



# **Examiners' Report**

## **June 2023**

**GCSE Religious Studies B 1RB0 1B**

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## Introduction

This paper is the most popular unit in the suite of papers: it contributes to 50% of the overall award when combined with another area of study/religion.

The paper includes four questions, each covers a section of the specification, candidates are expected to answer all four questions, and there is no element of choice on the paper. The details of the assessment content are provided in the specification. Centres are expected to use the Edexcel specification rather than other published resources when planning and teaching the course content.

This paper allows an in-depth study of Christianity as a lived religion within the United Kingdom, where it is the main religion, and its beliefs and teachings on life, specifically about Marriage and the Family and Matters of Life and Death. This unit engages the interest of young people, because it addresses many Christian beliefs and teachings in addition to some of the issues affecting young people today.

Note:

GENERIC INFORMATION regarding crossing out:

- When candidates have given two answers and crossed out the first – examiners mark the replacement answer.
- If the crossed-out answer was correct and the replacement is incorrect, marks are not awarded. The candidate has chosen to give the wrong answer.
- If the candidate crosses out a correct answer, and does not offer a replacement and the crossing out can be read, it is possible to obtain marks.

GENERIC INFORMATION regarding Sources of wisdom and authority.

The source must support the issue/reason/teaching/belief/way given.

If the source is attributed to the wrong person/source/numerical reference it cannot be credited e.g. a Pauline quote attributed to Jesus it cannot be credited.

Numerical references on their own are not credited the candidate must use it correctly e.g. not just write John 10:10.

The source of wisdom can be given as a recognisable paraphrase.

In (d) questions, 'Appraisal' shows:

- The value of the evidence provided
- the strength of the answer
- the validity of the chains in the answer
- a consideration of what is written in order to answer the questions (rather than simply which side they agree with)
- a measurement of which side is more logical
- an assessment of which is the more compelling argument
- an understanding of which argument is more convincing or rational

Some questions have marks for Spelling, Punctuation and Grammar – SPaG.

Assessment Objective(s) is abbreviated to AO.

## Question 1 (a)

The candidates needed to provide ways, not reasons or teachings, and they needed to refer to Biblical events/ teachings not general beliefs.

Teachers should refer to the specification for probable wording in questions. Candidates should be familiar with the specialist terms used in the specification.

1 (a) Outline **three** ways the Bible shows Jesus is the incarnate Son of God.

(3)

One way the Bible shows Jesus is the incarnate

Son of God is when Jesus walks on water.

Another way the Bible shows Jesus is the incarnate Son

of God is when Jesus is resurrected after he dies on the cross.

Another way the Bible shows Jesus is the incarnate

Son of God is when Jesus performed the miracle of turning water into wine.



**ResultsPlus**  
Examiner Comments

In this question anything in the Bible that shows the divinity of Jesus was credited.

This candidate writes three sentences outlining three ways.

- Jesus walks on water (1)
- Jesus is resurrected (1)
- Jesus performed the miracle of turning water into wine (1)

Total: 3 Marks



**ResultsPlus**  
Examiner Tip

Make sure there are three distinct sentences.

This question allowed a wide range of correct answers but they had to be evident as a way seen in an event /teaching in the Bible.

1 (a) Outline **three** ways the Bible shows Jesus is the incarnate Son of God.

(3)

one way the bible shows Jesus is the incarnate of God is the resurrection of Jesus on Easter.  
Another way the bible shows Jesus is the incarnate of God is the Trinity (the God, the Son, and the holy spirit).



**ResultsPlus**  
Examiner Comments

The candidate writes two sentences: however only one is a specific event /teaching in the Bible.

- Resurrection of Jesus (1)

Total: 1 Mark



**ResultsPlus**  
Examiner Tip

Examiners give one mark for each way outlined – written in a full sentence.

## **Question 1 (b)**

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks.

Development consists of one 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.

Answers needed to address ' the problem of evil and suffering' as shown in the specification.

(b) Explain **two** issues caused by the problem of evil and suffering for Christians.

(4)

one issue is that God is shown as not omnibenevolent whereas if Christians are suffering then if God ~~was~~ was all loving he would stop suffering

Another issue is that God is shown to not be omnipotent because if he was all powerful he could stop evil with his power.



**ResultsPlus**  
Examiner Comments

The candidate gives two developed issues.

- Issue One – God is shown as not omnibenevolent (1) Development One – if God were all loving he would stop suffering (1)
- Issue Two – God is shown not to be omnipotent (1) Development Two – if he was all powerful he could stop evil with his power (1)

Total: 4 Marks



**ResultsPlus**  
Examiner Tip

Candidates should be familiar with the specification.

This response shows the candidate has not understood what it mean by 'The problem of evil and suffering'.

(b) Explain **two** issues caused by the problem of evil and suffering for Christians.

(4)

One issue caused by evil and suffering for christians is thing such as flooding and earthquakes as ~~the~~ some christians may view them as punishments for God.

Another issues caused by evil and suffering is ~~sp~~ separation from God, the more sin their is in the world the further humanity strays from the way God made us.



**ResultsPlus**  
Examiner Comments

The candidate has responded to a question about evil and suffering in general not about the problem of evil and thus they gain 0 marks.



**ResultsPlus**  
Examiner Tip

Candidates need to learn specialist words and phrases.

## Question 1 (c)

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two beliefs were required, and both were needed to be developed, for 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or an example. The development must relate to the event 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.

If the development is not about the question and the belief given it will gain no marks.

Frequently, candidates write: 'and this is in the Bible and the Bible is the word of God' – this usually does not answer the question and no marks are given.

(c) Explain **two** Christian beliefs about Jesus shown by the crucifixion.

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

(5)

One belief shown about Jesus is that he is ~~one~~ one of the persons of God, as he was able to die for our sins. For example, in the Bible (Luke) it states 'forgive them father.' This means Jesus is proven to be God as he brought us salvation because of his death.

Another belief <sup>shown</sup> about Jesus is that he is also human. This is because he did die, praying that he was one of us and experienced our pain and was ~~worthy to~~ therefore human.



**ResultsPlus**  
Examiner Comments

The candidate gives two developed beliefs and makes use of a source in their reasoning.

- Belief One – One of the persons of God as he was able to die for our sins (1) Source – forgive them Father (1) Development One – he brought us salvation because of his death (1)
- Belief Two – He is also human (1) Development Two – because he did die (1)

Total: 5 Marks

This response gained 3 marks for one developed belief with the use of a source.

(c) Explain **two** Christian beliefs about Jesus shown by the crucifixion.

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

(5)

One belief is that if you believe Jesus died for humanity's sins you will go to heaven. This means that the only way to be a true believer is to think Jesus died for humanity on the cross. "Through only him can you achieve salvation."

Another belief is that Jesus is the son of God and part of the holy trinity. Jesus was resurrected after he was buried showing he had power over the universe.



**ResultsPlus**  
Examiner Comments

The candidate gives one accurate developed belief and makes use of a source in the reasoning.

- Belief One – Jesus died for humanity's sins (1) Development One – the only way to be a true believer (1) Source – through him you can achieve salvation (1)

The next paragraph is about resurrection not crucifixion and so cannot be credited.

Total: 3 marks



**ResultsPlus**  
Examiner Tip

Make sure you read the question carefully.

## 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, including their significance and influence.

AO2 constitutes 50% of the overall mark.

Please note that, neither in the bullet points, nor in the question stimulus are candidates required to give a non-religious response.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must some consideration of the validity of the arguments used/appraisal, to reach the higher levels.

Many candidates produced excellent answers giving reasons for and against but did not evaluate the credibility of the argument.

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

(d) questions are Level marked: they are not point marked. It is not possible to tick mark a (d) question.

\*(d) "Jesus needed to die to bring atonement with God."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

✓	X
• God sent him "sent his one and only"	• God is all-powerful "Let there be light" salvation/atonement achieved otherwise.

(15)

Most Christians would agree with the statement as in the Bible it illustrates how God sent Jesus for atonement - for example, it says "For God so loved the world he sent his one and only son". This means that God's love for humanity is so strong, he had to send Jesus with the purpose of dying on the cross in order to reverse the sins of all humanity, including the original sin. Without Jesus' death, ~~the~~ atonement would ~~at~~ never been reached and humans would still ~~to~~ spend their eternal life in hell. On the other hand, other Christians would ~~dis~~agree with the statement above because God is omnipotent. For example, God's all powerful nature is seen when he says "Let there be light", and there is light. If God is ~~ed~~ powerful enough to summon light on his command, he has ability to achieve atonement in any way. This means that in fact, Jesus' death was not necessary for atonement. Overall, the first argument is stronger as throughout the Bible it expresses that Jesus' purpose on earth ~~was~~ <sup>has</sup> to die on the cross for atonement.

Some Christians would agree with the statement because without Jesus, humans would still be punished. For example, after the original sin of Adam and Eve eating the forbidden fruit, all humans were sent to hell eternally as punishment. Jesus' death reversed this, making atonement and granting salvation. This means Jesus' death was necessary. However, some Christians would disagree as they believe they can receive the salvation and atonement through other ways. For example, the Catholic Church teaches that atonement and salvation is received through sacraments, such as baptism - "baptizing them in the name of the Holy Father, son and Holy Spirit". This means that by following the teachings of the church, Christians can receive atonement - making Jesus' death unnecessary for atonement. Overall, the second argument is stronger as it shows that atonement can be received not only by Jesus' death, but also by sacraments - so his death didn't 'need' to happen.

To conclude, the argument arguing for the statement is stronger since throughout the Bible it expresses how God sent Jesus in order to complete atonement. Since the Bible is the word of God, it has more merit than the teachings of churches. However, it's important to note that some Christians can receive atonement differently - so to them, the death isn't necessary.



The candidate has been awarded Level Three because:

- The answer shows coherent and logical chains of reasoning and accurate understanding of religion and belief.
- There are judgements made throughout the answer and appraisal is attempted.

The first paragraph provides coherent and logical chains of reasoning focussed on the concept that God sent Jesus for atonement. This is developed by making connections to biblical evidence and then further provides more reasoning linked to the nature of God. There is then an attempt to evaluate this argument and an alternative point of view which also uses the characteristic of God.

The second paragraph is another coherent argument based on the Genesis account and original sin requiring the sacrifice of Jesus. There is another attempt to appraise this argument.

Conclusions have been given throughout the argument. another conclusion is given at the end of the essay summarising the arguments used.

The answer gave sufficient accurate information to reach Level 3 in the bottom of the range of marks because most, but not all, of the demands of the level descriptor are met. It contains coherent and logical chains of reasoning and accurate understanding of religion and belief.

To reach Level Four the candidate would need to:

- demonstrate a wider understanding by using more logical chains of reasoning and connections among the full range of elements in the question with a comprehensive appraisal of evidence.

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 marks



Candidates should aim to spend half their time on d questions as they contain half the marks.

In this example it is clear that the SPaG interferes with the understanding of the response thus it gains 1 mark for SPaG as low performance.

\*(d) "Jesus needed to die to bring atonement with God."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

For

Jesus was died as God the Father send him to earth to spread the teachings of God and see what humans thinks about him and his creation. Jesus died on the cross which represents crucifixion. This means God is all loving and powerful as he saved humans life.

Against

Some Christians say that Jesus didn't had to die, ~~this means that God is all knowing and knowing~~



This candidate has been awarded Level One because:

The paragraph provides an argument 'Jesus died on the cross .. means God is all loving'. It shows an isolated element of understanding of religion and belief.

The candidate does not provide further development, opposite views, a conclusion, or any evaluation in the answer.

The answer gave sufficient accurate information to be awarded Level 1, at the middle of the of the range of marks because it contained isolated elements of understanding of religion and belief.

To be awarded Level Two the candidate would need to:

Make superficial chains of reasoning and attempt judgements and appraisal.

It is worth noting that accurate religious studies information must be awarded before any spelling, punctuation and grammar marks are awarded.

Level 1

Response: 2 Mark

SPaG: 1 marks

Total: 3 Marks



Candidates should aim to attempt all (d) questions giving arguments for and against and drawing a conclusion.

## Question 2 (a)

The majority of candidates gained 3 marks as there were many ways a local parish supports families.

(a) items are point marked – each outline requires a full sentence.

2 (a) Outline **three** ways the local parish may support families.

(3)

one way the local parish may support families is by holding baby support groups for mums. Another way is ~~holding fami~~ providing the option of family worship. Another way the local parish supports families is by ~~holding~~ providing parenting classes.



**ResultsPlus**  
Examiner Comments

The candidate writes three sentences – each sentence outlines one way.

- Holding baby support groups for mums (1)
- Providing the option of family worship (1)
- Providing parenting classes (1)

Total: 3 Marks



**ResultsPlus**  
Examiner Tip

Candidates should record each outline on a separate line.

This helps them know that they have written three outlines.

It helps examiners know when each outline has finished.

This question had multiple correct answers.

2 (a) Outline **three** ways the local parish may support families.

(3)

food banks for poorer families.

elderly groups

supporting families & charities financially.



**ResultsPlus**  
Examiner Comments

The candidate writes two sentences outlining two ways.

- Food banks for poorer families (1)
- Supporting families financially (1)

Total: 2 Marks



**ResultsPlus**  
Examiner Tip

(a) items are point marked – 'Outline' requires three outlined teachings in sentences.

## Question 2 (b)

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks.

In this question candidates were able to show understanding of the reasons why Christians marry or Christians teachings about marriage.

(b) questions are point marked – Two developed reasons are required.

(b) questions provide marks for four points, 2 for reasons and 2 for the development of each reason.

(b) Explain **two** reasons Christians think marriage is important.

(4)

one reason marriage is important is because it means they can have kids. ~~for exam~~ This is because it creates a stable ~~as~~ environment for a child to grow in.

Another reason is that it brings you closer to ~~g~~ God. This is because God is present when binding two people together



The candidate gives two developed reasons.

- Reason One – it means they can have kids (1) Development One – it creates a stable environment (1)
- Reason Two – it brings you closer to God (1) Development Two – God is present when binding two people together (1)

In this example it is clear that candidates do not have to write a lot to get maximum marks.

Total: 4 Marks



Write an answer that divides into two paragraphs, each containing a reason and a development.

This example shows that candidates cannot rely on guesswork they must learn the content of the specification.

(b) Explain **two** reasons Christians think marriage is important.

(4)

- One reason why Christians believe marriage is important is because it is one of the Sacraments. These are life long tasks a devout Christian must complete in order to be granted with ~~the~~ eternal life.
- Another reason is because Jesus had been married and Christians want to follow in his god's steps.



**ResultsPlus**  
Examiner Comments

This response gives one accurate reason.

- Reason One – It is one of the sacraments (1)

All the remaining information about sacraments and Jesus is incorrect and cannot be credited.

Total: 1 Mark



**ResultsPlus**  
Examiner Tip

Vary answers as much as possible, to avoid overlapping material.

## Question 2 (c)

In this question candidates were able to show knowledge and understanding of same-sex sexual relationships.

Candidates are asked to 'Explain two' on (c) items. Therefore, two attitudes are required, and both need to be developed to be awarded 4 marks. They must also correctly use a source of wisdom in their answer, which must be identifiable, relevant and linked to the way given in the answer. This is the 5<sup>th</sup> mark.

This (c) items provides marks for five points, 2 for teachings, 2 for the development of each teaching and one for an accurate source that relates to the teaching given.

Candidates must be prepared for the whole breadth and depth of the specification in order to achieve higher grades.

(c) Explain **two** Christian teachings about same-sex sexual relationships.

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

One Christian teaching is that same-sex <sup>relationships</sup> ~~relationships~~ are wrong. In the Bible it says 'no man shall lie with another man as he would a woman.' This shows that by having a same-sex relationship, you are going against God. The Bible also has several messages that having a same-sex relationship means you are going to hell.

Another Christian teaching is that same-sex relationships are allowed. Many Liberal Protestants do not think that same-sex relationships are inherently wrong, however, many do still not have same-sex marriages in their churches.



This candidate has given two developed teachings.

- Teaching One – Same sex relationships are wrong (1) Source – No man shall lie with another man as he would a woman (1)  
Development One – you are going against God (1)
- Teaching Two – Same sex relationships are allowed (1) Development Two – not wrong inherently (1)

Total: 5 Marks



Be familiar with the words used in the specification.

(c) items are point marked.

(c) Explain **two** Christian teachings about same-sex sexual relationships. <sup>Do not lie next to a man  
how you would  
lay next to  
a woman (5)</sup>  
In your answer you must refer to a source of wisdom and authority.

One Christian teaching about same sex relationships is that some liberal Christians may be more understanding of it.

<sup>some</sup> however Catholic Christians may be against some sex relationships as in the bible it states 'Do not lie with a man as you would with a woman'.



**ResultsPlus**  
Examiner Comments

This candidate has given two teachings, one is developed.

- Teaching One – Some Liberal Christians may be more understanding of it (1)
- Teaching Two – Catholic Christians may be against same-sex relationships (1) Development Two – do not lie with a man as you would with a woman (1)

Total: 3 Marks



**ResultsPlus**  
Examiner Tip

A source must be relevant and used as part of the candidate's reasoning.

## Question 2 (d)

The focus of the marking is AO2 on the d items. As explained in the specification this means:  
Analyse and evaluate aspects of religion and belief, including their significance and influence.  
AO2 constitutes 50% of the overall mark on the paper.

The question asks candidates to 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting student's progression to the higher levels.

(d) items are marked using levels and awarding is carried out using 'best fit' according to the level descriptors.

Please note that candidates were required to give a different Christian point of view, if they did not then their answer was capped at Level 2 because an element of the question has been ignored.

(d) questions are good discriminators of achievement in RS. Candidates who did well recognised that this was about whether leaders in the Church should be men alone or men and women and were able to expand answers with appraisal. Candidates who did not achieve high marks did not answer the question about leaders in Church.

There are many different ways to answer d) items and gain marks: a template will not assure good marks.

(d) "Both men and women should be leaders in the Church."

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~~ <sup>some</sup> Christians, specifically Catholics, may believe this statement to be true, ~~as~~ this is because during the last supper, Jesus performed the first mass with the first eucharist and told the disciples 'do this in memory of me.' and to accurately perform masses, only men can be in charge of those ceremonies as Jesus was a male, ~~to~~ whether they are priests or vicars or even popes. An argument for this may be that God promoted equality and ~~worked~~ <sup>created</sup> all humans - man and woman in his image. How can Christians truly follow God's teachings if women lack an important role in the church? A counterargument for this may be that women do have an important role in the church, if they devote their life to becoming nuns. The first argument is stronger in this case because women are not entirely left out within the roles of the church, as nuns still play a great part in offering their time on earth to God and even running schools and preaching to the children in their education.

more modern-minded  
Some Christians, however, ~~the Protestants~~ are part of churches where women too can hold mass. ~~and~~ <sup>this</sup> is a more ~~recent~~ twenty first century idea that could have been seen as blasphemous at worst many years ago, but it does promote equality as God would have wanted. However, some Christians may argue that since there are no recorded occurrences of women ~~in~~ preaching to crowds or Jesus ever specifically approving women-lead Christian activities, it should not be condoned. ~~Then~~ A <sup>rebuttal</sup> ~~claim~~ for that may be that the Bible wasn't originally written in English, leading to many possible mistranslations and thus arguments over the mistranslations, who is to say that Jesus's <sup>clear</sup> ~~not~~ exclusion of women for religious purpose is not a mistranslation? The second argument in this case is stronger as Christians - especially literalists - must follow <sup>anything</sup> ~~any~~ written <sup>in the Bible</sup> as that is their only means of communication with God.

to conclude, both men and women should not be leaders in the church as to truly recreate mass in <sup>memory of</sup> Jesus, a man (priest) must hold the ceremony, and it is what is encouraged in the Bible.



The candidate has been awarded Level Three because:

- The answer shows coherent and logical chains of reasoning and accurate understanding of religion and belief.
- There are judgments made throughout the answer and appraisal is attempted.

The first paragraph provides coherent and logical chains of reasoning focussed on the concept that Jesus and his disciples were men. It develops this idea making connections and then further provides more reasoning linked to the eucharist.

The paragraph continues with an argument against, which discusses equality in the Genesis account. This is developed with a superficial argument about the role of nuns and an attempt at evaluation.

The second paragraph is a different Christian point of view – this is required by the question and provides a logical chain of reasoning linked to women leading in Churches and mistranslation of the Bible.

This is followed by an attempt at evaluation.

A conclusion is then given, which briefly appraises the arguments given.

The answer gave sufficient accurate information to be awarded Level 3 in the bottom of the range of marks because most of, but not all, the demands of the level descriptor are met.

It contains coherent and logical chains of reasoning and accurate understanding of religion and belief.

To reach Level 4 the response would have to:

Demonstrate a wider understanding by using more logical chains of reasoning and connections among the full range of elements in the question, with a comprehensive appraisal of evidence.

Level 3

Total: 7 Marks



Candidates should do a brief plan to help structure the essay.

This question does not give SPaG marks – it is out of 12 marks.

(d) "Both men and women should be leaders in the Church."

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)

~~One way~~ Reasons for the statement is that men and women are seen as equals. God created mankind in his own image so both men and women are equal as God made them how he wanted them to be.

Against, God made women from a man so men can be seen as more important.



The candidate has been awarded Level One because:

The paragraph provides an argument 'God created mankind in his image' this is explained using the concept of equality.

The next paragraph is a counter-argument, God made women from men.

The candidate does not provide a conclusion or any evaluation in the answer.

Reasons are not developed; the information is very general. It shows isolated elements of understanding of religion and belief.

The answer gives sufficient accurate information to be awarded Level 1 at the middle of the range of marks because it contains mostly general information, within isolated elements of understanding of religion and belief.

To be awarded Level Two the candidate would need to make superficial chains of reasoning and attempt judgements and appraisal.

Level 1

Total: 2 Marks



The content of a d question response should answer the question.

### Question 3 (a)

This question worked well: it highlighted those candidates who knew about the impact of sacraments on Christian life. It was a wide question.

This is a full mark response.

3 (a) Outline **three** reasons why sacraments may be important in Christian life.

(3)

One reason is ~~so~~ that <sup>Christians</sup> they can become a member of God Church

Another reason is that they can be closer to God

Another reason is that they can get rid of their sins and ask for forgiveness.



The candidate writes three sentences – each sentence outlines one reason.

- That a Christian can become a member of the Church (1)
- They can be closer to God (1)
- They can get rid of their sins (1)

Total: 3 Marks



Each belief needs to be in its own standalone sentence, otherwise it is not an outline.

This response includes inaccurate information.

3 (a) Outline **three** reasons why sacraments may be important in Christian life.

(3)

one reason why sacraments may be important in christers life because it gets them closer to god.  
Another reason is because its ~~its~~ obligatory  
on Another reason is to spread Jesus word and ~~to~~ ask for forgiveness and get into heaven.



**ResultsPlus**  
Examiner Comments

The candidate writes three sentences – only 2 of them are credit worthy

- It gets them closer to God (1)

The next line 'it is obligatory' is inaccurate and cannot be credited

- To ask for forgiveness (1)

Total: 2 Marks



**ResultsPlus**  
Examiner Tip

Three separate sentences is a good idea!

### Question 3 (b)

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or an example. The development must link to the reason given and to the question asked.

In this question candidates were able to show knowledge and understanding of the worldwide Church. Those that confused this with a parish church gained fewer / no marks.

(b) items are point marked – two reasons are required.

(b) Explain **two** reasons why the Church is important in the worldwide community.

(4)

The worldwide church provides aid for those who need it all around the world. Through methods such as fundraisers and other charity events the worldwide church is able to donate the money accumulated from that to the ~~world~~ less fortunate.

The church serves as a message to those who are not Christians and spreads the gospel. This is important as it serves as a form of doing ~~and~~ God's work.



The candidate gives two developed reasons – 4 marks.

- Reason One – provides aid for those who need it (1) Development One – donates money accumulated (1)
- Reason Two – serves as a message to those who are not Christians (1) Development Two – spreads the gospel (1)

Total: 4 Marks



Examples linked to the reason given are a good form of development.

(b) items are point marked – two developed reasons are required.

(b) Explain **two** reasons why the Church is important in the worldwide community.

(4)

One reason why the Church is important in the worldwide community is because people feel closer to God. This means that when people go to the church, they feel like they can have a more connected to God. Another reason why the Church is important in the worldwide community is because the Church is a holy place where you talk to God and ask for ~~se~~ forgiveness. This means that people see the Church as a holy place to talk to God, ask for forgiveness and repent your sins.



**ResultsPlus**  
Examiner Comments

The candidate does not know what the worldwide Church is – their answer refers to a local church.

Total: 0 Marks



**ResultsPlus**  
Examiner Tip

Candidates should learn the difference between the world-wide Church and the local church.

### Question 3 (c)

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or an example. The development must link to the reason given and to the question asked.

In this question candidates were able to show knowledge and understanding of pilgrimage. There were many possible answers so candidates did well on this question.

This candidate accurately uses a source as part of their response.

(c) Explain **two** activities that may take place on a pilgrimage.

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

(5)

following in Jesus' footsteps by  
One Activity is 'visiting the places from Jesus' last days.  
If you go on pilgrimage to Jerusalem you may walk the stages  
of the Cross to help reflect on Jesus' struggle and sacrifice

Another Activity is ~~extra~~ group prayer. An example of where  
you do this is in Taizé and people do this to feel connected  
with each other and God but also in the Catechism it says  
'Pilgrimages ~~evoked~~ evoke us on a spiritual journey' which  
through prayer then create a stronger connection to God.



This candidate has given two developed activities and uses a source.

- Activity One – Following Jesus footsteps (1) Development One – visiting the places from Jesus last days (1)
- Activity Two – Group prayer (1) (Then there is information at a tangent to the maximum marks) Source – Pilgrimages evoke us on an spiritual journey (1) Development Two – creates a stronger connection to God (1)

Total: 5 Marks

Examiners will always award maximum marks available.



Learn and use quotations.

If candidates find the use of a source difficult, then it is better to tell them to answer a (c) question in the same way as a b) question, rather than writing 'a source to support this' or 'a quote related to this is'.

(c) Explain **two** activities that may take place on a pilgrimage.

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

(5)

One activity is visiting Jesus' birthplace in Bethlehem. This may make Christians feel closer to God because it is where he came to Earth in human form.

A second activity is visiting Jerusalem. They may do this because Jesus went on pilgrimage to Jerusalem with his mother and father, this was proved in the new testament.



**ResultsPlus**  
Examiner Comments

This candidate has given two developed activities.

- Activity One – Visiting Jesus's birth place (1) Development One – feel closer to God (1)
- Activity Two – Visit Jerusalem (1) Development Two – because Jesus went on pilgrimage there (1)

Total: 4 Marks



**ResultsPlus**  
Examiner Tip

Write responses to c questions in 2 paragraphs.

### Question 3 (d)

Candidates are assessed on AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall marks on this paper.

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must some consideration of the validity of the arguments used /appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument.

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

(d) items are marked using a levels – based mark scheme and marks are given using 'best fit,' according to the levels descriptors.

Please note that, neither in the bullet point, nor on the question are candidates required to give a non-religious response.

(d) questions are good discriminators of achievement in RS. Candidates who did well knew about the use of the local church and were able to expand answers with evaluation.

This question includes an additional 3 marks for SPaG.

This question is about the local church and what it does for people living locally. Good answers wrote about the support the local church offers versus other support networks.

\*(d) "The local church is essential for the individual believer."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings.
- reach a justified conclusion.

(15)

Some Christians would agree with this statement because they believe that local Church is important in ensuring that the religion grows. This is ~~important~~ because they believe that through services (at local Church) such as youth clubs, many individuals can strengthen their belief in God. and This can be supported by 'Let the children come to me,' which evaluates the importance of attending local Church ~~as~~. This means that parents have a duty to take their children to the local Church because God himself said so. This is a strong argument because it shows that many people go to Church to learn more about the teachings and their faith in Christianity. This is a weak argument because they believe that individual believers will worship and pray anywhere and they do not attend Church as much but do non-liturgical forms of worship.

Some Christians may disagree with the statement because they believe that <sup>attending</sup> local Church is not essential. ~~this~~ This is ~~because~~ because they believe ~~se~~ in modern society some Christians prefer other ways of praying. This means that they prefer informal prayers which can not be necessarily done in Churches. This can be supported by 'worship no one else', this means that Christians must only worship God and ~~it's~~ ~~owner~~ and a breaking this is a sign sin. This is a strong argument because they believe that Church goes by liturgical worship and set prayers which in today's society ~~is~~ many find <sup>it</sup> difficult. This is a weak argument because individual believers need the support of the Church to help bring them into the faith and to help guide them in life which is the role of the Church.

In conclusion, the most persuasive argument is ~~to~~ that it is essential for the individual <sup>believer</sup> because they are able to connect with God in his place of worship, on a deeper level. ~~Whereas,~~ <sup>Whereas,</sup> this will not be possible outside of Church.



The response reaches Level Two because:

The first paragraph provides a reason: 'services..individuals can strengthen their belief' this is supported with examples and reasoning and there is then an attempt at evaluation ' this is a strong argument because' however this then just gives another reason – the candidate is not assessing the strength of what they have written.

The second paragraph uses an alternative reason based on the idea that the church is not needed for worship, this is supported by a biblical evidence in a chain of logical reasoning and another attempt at appraisal.

The candidate then gives a personal opinion and a conclusion, which does not show judgment of the arguments: it simply repeats an argument already given.

The answer gave sufficient accurate information to reach Level 2 at the top of the range of marks because it contains the belief and understanding, and evaluation expected in Level 2.

To be awarded Level Three the candidate would need to:

Demonstrate more understanding of beliefs about the value of the local church using logical chains of reasoning and make connections between the elements in their response.

Level 2

Response: 6 Marks

SPaG: 3 Marks

Total: 9 Marks



Candidates may write on the exam paper to plan their answers.

This an example of a candidate which could have gained more marks if they had re-read the question or had more time.

**\* (d) "The local church is essential for the individual believer."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some Christians would agree with the statement. This is because the local church provides different types of worship and sacraments such as ~~the~~ liturgical ~~prayer~~ <sup>worship</sup> which is set prayer and rituals. This means that individual believer would pray worship God with set prayer ~~and~~ showing that he will be God is never forgotten. ~~This supported by~~ is supported by This is a strong sacrament because



The candidate has been awarded Level One because:

The paragraph provides an argument 'provides different types of worship,'. Followed by examples, it shows an isolated element of understanding of religion and belief.

The candidate does not provide further development, opposite views, a conclusion, or any evaluation in the answer.

The answer gave sufficient accurate information to be awarded Level 1, at the bottom of the of the range of marks because it contained an isolated elements of understanding of religion and belief.

To be awarded Level Two the candidate would need to:

Make superficial chains of reasoning and attempt judgements and appraisal.

It is worth noting that accurate religious studies information must be awarded before any spelling, punctuation and grammar marks are awarded. However, as can be seen in this example, it can make a big difference to a candidate's marks if they attempt (d) questions.

Level 1

Response: 1 Mark

SPaG: 3 marks

Total: 4 Marks



Candidates should organise their time to attempt every question.

## Question 4 (a)

This question asked is straight off the specification:

The candidates needed to provide Christian responses which usually meant Christian teachings about life after death or reasons why the non-religious view was wrong.

Most candidates were able to explain Christian teachings about life after death – they got low /no marks if they simply gave the non-religious point of view rather than a response.

This is a full mark answer.

4 (a) Outline **three** reasons Christians reject non-religious arguments against life after death.

(3)

They believe that Jesus' resurrection showed <sup>evidence</sup> that there is an after life for Christians "I am the resurrection and the life".

They argue that it is not merely a source of comfort but is a real <sup>comfort</sup> ~~and~~ as there is actually an afterlife.

Also, Christians argue that, though some may use life after death as social control, this does not disprove the existence of an afterlife but promotes more people to attain salvation (go to Heaven)



**ResultsPlus**  
Examiner Comments

The candidate receives one mark for each teaching outlined (written in a sentence).

- Jesus's resurrection showed there is life after death (1) – the extra information is not needed
- It is not merely a source of comfort, but a real comfort (1)
- Social control... does not disprove the existence of an afterlife (1)

Note – the candidate has written too much in each answer so may have run out of time later in the paper.

Total: 3 Marks



Write (a) answers in concise sentences.

This candidate seems to know the content, it is a shame they do not write more.

4 (a) Outline **three** reasons Christians reject non-religious arguments against life after death.

(3)

If you lived a good life on earth you will get rewarded by going Heaven. and that if you did not and committed sins you are not sorry for you will get punished



The candidate receives one mark for each teaching outlined (written in a sentence).

- If you live a good life on earth you will be rewarded by going to heaven (1) – the extra information is not needed

Total: 1 Mark



Candidates should provide three full sentences to answer an (a) question.

## Question 4 (b)

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two teachings are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or an example. The development must be of the reason given and to the question asked.

In this question, candidates were able to show knowledge and understanding about euthanasia. Most recognised that euthanasia is not accepted by any Church except for passive euthanasia, (indeed it is illegal).

(b) items are point marked – Two developed ways are required to gain 4 marks.

(b) Explain **two** Christian teachings about euthanasia.

(4)

Catholics accept the uses of passive euthanasia ~~as they believe that it is~~ which means they accept doctors switching off life support machines. This is because they believe that people should be given extensive treatment which may prolong their life but not better their health.

~~There~~ Some ~~Christians~~ Christians do not accept the use of euthanasia. This is because they believe in the sanctity of life which is that <sup>human</sup> life is a gift from God so it must be treated with respect and so only God can choose when to take away a life. <sup>Some</sup> Christians don't accept the use of euthanasia as only God can choose when people die.



The candidate gives two developed teachings.

- Teaching One – Catholics accept the use of passive euthanasia (1)  
Development One – they accept doctors switching off life support machines (1) the rest of this paragraph is not required
- Teaching Two – some Christians do not accept the used of euthanasia (1) Development Two – they believe in the sanctity of life (1) the rest of this paragraph is not required

Total: 4 Marks

This answer could have been much shorter and still gained full marks.

Candidates do not have to use all the lines given.



Read the secondary command word in each question, in this case, it is 'teachings'.

This answer incorrectly says that Christian Churches accept euthanasia and does not gain marks because of this. Whilst individual Christians may accept it is not a Church teaching and cannot be credited.

(b) Explain **two** Christian teachings about euthanasia.

(4)

One teaching ~~is~~ that from a Catholic Christian is that euthanasia is prohibited because they believe in the sanctity of life and how humans cannot end the life that God has created and given to them at birth.

Another teaching is that it can be allowed if it is the most loving thing to do in the situation because a key Christian belief is agape love.



The candidate gives one accurate developed teaching.

- Teaching One – Euthanasia is prohibited (1) Development One – because they believe in the sanctity of life (1) the rest of this paragraph is not required

The second paragraph cannot be credited.

Total: 2 Marks



There is a difference between what some Christians choose to believe and what Churches teach – make sure you are learning accurate Church teaching.

## Question 4 (c)

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two beliefs 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/paraphrase) or an example. The development must link to the belief given (which must be supported by Church teaching) and to the question asked.

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

Most candidates were able to identify Christian beliefs about evolution as an explanation the origins of life. Some discussed the Big Bang and the origins of the universe/world which is a separate bullet point in the specification and was incorrect and thus gained lower marks.

(c) items provide marks for five points: 2 for responses, 2 for the development of each response and one for an accurate source that relates to the response given.

(c) Explain **two** Christian responses to evolution as an explanation for the origin of life.

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

(5)

One response is God made everything and evolution does not exist as everything is how God made it as he made the ~~un~~ world and everything on it in 577 days.

Another response is God made <sup>everything</sup> but allowed the species to adapt so evolution ~~can~~ <sup>does</sup> happen but because God has made it to.



The candidate gives two responses one of these is developed.

- Response One – God made everything and evolution does not exist (1) Development One – he made .. everything in it in six days (1)
- Response Two – God made everything but allowed species to adapt so evolution does happen (1)

Total: 3 Marks



You do not have to reference a quote, nor quote it word-for-word.

This answer refers to creation of the world throughout so cannot gain marks.

(c) Explain two Christian responses to evolution as an explanation for the origin of life.

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

(5)

One Christian response is that God created the earth and life due to the creation story, where the bible states how ~~Jesus~~ God made the world in 6 days then on the seventh has a rest

Another response is that God created evolution due to being omnipotent and making the world, this is shown in the Bible ~~when~~ when ~~the~~ God made the world from nothing.



**ResultsPlus**  
Examiner Comments

The answer needed to be specifically about the evolution and the creation of life – when it refers to evolution it immediately refers to the world so it cannot be credited.



**ResultsPlus**  
Examiner Tip

Candidates should be familiar with the wording used in the specification.

## Question 4 (d)

Candidates are assessed on AO2 : Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall marks on this paper.

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting progression to the higher levels.

(d) items are marked using levels and awarding is carried out using 'best fit' according to the level descriptors.

(d) questions are good discriminators of achievement in RS.

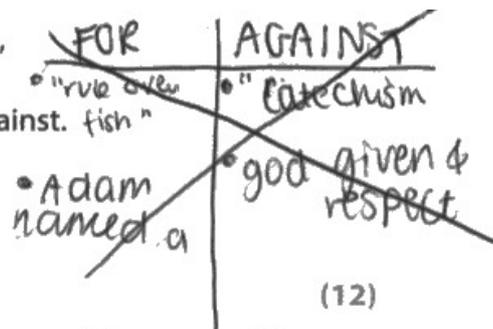
The words commodity and stewardship are found in the specification and should be recognisable to candidates.

(d) "The universe is a commodity to be used as humans want."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.



Some Christians would agree with this statement. ~~as~~ In the creation story, God says humans should "rule over the fish in the sea." This teaches Christians that they have dominion over the ~~animals and~~ universe as God created it for them to use as they wish. However, Catholics would disagree with this.

~~They~~ In the Catholic catechism it says that humans do not have complete dominion over the universe. The Catechism tells Catholics that they should look after the universe and be stewards as they do not have complete dominion and therefore should not just use the universe as a commodity. This is the stronger argument as this shows that humans do not have complete control over the universe and cannot just use it as they wish. ~~Also, as they~~

★ Also, as they believe it is given to them by God, they wish to look after it as treating the earth and universe ~~the~~ wrong might anger God, and they could go to hell.

Some Christians would agree with this statement. ~~As~~  
The creation story teaches that God allowed Adam to name the animals. This means that the universe must be a commodity as God allowed Adam to have control over this. However, many Christians would disagree with this as the creation story also teaches that life is God given. ~~As~~ In Genesis, it says God "made the ~~the~~ heavens and the earth." This means that everything in the world has been created by God and therefore Christians should treat the universe with respect. This is the stronger argument as the entire religion is centered on the belief of God and therefore, Christians would want to respect him. ★

In conclusion, the stronger argument is the argument against this statement. God created the universe and therefore Christians believe that they should be respectful and be stewards to the earth, looking after it. ~~As~~ This does not mean they cannot use the earth to their benefit like cutting down trees for paper and other examples, but it means that they do so moderately and respectfully and not using the universe as a commodity as it belongs to God.

(Total for Question 4 = 24 marks)



The response reaches the lower end of Level 3 because:

- The answer shows coherent and logical chains of reasoning and accurate understanding of religion and belief.
- There are judgments made throughout the answer and appraisal is attempted.

The first paragraph provides coherent and logical chains of reasoning focussed on the concept that humans were made to 'rule over the fish in the sea'. This idea is developed, making connections to dominion and the catechism and then further provides more reasoning. There is then an attempt to evaluate these answers.

The second paragraph provides an alternative point of view that 'life is God given'. It develops this idea making connections to Genesis and then further provides more reasoning. There is then an attempt to evaluate these answers.

A conclusion is follows, which briefly appraises the arguments given.

The answer gave sufficient accurate information to be awarded Level 3 in the bottom of the range of marks because most, but not all, of the demands of the level descriptor are met. It contains coherent and logical chains of reasoning and accurate understanding of religion and belief.

To reach Level Four the candidate would need to: demonstrate a wider understanding by using more logical chains of reasoning and connections among the full range of elements in the question with a comprehensive appraisal of evidence.

Level 3

Total: 7 Marks



Candidates and teachers should be familiar with the levels mark scheme.

This candidate has been using scaffolding to assist them, whilst this may be good at points when teaching, by the time they reach the exam candidates should not be using it in their response.

(d) "The universe is a commodity to be used as humans want."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(12)

For scientific

In scientific research it was found that it was started from the Big Bang theory. Scientists think that they can do whatever they want with the universe. They say ~~God~~ <sup>Some</sup> Christians say God had sent them humans to earth so ~~that~~ this means that humans have the rule over the God's creation. This means God is all-powerful as he created the universe.

Against

Some Christians say that the universe is made by God so humans don't have right to touch God's creation or do anything <sup>wrong</sup> with it that will harm nature. 'God made the world in six days and rested on the seventh'. This means ~~is~~ God created the world so you shall be thankful to it and take care of it. Humans will be judged on the judgement day based on their sins whether they will go to heaven or hell. It is important that people help the poor ones, this means they will go to heaven as if they did good deeds.



The candidate has been awarded Level One because:

The paragraph begins with a non-religious view which is ignored then it provides an argument 'God sent humans to earth this means that humans have to rule over it'. It shows an isolated element of understanding of religion and belief.

The next paragraph provides an alternative argument 'made by God so humans don't have the right to touch God's creation'. These rest of this answer is not on topic. It shows an isolated element of understanding of religion and belief.

The candidate does not provide further development, a conclusion, or any evaluation in the answer.

The answer gave sufficient accurate information to be awarded Level 1, at the top of the of the range of marks because it meets the level descriptor.

To be awarded Level Two the candidate would need to:

Make superficial chains of reasoning and attempt judgements and appraisal.

Total: Level One

3 Marks



Learn the whole of the specification, so there are no gaps in knowledge.

## Paper Summary

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

- Answer (a) items in outlines – this means they should write in full sentences
- Provide 3 sentences for (a) items, each should be on a separate line
- (b) items should have 2 developed reasons (not more than 2)
- Development may be any of : 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 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 given
- (d) item responses must show AO2 skills to obtain high marks
- (d) items must show an appraisal of the argument not simply rely on a set format
- Level descriptors should be used to mark d) items

## **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>

