



Examiners' Report

June 2023

GCSE Religious Studies A 1RA0 1B

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Introduction

Paper details

GCSE (9-1) Religious Studies

Religious Studies A Paper 1: Area of Study 1 – Study of Religion Option 1B – Christianity

The paper contributes to 50% of the overall award. The assessment consists of four questions and candidates must answer all four 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.

This area of study comprises a study in-depth of Christianity as a lived religion in the United Kingdom and throughout the world.

There are four sections:

- Beliefs and Teachings; Practices
- Sources of Wisdom and Authority
- Forms of Expression
- Ways of Life

Candidates had studied Christianity within the context of the wider British society.

Please note:

AO stands for 'Assessment Objective'

SPaG stands for 'Spelling, Punctuation and Grammar'

Question 1 (a)

Candidates were assessed on Section One: Beliefs and Teachings.

Bullet point 1.8 **Divergent solutions offered to the problem of evil/suffering and a loving and righteous God:** biblical, **theoretical** and practical, including reference to Psalm 119, Job, free will, vale of soul-making, prayer, and charity; the success of solutions to the problem. *(bold indicates the part of the bullet assessed by the question.)*

The question asked was 'Outline **three** theoretical solutions offered to the problem of evil and suffering.'

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

Candidates should write three sentences containing one piece of information in each.

There is no need for development: it will not receive credit.

1 (a) Outline **three** theoretical solutions offered to the problem of evil and suffering.

(3)

One solution to the problem of evil and suffering is that life is a test from God.

A second solution is original sin and that Adam brought sin to the world.

A final solution is free will and that God gave us free will so it is up to us to use it how we want.



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Examiner Comments

The candidate outlines three responses. This is a good example of an answer for this question.

Some candidates did not understand the word 'theoretical': this is a term from the specification.

The candidate is given marks for:

- life is a test (1)
- Adam brought sin into the world (1)
- (misuse of) freewill (1)

Total: 3 marks

Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.1: The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: including reference to Matthew 3:13 – 17; **how this is reflected in Christian worship** and belief today. (*bold indicates the part of the bullet assessed by the question.*)

The question asked was 'Explain **two** ways the Trinity is expressed in Christian worship.'

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 best two are chosen to award.

Question 1 (c)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.4. **'The last days of Jesus' life: the Last Supper,** betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible, including Luke 22 – 24 and the significance of these events to understanding the person of Jesus Christ. *(bold indicates the part of the bullet assessed by the question.)*

The question asked was 'Explain two events of the Last Supper described in the Bible.'

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 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 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.

The specification is used to set examination questions. Candidates should be familiar with any terminology or content that might be used in assessment.

(c) Explain **two** events of the Last Supper described in the Bible.

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

(5)

- Jesus took the wine and bread in remembrance of him. 'Eat this, in remembrance of me'. This is shown in Eucharist and this act of taking the bread and wine ~~shows~~ is symbolism of the sacrifice Jesus has made for the sin of the world.
- Jesus revealed Judas would betray him, which shows the divinity of Jesus as he is omniscient (all knowing). It also shows how he is the messiah as it is prophesied in the old testament that Jesus is divine and the son of God.



ResultsPlus
Examiner Comments

The candidate gives two developed reasons and refers to a source of wisdom.

- Jesus took the wine and bread (1)
- developed by a source of wisdom 'Eat this in remembrance of me' (1)
- and again by '...sins of the world' (1)
- 'revealed Judas would betray him' (1)
- developed by 'he is omniscient' (1)



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Examiner Tip

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 restricting 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 repeating the previous point or giving another point.

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.6 Christian eschatology: divergent Christian teachings about life after death, including the nature and significance of resurrection, judgment, **heaven, and hell and purgatory**, with reference to the 39 Articles of Religion and Catholic teachings; how beliefs about life after death are shown in the Bible, including reference to 2 Corinthians 5:1 – 10 and divergent understandings as to why they are important for Christians today. (*bold indicates the part of the bullet assessed by the question.*)

The question asked was "There is only heaven and hell after death."

Evaluate this statement considering arguments for and against.

In your response you should:

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

Questions are marked using a levels-based mark scheme and receive a 'best fit', according to the levels descriptors.

Centres should ask candidates to consider the arguments they give. 'This is a strong argument because...' in many cases did not add anything to the answer.

In many answers it was clearly part of a writing frame and candidates used it without understanding its purpose.

*(d) "There is only heaven and hell after death."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings ^{purgatory} →
- refer to different Christian points of view ^{→ hinduism protestant}
- reach a justified conclusion.

(15)

Some Christians would agree with this statement because Jesus himself has said that he will go back to the father which is presumably heaven and that those who die will be resurrected ^{on judgement day} and go back with him. This means is a strong argument in Christian beliefs because Jesus is ~~the~~ considered the son of God and that he is the way ^{give hope to his disciples} the truth and life so why would he ~~state something~~ [↓] of something that does not exist. Furthermore Jesus has mentioned during the day of judgement that the unrighteous would go to the fire which is for the devil and his angels. This is in the Bible which would be a strong argument for ^{literalist} Christians as they believe that the Bible is the word of God so what is written in it would be true. ~~Furthermore~~ However some Christians such as ~~protestants do not~~ as Catholics believe that purgatory exists which is a place where Christians spend time ~~at~~ repenting for their sins to get into heaven. They can also be helped by those on earth ~~at~~ by them praying for the dead. However this is a weak argument and Christians such as Protestants would go against this point as there is no evidence mentioned about purgatory. According to ^{39 articles of religion} ~~the article~~ 39 Protestants do not

consider purgatory as a place after death which goes in favour of the point only heaven and hell exist ~~at~~ after death. Catholic Christians may say that during the ~~mass~~ ~~many~~ Our Father clearly states that heaven exists and this is a prayer taught by Jesus to his disciples so this goes in favour of the fact heaven exists ~~and~~ as well as this in the nicene creed it says that Jesus descended into hell and on the third day ascended into heaven which proves that only heaven and hell exist after death. These are strong arguments because it is continuously mentioned in the Bible and in prayers only of the existence of heaven and hell and not of other places.

In conclusion looking at the different points I think that the stronger argument leads to for the statement as there is multiple example given and although Catholics believe in purgatory it is more evident ~~the~~ of the existence of heaven and hell.

* Although this argument is strong some may go against it by saying scripture is inspired by God and this may mean that there would be different interpretations so Jesus talking about joining with his father may not ~~necc~~ necessarily have to be heaven and the fires for the devil may not need to mean hell. (Total for Question 1 = 27 marks)



The candidate deconstructs religious information underpinned by limited understanding.

Judgements are supported by some appraisal of the evidence given.

To gain Level 4 the candidate needs to provide a more coherent and sustained understanding and appraise the evidence given.

Response: 7 marks

SPaG: 3 marks

Total: 10 marks

Level 3



Ask candidates to consider the arguments they give. 'This is a strong argument because...' in many cases did 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.

Question 2 (a)

Candidates were assessed on Section Two: Practices. Bullet point 2.2 ; The role of the **sacraments in Christian life** and their practice in two denominations: the role of the sacraments/ordinance as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist in at least two denominations, including reference to the 39 Articles XXV-XXXVI; divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions.

The question asked was 'Outline **three** sacraments that might be important in Christian life.'

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

This question was responded to well, by candidates, overall.

2 (a) Outline three sacraments that might be important in Christian life.

(3)

Baptism
Eucharist
Marriage



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Examiner Comments

This is an example of a correct list of sacraments.

Candidates will only be given 1 mark for a list.

Total: 1 mark



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Examiner Tip

Present your answer as three sentences.

Question 2 (b)

Candidates were assessed on Section Two: Practices. Bullet point 2.5 **Christian religious celebrations**: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12 – 34. (*bold indicates the part of the bullet assessed by the question.*)

The question asked was 'Explain two reasons why Christians celebrate festivals.'

This question was answered successfully by the majority of candidates.

Centres should teach candidates the why, when and how of topics.

(b) Explain **two** reasons why Christians celebrate festivals.

(4)

- Christians celebrate festivals to celebrate the days of Jesus's life, for example Easter is a festival that celebrates Jesus's last days but also his resurrection, people have eggs to symbolise new life.
- Another reason why Christians celebrate festivals is to feel closer to God and Jesus and to remind them of what is important, for example at Christmas many children perform the nativity to teach them about Jesus's birth.



The candidate gives two developed reasons:

- '...days of Jesus life' (1)
- developed by 'for example Easter' (1)
- '...to feel closer to God' (1)
- developed by '...perform the nativity' (1)

Total: 4 marks

Question 2 (c)

Candidates were assessed on Section Two: Beliefs and Teachings. Bullet point 2.8: 'The role and importance of the Church in the worldwide community: how and why it works for reconciliation and the problems faced by the persecuted Church; **divergent Christian responses to teachings about charity**, including 1 Corinthians 13 and Matthew 25:31 – 46; the work of Christian Aid, what it does and why. *(bold indicates the part of the bullet assessed by the question.)*

The question asked was: 'Explain two ways Christians respond to the teachings about charity.'

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 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.

This candidate gives all of the correct information at the end of the answer.

(c) Explain **two** ways Christians respond to the teachings about charity.

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

(5)

Christians respond to the teachings about charity by showing messages of Christianity through their actions: ~~Words~~ As Jesus said to his disciples "Therefore go and make disciples of all nations. Christians also respond to the teachings about charity ~~in~~ in a way knowing that they should follow what ~~God~~^{Jesus} does by helping those in need, as he is a role model for all Christians. "Love your neighbour as you love yourself" Mark 12:31. They also may volunteer as street pastors to spread the word of God.



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Examiner Comments

The candidate gives two developed reasons and refers to a source of wisdom.

- 'follow what Jesus does by helping those in need' (1)
- developed by 'role model for all Christians' (1)
- developed by the source of wisdom 'love your neighbour' (1)
- 'They may volunteer' (1)
- developed by '...street pastors' (1)

Total: 5 marks



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Examiner Tip

The reference to the source of wisdom should be part of the answer.

Question 2 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief. 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 giving reasons for and against but did not analyse or evaluate them.

Formulas and writing frames restricted the flow of the arguments restricting 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.

Candidates were assessed on Section Two. Bullet point 2.6 The future of the Christian Church: Church growth, the history and purpose of missionary and **evangelical work** including reference to Mark 16:9 – 20; divergent ways this is put into practice by the Church locally, nationally and globally; Christian attitudes to why evangelical work is important for the Church and for individual Christians. (*bold indicates the part of the bullet assessed by the question.*)

The question asked was “Evangelism should be the responsibility of the Church locally.”

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Questions are marked using a levels-based mark scheme and receive a 'best fit', according to the levels descriptors.

The bullet points are provided to support candidates in determining what to write about. In this example, the content should be Christian only.

(d) "Evangelism should be the responsibility of the Church locally."

Evaluate this statement considering arguments for and against. X

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(12)

Reasons for:

Some Christians believe it is the church's responsibility to evangelise (share the word of God/Jesus) as this quote ~~ressembles~~ gives us guidance on why we should, "In the beginning was the word, and the word was with God, and the word is God", which tells us Jesus has always been there from the start, and everything he speaks should be shared. Another reason why Christians can say this is because Jesus wanted to "make ~~a~~ disciples of all nations, and ~~make~~ do this in the name of the Father, the Son and the Holy Spirit" meaning he wanted us to spread the religion, especially with the leaders of the Church, the congregation too. Some Christians can also say that the leaders of the Church or anybody involved within the Church should preach and speak to those; share the word to those who have yet not been saved, converting them towards Christianity. Jesus would also share parables to those who didn't understand and by doing so it made

them believe in Jesus and come to a conclusion that Jesus is a divine person as he is omniscient and omnibenevolent.

Reasons Against:

As some Christians can see this from a different point of view because they believe any person can evangelise as long as they believe in Jesus Christ. Secondly, non-believers can take evangelism to offence as they believe it is disrespectful to other beliefs and religions meaning they want people to believe what they believe without trying to convert people as this can cause conflict and all they want is peace. ~~It~~ It will all bring people close to faith and reconcile what Jesus has done for them even if it is not the responsibility of the church.

Conclusion:

With both view points it's shown that even if you ~~don't~~ it's not the churches responsibility to share evangelism, it still shares a key role to spread the word of Jesus Christ.



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Examiner Comments

The understanding of religion and belief and the judgements made are limited.

There are no marks for SPaG on this question.

Total: 6 marks

Level 2

Question 3 (a)

Candidates were assessed on Section Three: Sources of Wisdom and Authority. Bullet point 3.4: **Jesus** as the Word of God including John 1 and a **role model**: beliefs and teachings about Jesus as the Word of God; divergent understandings of his role in modelling practices, including Mark 8:34 – 38; the divergent implications of Jesus' example in showing love for others, forgiveness, servanthood, reconciliation and social justice, and in establishing the Kingdom of God, the significance of these beliefs for Christians today today. (bold indicates the part of the bullet assessed by the question.)

The question asked was 'Outline three ways Jesus is a role model.'

This question was answered very well by the majority of candidates.

Using three lines helps candidates to be confident they have offered three points.

3 (a) Outline three reasons Christians believe Jesus is a role model.

(3)

He lived a sinless life - though he was tempted many times.
He taught many good messages that we as Christians can follow.
His love - he tells us that we should love others because he loves us.



The candidate gives three correct ways.

- 'He lived a sinless life' (1)
- 'taught good messages' (1)
- 'his love' (1)

Total: 3 marks

Question 3 (b)

Candidates were assessed on Section Three: Sources of Wisdom and Authority. Bullet point 3.6: **The growth and development of the Church: the establishment**, development and growth of the Catholic, Orthodox, Protestant and Pentecostal/Charismatic Churches; changes in the Church as the Body of Christ including interpretations of 1 Corinthians 12, the Filioque controversy and the Reformation; and divergent understandings of the significance of the development of diverse denominations within the Church today. (bold indicates the part of the bullet assessed by the question.)

The question asked candidates to 'Explain two events that shaped the growth and development of the Church.'

There was a marked difference in quality of answer between those candidates who had been taught this bullet point, and those who had not.

Centres should teach all of the specification, and break down the bullet points. They should not rely on text books.

(b) Explain **two** events that shaped the growth and development of the Church.

↓ filioque ↓ Reformation⁽⁴⁾

one event that shaped the growth and development of the church is the filioque disagreement where one said it should be 'father and son' but this was a disagreement about the trinity and it should have been father, son and holy spirit in the Nicene Creed this shaped the church because there was an uprise in disagreements about the trinity.

Another event that shaped the growth and development of the church was the Reformation a split between the Catholics and protestants churches that led to more christians groups being made such as orthodox.



This candidate gains marks for:

- 'filioque disagreement' (1)
- developed by '...disagreements about the Trinity' (1)
- 'the Reformation' (1)
- developed by '...Catholic and protestant Churches' (1)

Total: 4 marks

Question 3 (c)

Candidates were assessed on Section Three: Sources of Wisdom and Authority. Bullet point 3.7 : Leaders and leadership in the Church: the laity, ministers (priests/vicars/ pastors), bishops and **the pope**: the roles and significance of each, including Ephesians 4:11 – 12 and Lumen Gentium Chapters 4 and 5, divergent ways in which the leaders support and interact with one another in different denominations; **divergent understandings of the importance of each of these leaders in different Christian traditions.** (bold indicates the part of the bullet assessed by the question.)

The question asked 'Explain two different Christian understandings about the authority of the pope'

Candidates should be taught sources of wisdom for each topic.

(c) Explain **two** different Christian understandings about the authority of the pope.

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

(5)

Roman Catholics believe that he succeeds the authority of St Peter, The Pope represents Jesus' disciples in the modern day.

Orthodox Christians do not recognise his authority as they instead have the Ecumenical Patriarch of Constantinople as leader. This is due to the separation of the Roman Catholic Church from the Orthodox Church after the Filioque controversy.



The candidate gains marks for:

- 'St peter...(1)
- developed by '... modern day' (1)
- 'Orthodox Christians do not recognise his authority...' (1)
- developed by '...filioque controversy' (1)

Total: 4 marks



Learn sources of wisdom for each topic.

Question 3 (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 giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting 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.

Candidates were assessed on Section Three: Sources of Wisdom and Authority.

Bullet point 3.2: Divergent ways in which the Bible is used in the daily life of a Christian: informal and formal worship with reference to the Book of Common Prayer, in the home, in the Church, **as a source of comfort and guidance**. (bold indicates the part of the bullet assessed by the question.)

The question asked was "The Bible is the only source of comfort that Christians need."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Questions are marked using a levels-based mark scheme and receive a 'best fit', according to the levels descriptors.

* (d) "The Bible is the only source of comfort that Christians need."

~~substant?~~

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some people might agree with this statement because they believe that the Bible has messages from God. This can be seen as Paul describes the Bible as ~~of~~ God's message to humanity, showing that they should trust it and use it as a guide and comfort in difficult situations. This can also be seen as ^{Paul} ~~Paul~~ describes those who use the Bible in this way are "trees planted by ~~the~~ streams of water" suggesting that the Bible will help them to grow. This is a very strong point because it refers to the teachings of the Bible and of religious leader, Paul. However, some people might disagree with this statement because they believe that Christians can turn to other religious leaders, such as Paul, and others, such as the Pope for comfort. Catholic Christians believe in the authority of the Pope, and therefore can turn to his words ~~for~~ for comfort or wisdom, showing that Christians ^{sometimes} need more than the Bible to provide comfort. This is a strong point as the Pope is the leader of the Catholic Church, and is therefore an important figure within Christianity.

Some people might also agree with this statement, because they believe that the Bible also has writings from religious leaders and tells stories

of very significant individuals, such as Jesus, highlighting that no more is needed. Furthermore, the Bible being in two sections, the Old Testament and the New Testament, provides Christians with even more comfort as they can view their situations from multiple perspectives, in order to provide even more comfort. This is a weaker point, however, as it does not refer to specific Christian teachings, or a source of wisdom and authority. However, someone might disagree with this point, and this statement because they believe that the Bible is outdated, because it was written for a different period of time. This suggests that the advice and comfort within it, might not be helpful to all modern-day situations. This also suggests that other methods of comfort, such as friends and family, should be used by Christians as they provide more specific help and some comfort, and can be more personal. Also, other methods, such as prayer should be used because this directly communicates with God, the highest point of comfort a Christian can receive, due to his omnibenevolence. This is a strong point as it links to ^{Christian} beliefs about God.

~~In conclusion, the evidence would suggest~~

In conclusion, the evidence suggests that the Bible is the only source of comfort a Christian should need, due to the teachings of Paul. However, someone might disagree due to other methods of comfort, such as religious leaders and prayer.



The candidate deconstructs religious information underpinned by limited understanding.

Judgements are supported by some appraisal of the evidence given.

To gain Level 4 the candidate needs to provide a more coherent and sustained understanding and appraise the evidence given.

Response: 7 marks

SPaG: 3 marks

Total: 10 marks

Level 3



You should attempt every question.

Question 4 (a)

Candidates were assessed on Section Three: Expression of and Ways of Life.

Bullet point 4. 2 The divergent meaning, significance and **purpose of icons within Christianity** : specific reference to the use of icons within Orthodox Christianity and in denominations that may reject their use; the way icons are used to express belief, as a focus for devotion including St Basil, Homily 24, and the divergent ways in which they may be used in church and other settings. (bold indicates the part of the bullet assessed by the question.)

The question asked was: 'Outline three purposes of icons within Christianity.'

4 (a) Outline **three** purposes of icons within Christianity.

(3)

Icons can explain Biblical stories and help our knowledge of the Gospel
Orthodox Christians believe icons are windows to God
It is believed that looking at an icon can open a Christian up to God



ResultsPlus
Examiner Comments

The candidate gains marks for:

- 'help with knowledge of Gospels' (1)
- 'windows to God' (1)
- 'open a Christian to God' (1)

Total: 3 marks



ResultsPlus
Examiner Tip

Know what an icon is and why it is different from a painting or sculpture.

Question 4 (b)

Candidates were assessed on Section Three: Expression of and Ways of Life. Bullet point 4.4

The purpose and use of symbolism and imagery in religious art: the Cross including reference to Ephesians 2:10 – 19, fish, and, **symbols of the four evangelists**; the way this symbolism is used to express belief, and the divergent ways in which they may be used in church and other settings. (bold indicates the part of the bullet assessed by the question.)

The question asked was 'Explain two of the symbols of the four evangelists.'

The language of the specification should be familiar to candidates.

(b) Explain **two** of the symbols of the four evangelists. or eagle lion

(4)

One of the symbols of the evangelists is the Eagle. This is significant because it shows omniscience and that God looks over us like how an Eagle flies and looks over us.

Another symbol is the Lion. This is significant because it shows the bravery and of Jesus' sacrifice and that what he did was noble.



Candidates did not have to name the evangelist.

This candidate gains marks for:

- 'the eagle' (1)
- developed by '...looks over us' (1)
- 'the lion' (1)
- developed by '...was noble' (1)

Total: 4 marks

Question 4 (c)

Candidates were assessed on Section Three: Expression of and Ways of Life. Bullet point 4.5: The meaning and significance of drama: mystery plays, **passion plays**. The way drama is used to express belief and events including, for example Matthew 26:28, and the divergent ways in which drama may be used in church and other settings. (bold indicates the part of the bullet assessed by the question.)

The question asked was 'Explain two reasons why passion plays are important for Christians.'

(c) Explain **two** reasons why passion plays are important for Christians.

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

(5)

- Passion plays are important as it allows Christians who act in passion plays to utilize the gifts that God has given to us. In Scripture it says "serve the Lord with gladness" and Christians who love to act and take part in passion plays feel joy when doing so.
- Passion plays are also important to Christians as it helps with evangelism as non-Christians may see these ~~passions~~ passion plays and discover what the Christian faith is about and want to find out more. ^{This} ~~This~~ is important as Jesus talks about the importance of evangelism and how Christians ought to share their faith with others.



The candidate gains marks for two developed reasons, with reference to a source of wisdom.

- ...utilise gifts' (1)
- developed by a source of wisdom 'serve the lord with gladness' (1)
- further developed by '...take part...feeling of joy' (1)
- 'helps evangelism' (1)
- '...non Christians see...discover faith' (1)

Total: 5 marks

Question 4 (d)

The focus of the marking changes from AO1 to AO2 on the d items. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief. 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 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. 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.

Candidates were assessed on Section Four: Forms of Expression and Ways of Life: Bullet point 4.1 The meaning and significance of paintings and drawings within Christianity with reference to two specific pieces and Catechism of the Catholic Church 2502–2503: the way these are used to express belief by the artist and those who observe the art, **and the divergent ways in which paintings and drawings may be used in church and other settings.** (bold indicates the part of the bullet assessed by the question.)

The question asked was "Religious paintings help people to worship God."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

Questions are marked using a levels-based mark scheme and receive a 'best fit', according to the levels descriptors.

(d) "Religious paintings help people to worship God."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some Christians would agree with the statement as they believe religious paintings to be a form of sacred art and Christians teach that sacred art brings people to prayer, adoration, and closer to God because it is a form of expressing thanksgiving and worshipping God drawn from a source of inspiration. Paintings are very important for Catholics as the catechism of the Catholic Church says that sacred art promotes the purpose of art drawing people closer to God because it depicts / shows either an important religious figure or religious event which helps more people understand the Bible and the nature of God. This is a strong point because St Gregory the Great describes images as the 'Bible for the poor' as historically reading and writing were not very common and education wasn't always free but images allowed people to understand and

to worship God. Images break through language barriers allowing more people to feel/build a connection or understanding with/of God.

On the other hand some may disagree and say that paintings not only don't help people worship God but will distract them from the main focus of their worship.

Protestants oppose the use of images/paintings and icons as they believe that it can lead to idolatry since people will forget the purpose of their worship and sooner or later become dependant on paintings/images in order for them to worship. This is a strong point as it is human nature to become distracted so to avoid that paintings shouldn't be used to help people worship God.

In conclusion, more Christians would disagree with the statement as Christians would become dependant on the paintings and forget who they're supposed to be worshipping.

Images may bring across **(Total for Question 4 = 24 marks)**

~~the wrong message and~~

may not accurately portray something

TOTAL FOR PAPER = 102 MARKS



The candidate deconstructs religious information, underpinned by limited understanding.

Judgments are supported by some appraisal of the evidence given.

To gain Level 4 the candidate needs to provide a more coherent and sustained understanding and appraise the evidence given.

There are no marks for SPaG on this question.

Total: 7 marks

Level 3



Answer all questions.

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 scannable pages, using the blank spaces
- When answering the (a) items use three full sentences
- The source of wisdom offered to support answers in (c) items must be relevant to the question and support the reason given
- The (d) items asks 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
- On (d) items the bullet points indicate the viewpoints that can be awarded in the answer
- Candidates should read the questions carefully, and answer the question asked, fully
- Candidates should attempt every 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>

