (1)

Teaching two - 'created them both' (1) developed with 'treated the same not different' (1)



References to a teaching or scripture is a good way to develop a reason.

## Question 2 (c)

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 on sexual relationships outside of marriage

The question asked was 'Explain **two** Catholic teachings about sexual relationships outside of marriage'.

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

Many candidates had a well-founded understanding of the teaching of adultery and the role of pre-marital and the importance of marriage being the best place for sex to take place, although a number persisted in giving reasons why pre-marital sex is okay due to contraception.

The candidate gives a teaching with no development.

(c) Explain **two** Catholic teachings about sexual relationships outside of marriage.

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

(5)

One catholic teaching about sexual relationships outside of marriage is that you should always use a contraception as you are not bonded together by the sacrament of marriage. Another catholic teaching about sexual relationships outside of marriage is that it is wrong as you should save sexual intercourse until marriage.

SOW: love one another and treat your wife with respect (10 commandments)



The candidate is awarded 1 mark.

Teaching one - 'you should save until marriage' (1)

There are no sources of wisdom.

**GENERIC INFORMATION - Sources of wisdom and authority:**

- The source must support the reason/teaching/belief given
- If you are unsure of a source, please check it using a search engine - type it in followed by the word Bible or Jesus (according to who the answer attributes it to)
- If the source is attributed to the wrong person/source it cannot be credited e.g. a Pauline quote attributed to Jesus it cannot be credited.
- If the source is correct and the attribution is in brackets ignore the brackets (whether correct or incorrect)
- Do not credit numerical references on their own, candidates must use it correctly eg not just write John 10:10
- The source of wisdom can be given as a recognisable paraphrase

The candidate is awarded 2 marks.

(c) Explain **two** Catholic teachings about sexual relationships outside of marriage.

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

(5)

one catholic teaching about sexual relationship outside of marriage is that it is a sin. For ~~exa~~ They get this teaching from the ecc where it says "sex must take place exclusively within marriage" This ~~to~~ means that having sex anywhere other than in marriage is wrong.

Another catholic teaching about sexual relation ~~and~~ outside marriage is that it could be allowed. For example when ~~taking~~ your vows you say "that you will have ~~at~~ one of the purposes of marriage is that have a life long commitment. This make ~~catholic~~ some catholics believe that if you have sex with someone outside of marriage it is alright if you are going to marry them and be here for ever.



The candidate gives a teaching it is sinful (1) developed with sex belongs within a marriage (1) (this is quote from the Catechism of the Catholic Church but the teaching given is not developed so we can award the quote as development).



Wisdom and authority cannot be credited twice as wisdom and authority but it can credited as development.

The candidate is awarded 5 marks.

(c) Explain **two** Catholic teachings about sexual relationships outside of marriage.

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

(5)

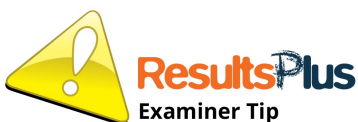
One Catholic teaching is that of Pope Benedict XVI, who said that if sexual relationships "only satisfy the body, love becomes a commodity." Therefore explaining how ~~it~~ sex outside of marriage is not procreative and thus doesn't bring the couple together as one. Another teaching is that sex outside marriage is not unitive, and thus the couple cannot experience the true benefits and gifts from God, instead they are simply experiencing short-term pleasure.



The candidate gives two teachings with development and a source of wisdom and authority:

Teaching one – only satisfy the body (wisdom and authority)(1)  
*teaching* with not procreative (1) developed with doesn't bring them as one (1)

Teaching two – is not unitive (1) developed with experiencing short term pleasure (1)



Sometimes the response is difficult to separate into compartments. The development or wisdom and authority is given before the reason.

## Question 2 (d)

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 do excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting student's progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

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 the family.

Many candidates re-wrote this question to be about having a family or praying and helping others – e.g. they think going on pilgrimage is more important and as a result limited themselves within the question. Please note that, neither in the bullet point, nor on the question, are candidates required to give a non-religious response.

"Having a nuclear family is the most important part of life."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

The candidate reaches level 1 – 2 marks.

(d) "Having a nuclear family is the most important part of life."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(12)

Most Catholics would agree with this statement because of the Sacraments. One of the Sacraments is Marriage and another is to have children, so to be a good Catholic you should follow the Sacraments to the best of your ability.

Some Catholics may disagree with this statement because of their own personal situations. They may not be able to afford children or afford may have broken the relationship ~~but~~ due to physical abuse.

Some Catholics may agree because of their situations and religion. Having a Father and Mother may be essential in bringing up the next generation and continuing the religion.

Having carefully evaluated both sides of the arguments, I believe that having a nuclear family is the most important part of life due to how fortunate people and countries around the world.



The knowledge and understanding are isolated (superficial). There is a simple for and against given.

The Judgements made are unsupported and generic, no reasons or weak reasons, not supported or justified.

The candidate is awarded 2 marks at the middle mark range because some of the demands of the level descriptor are met.



When marking part (d) answers, it is important not to point mark. Answers should be read completely and then assessed against the level descriptors to find a best fit.

The candidate reached level 2 – 6 marks.

(d) "Having a nuclear family is the most important part of life."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Catholic teachings
- reach a justified conclusion.

(12)

One could agree with this statement as it is a core Catholic belief that having a nuclear family is the ideal when forming a family. Having a nuclear family means that each member has the support of one another, thus they are experiencing God's love, and they are living God (humans are made 'imago dei' - in the image of God) which is widely regarded as the most important part of life.

One could also agree with the statement as having a nuclear family means that each member of the family is supported by the Church. It is a core belief that "Christ is the head of the church", therefore by gaining the support and love from the Church we are experiencing God's gifts and understanding his 'omnibenevolence', understanding more about God's divinity can be seen as the most important part of life, and having a nuclear family leads to this.

One may disagree with this statement and argue the most important part of life is following one's 'vocation'. Despite the fact that it might be some

Catholics ~~the~~ vocation to have a nuclear family, others may have completely different vocations and they would rather focus on this than anything else.

One may also argue that it is instead simply dedicating yourself to God and not ~~a~~ family that is the most important part of life. It is a core Catholic teaching that ~~God is~~ God, and only God is "eternal" thus dedicating your life to him is more important as that is the strongest path to eternal

Total for Question 2 = 24 marks

life.

TOTAL FOR PAPER = 51 MARKS

I would conclude that the "most important part of life" cannot ~~be~~ merely <sup>be</sup> pinned down to one single thing, and instead it is one's own vocation that they must discover to be the most important part of life. Having a nuclear family may be the most important part for some, but others (Priests) may find this impossible or unnecessary to their own life.



**ResultsPlus**  
Examiner Comments

#### The candidate gained level 2 because....

Superficial connections are made among many, underpinned by a limited understanding of religion and belief.

In the final paragraph judgements of a limited range of elements in the question are made with an attempt at appraisal.

The candidate is awarded 6 marks in the top of the mark range for level 2 because the demands of the level descriptor are met.



**ResultsPlus**  
Examiner Tip

use whole of written text

## Paper Summary

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

- Do not attach extra sheets to your examination paper, write within the booklet pages using the blank spaces.
- When answering the part (a) questions use three full sentences.
- The source of wisdom offered to support answers in part (c) questions must be relevant to the question and support the reason given.
- Part (d) questions ask for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reasons given is 'considered' or appraised for its value as an argument as part of deciding the evaluation.
- For part (d) questions, the bullet points indicate the viewpoints that can be awarded in the answer.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



