



# **Examiners' Report**

## **June 2024**

**GCSE Religious Studies B 1RB0 2B**

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# Introduction

GCSE (9-1) Religious Studies 2024

Religious Studies B – Beliefs in Action

Paper 2: Area of Study 2 – Religion, Peace and Conflict

Option 2B – Christianity

This paper contributes to 50% of the overall GCSE award. The paper includes four questions, each covers a section within the specification, candidates are expected to answer all four questions, 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. Examination questions are set using the specification.

This paper allows an in-depth study of Christianity as a lived religion within the United Kingdom, its beliefs and teachings on life. Specifically, it allows a study of Crime and Punishment and Peace and Conflict. These are issues that are increasingly relevant in the lives of young people today. Thus, this paper engages the interest of candidates, as it addresses these issues from a Christian perspective.

Note:

Assessment Objective(s) — AO

SPaG —Spelling, Punctuation and Grammar. Marks are available for SPaG on Questions (Q)01(d) and Q03(d)

## Question 1 (a)

Candidates were assessed on Section One: Christian Beliefs.

Bullet point 1.6 – Christian eschatology .

The question asked was:

Outline **three** Christian beliefs about eschatology .

The candidates needed to provide beliefs about eschatology. These beliefs could be the beliefs of any Christian denomination, they did not have to be biblical. Thus, there was a wide range of possible answers.

This question was accessible: it allowed candidates to show their understanding of eschatology and what it means for Christians. Most candidates were able to refer to heaven and hell. Less-able candidates did not know what eschatology was. It is important that candidates are familiar with all the specialist terminology used in the specification.

The candidate is given 0 marks.

One mark is given for each accurate teaching identified and written in a sentence.

1 (a) Outline **three** Christian beliefs about eschatology.

(3)

ONE Christian belief about eschatology is to help others.  
another christian belief about eschatology is charity.  
A third belief about eschatology is the sacrament.



This candidate guesses answers incorrectly — they may not know what eschatology means.

Total: 0 marks



Candidates should read the questions carefully; this will ensure they give the information the mark scheme requires.

This candidate writes three sentences outlining Christian belief about eschatology.

They receive one mark for each outline.

1 (a) Outline **three** Christian beliefs about eschatology.

(3)

One belief is that Christians will go to Heaven <sup>or Hell.</sup>  
Another belief is Christians will be resurrected. A  
Final belief is Christians (Catholics) will go to  
purgatory.



**ResultsPlus**  
Examiner Comments

The candidate writes three brief sentences outlining three beliefs.

- One belief is that Christians will go to heaven (1)
- Another belief is that Christians will be resurrected (1)
- Final belief is Christians (Catholics) will go to purgatory (1)

Total: 3 marks



**ResultsPlus**  
Examiner Tip

Candidates should make sure they have three distinct sentences.

## Question 1 (b)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.2 – The creation of the universe and of humanity

The question asked was:

Explain two different ways the biblical accounts of Creation may be understood.

Candidates are asked to 'Explain two' on (b) items. Therefore, two ways are required, and both need to be developed to receive the maximum 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 linked to the ways given and to the question asked.

This question elicited good answers about the metaphorical and literal understandings of the biblical account. Most candidates knew these, although some described the six days of creation and gained much lower marks.

(b) Explain **two** different ways the biblical accounts of Creation may be understood.

(4)

One liberal interpretation of the biblical account of creation is that Genesis is just a story about God's power. This means they might believe other accounts of creation like the big bang theory.

Fundamentalist Christians may understand the Creation story as fact. This means that they wouldn't believe in evolution and would think God made humans, not the big bang.



**ResultsPlus**  
Examiner Comments

This response receives 4 marks for two developed ways.

- One liberal interpretation is that Genesis is just a story (1)
- Developed by: about God's power (1)
- Fundamentalist Christians may understand the Creation story as fact (1)
- Developed by: this means they wouldn't believe in evolution (1)

Total: 4 marks



**ResultsPlus**  
Examiner Tip

Teachers should refer to the specification for possible questions.

This response gains 4 marks: it shows that candidates should write in two separate paragraphs. However, the candidate has written too much.

When candidates have given two answers and crossed out the first, examiners mark the replacement answer.

(b) Explain **two** different ways the biblical accounts of Creation may be understood.

(4)

One way the account of creation may be understood is literally. This is the belief that God did make the world in 7 days and in all the stages. Christians may believe this as it is written down to mean a literal meaning in the book of Genesis.

Additionally, some Christians would understand it to be metaphorical. This is the idea that ~~God~~ God still made everything however not as the Book of Genesis said and that most likely the Big Bang still happened.



The candidate gives two developed beliefs.

- One way the account of creation may be understood is literally (1)
- Developed by: This is the belief that God did make the world in 7 days (1)

The extra written material is not needed

- Additionally, some Christians would understand it to be metaphorical (1)
- Developed by: This is the idea that God still made everything however not as the Book of Genesis said (1)

The extra written material is not needed.

Total: 4 marks

## Question 1 (c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.8 – Divergent solutions offered to the problem of evil and suffering.

The question asked was:

Explain two theoretical solutions to the problem of evil used by Christians.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two solutions 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 both to the solution given and to the question asked.

If the development is not about the question even if it relates to the reason 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 therefore receives no marks.

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

This response is given 0 marks out of 5.

(c) Explain **two** theoretical solutions to the problem of evil used by Christians.

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

(5)

one theoretical solutions to help the  
problem of evil is through support  
groups and charities such as the  
Christian Aid, which aim to help  
people who suffer and helping people  
in need as love and forgiveness is a big  
Christian teaching. Another theoretical solution  
to the problem of evil is helping prisoners  
reform into a better person Christians  
follow this as Jesus's teachings were about  
forgiveness and allowing the ability to  
reform and change their ways.



**ResultsPlus**  
Examiner Comments

The candidate gives no accurate material.

The response does not refer to theoretical solutions – this is required by the question so it cannot be credited.

Total: 0 marks



**ResultsPlus**  
Examiner Tip

Candidates must learn sources of wisdom and be able to use them accurately and in context.

(c) items are point marked

(c) items can be given 5 marks: 2 for each reason, 2 for the development of each reason and 1 for an accurate source that relates to the reason given.

(c) Explain **two** theoretical solutions to the problem of evil used by Christians.

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

(5)

One theoretical solution to the problem of evil is the vale of soul making, or the idea that suffering builds strength. The Bible states 'suffering produces perseverance'. This exemplifies that philosopher John Hick believed God gave humans suffering and evil to strengthen our characters.

Another theoretical solution is the Fall. This is the idea that because Adam and Eve disobeyed God and ate the forbidden fruit, humanity was cursed with original sin, which explains evil and suffering.



The candidate gives two developed reasons, using a source.

- One theoretical solution is the vale of soul-making (1)
- Developed by: The idea that suffering brings strength (1)

A source is used:

- Suffering produces perseverance (1)
- Another theoretical solution is the Fall (1)
- Developed by: Humanity was cursed with original sin, which explains evil and suffering (1)

Total: 5 marks



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

## Question 1 (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, including their significance and influence.

AO2 constitutes 50% of the overall mark.

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.4 – The last days of Jesus' life.

The question asked:

“The resurrection of Jesus is essential for Christians to understand the person of Jesus.”

Evaluate this statement considering arguments for and against .

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

Please note that neither in the bullet point, nor on the question, are candidates required to give a non-religious response. Candidates who gave a non-religious view had this part of the answer ignored.

Better candidates recognised that this was a statement that should have led to a discussion of Christology and what events/teachings best show the person of Jesus.

Those candidates who focussed on the resurrection as an event found it difficult to gain marks.

This year there was a new mark scheme for (d) questions. Teachers who are not familiar with it should access the training materials on the Edexcel website.

(d) items are **levels** marked, they are **not** point marked.

In (d) questions the statement asks candidates to consider 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.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

\*(d) "The resurrection of Jesus is essential for Christians to understand the person of Jesus."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

The resurrection was essential to understand Jesus because it established Christianity. When Jesus was crucified it was on a Friday which is now celebrated as Good Friday and if Jesus was never resurrected people would believe that Jesus was lying about being the son of God as there would be no proof of him getting miracles. This was essential to Christians understanding Jesus as because if Jesus had never resurrected the belief of Christianity wouldn't have existed as society would not believe a fake messiah. Christians understood Jesus as the man who was a sacrificial lamb to repair the bond with humanity which then led Jesus to ascend to heaven etc.

However, some Christians are against this statement and say that the last supper helped Christians understand Jesus. When Jesus was at the last supper with his 12 disciples

he gave them to eat and wine where the wine represented his blood and the bread represents his body and during the last supper he informed his ~~advices~~ disciples to not fight those who oppose him. This is important because of how they understood Jesus as a person as Jesus would sacrifice himself to help his disciples. So by Jesus talking to his disciples during the last supper it helped Christians understand Jesus as a person.

In conclusion I believe that the resurrection was the most important part of understanding Jesus because it caused people to understand that Jesus was telling the truth.



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

The answer gave sufficient accurate information to reach Level 3 however not all the demands of the level descriptor are met.

The answer gave:

A good analysis of the statement that uses logical chains of reasoning to discuss different points of view

It needed reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion to get a higher Level 3.

SPaG is given 2 marks, because it meets intermediate level descriptors

- Candidates spell and punctuate with considerable accuracy.
- Candidates use rules of grammar with general control of meaning overall.

Please note handwriting is not part of the SPaG mark.

Question: 7 marks

SPaG: 2 marks

Total: 9 marks

\*(d) "The resurrection of Jesus is essential for Christians to understand the person of Jesus."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

last supper  
crucifixion  
resurrection  
ascension

(15)

Some Christians may agree with the statement and say resurrection of Jesus is essential for Christians to understand the person of Jesus as the resurrection was a key event which is known by the majority of Christians due to its significance. After Jesus had been killed on the cross, Jesus had come back to life and it was said that he walked the earth for 40 days, until he ascended into the heavens to be with God the father. This event is important to Christians as it shows the power of Jesus as God the Son, and that he could overcome death; emphasising his omnipotence. This ~~idea~~<sup>belief</sup> can be reinforced by a quote from the Bible 'The word became flesh and made his dwelling amongst us' ~~but~~<sup>as Jesus</sup> which teaches about God's human form, and why it was significant for Christians today; as God humans had the opportunity to embrace God, and be with him. This is a weak argument as despite the fact that Jesus coming back to life was incredibly significant towards the development of Christianity, there are many other events in Jesus' life which happened,

that can give Christians a much better understanding about his motives and teachings.

Some Christians may disagree and say that actually, the last supper and the crucifixion are essential for Christians to understand the person of Jesus. In the last supper, which Jesus shared with his disciples, he said "Do this in memory of me" which meant to commemorate Jesus by re-enacting the supper - through Eucharist and that shows to Christians that Jesus did not want to be forgotten for his traditions and values. Following the last supper, Jesus had been betrayed by his disciple Judas and the Romans hammered him onto a cross, in which Jesus said 2 things, one which was "Father forgive them, for they don't know what they are doing". This shows Christians that Jesus had a deep value for forgiveness and that if you have enemies, you should only bring them closer. Secondly, he said "Go and preach the Gospel to all creation" which shows Christians that they have a duty bestowed by Jesus himself to spread the kind and loving teachings of the Bible, through the acts of Jesus. Jesus dying on the cross is significant as it shows how he acted on salvation - saving humanity from sin which restores atonement between humanity and God and bring about a closer relationship. This is a strong argument as it represents the morals and aims Jesus had, such as forgiveness for one another, as well as love and kindness through sacrificing himself for his believers. Therefore Christians will follow Jesus as their good role model and embrace the good actions he did whilst he was alive. In conclusion, it is a strong argument as both the last supper and crucifixion present Jesus' true personality, and what he truly wanted for humanity, a loving relationship between humans and God, and to become pious people in humanity.

(Total for Question 1 = 27 marks)



The answer gave sufficient accurate information to be given a mark in Level 4, 10 marks, at the bottom of the range of marks because some of the demands of the level descriptor are met.

The response demonstrated:

A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements

To get higher marks it needed to support judgements by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis

SPaG was given 3 marks, in this example, because:

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

Question: 10 marks

SPaG: 3 marks

Total: 13 marks



Candidates should ensure they take opportunities to assess and analyse the validity of the evidence used in their arguments.

## Question 2 (a)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.3 – Christian teachings about good, evil and suffering.

The question asked was:

Outline three Christian beliefs about why people suffer.

The Christian beliefs could include anything about why people suffer. There was a wide range of correct answers.

(a) items are point marked – 'Outline' requires three outlined beliefs.

**2 (a) Outline **three** Christian beliefs about why people suffer.**

**(3)**

one reason is that they have done a bad deed  
so there to suffer



**ResultsPlus**  
Examiner Comments

This candidate receives 1 mark for an accurate belief:

- They have done a bad deed (1)

There are no other beliefs given.

It does not make any difference whether a candidate uses bullet points or not.



**ResultsPlus**  
Examiner Tip

Candidates should record each sentence separately. This helps them know that they have written three outlines

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

2 (a) Outline **three** Christian beliefs about why people suffer.

one belief is due to poverty

Another belief is depression

finally, another belief is drugs.



**ResultsPlus**  
Examiner Comments

The candidate writes three sentences each outlining one belief:

- One belief is due to poverty (1)
- Another belief is depression (1)
- Finally, another belief is drugs (1)

Total: 3 marks



**ResultsPlus**  
Examiner Tip

An outline must be more than one word, or item of knowledge.

## Question 2 (b)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.1 – Christian attitudes towards justice.

The question asked was:

Explain two Christian beliefs about the nature of justice.

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

In this question, most candidates were able to show knowledge of Christian teachings about beliefs regarding the nature of justice, recognising that it was about what justice is. However, some candidates did not recognise the vocabulary used and, as such, gained fewer marks.

Candidates should be familiar with the terminology used in the specification because these words will be used in examination questions. There were also several candidates who referred to punishment, and if this was not development of justice it was not credited.

(b) items are point marked – Two developed beliefs are required.

(b) items provide marks for four points, 2 for beliefs and 2 for the development of each belief.

(b) Explain **two** Christian beliefs about the nature of justice.

(4)

Christians believe that justice grants a criminal a second chance to redeem their sins and to seek forgiveness from God. Christians also believe that justice protects the victim and the victim may feel comforted knowing justice has been served.



This response gives one developed belief.

The beginning of the response does not answer the question.

- Justice protects the victim (1)
- Developed by: The victim may feel comforted (1)

Total: 2 marks



It helps to write answers that divide into 2 paragraphs, each containing a belief and a development.

(b) Explain **two** Christian beliefs about the nature of justice.

(4)

- Justice is treating people fairly.
- God sees all human as equal, meaning all people should be treated fairly such as having the same rights.
- Christians believe in restorative justice and bring together the criminal and victim to restore peace and achieve forgiveness.



The candidate receives 4 marks for two developed beliefs.

First belief:

- Justice is treating people fairly (1)
- Developed by: Such as having the same rights (1)

There is some vague/inaccurate material about 'God' in here, which is ignored

Second belief:

- Christians believe in restorative justice (1)
- Developed by: And bring together the criminal and the victim... achieve forgiveness (1)

Total: 5 marks



A source can be accepted as a development of a reason.

## Question 2 (c)

Candidates were assessed on Crime and Punishment

Bullet point 2.8 – Christian attitudes towards the death penalty.

The question asked was:

Explain two different Christian attitudes towards the death penalty.

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

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 attitude given in the answer: this is the 5th mark.

In this question most candidates were able to show different Christian attitudes towards the death penalty – they realised that this required two different Christian attitudes towards the death penalty as responses. No marks were given for repetition of the same attitude but with a different reason.

(c) items are point marked.

(c) Explain **two** different Christian attitudes to the use of the death penalty.

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

(5)

One Christian attitude to the use of death penalty is that it's not needed. You should not kill unless it is serious. Jesus taught to be fair and to forgive. "Do not kill".

Another Christian attitude is the death penalty should be used if the crime is really serious. For example if the criminal has murdered someone's son. And receives the death penalty. He should die.



The candidate gives two different Christian attitudes to the use of the death penalty. They do not use the source they give as part of their reasoning — it is simply tagged on the end of the paragraph.

- One Christian attitude to the use of the death penalty is that it's not needed (1)

The next information is too vague to credit.

- Developed by: Jesus taught...to forgive (1)

The quote given is not linked to forgiveness.

- Another Christian attitude to the death penalty is that it should be used (1)
- Developed by: If someone has murdered someone's son (1)

Total: 4 marks



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

(c) items provide marks for five points, 2 for attitudes, 2 for the development of each attitude and 1 for an accurate source that relates to the attitude given.

(c) Explain **two** different Christian attitudes to the use of the death penalty.

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

(5)

Some Christians may disagree ~~because they~~ believe with death penalty because they believe in forgiveness. Jesus taught Christians to be merciful therefore should give people another chance.

Some Christians may agree with this statement because they believe whatever ~~is~~ someone commits should happen back to them. So if someone commits murder they should be murdered. A source of wisdom and authority to support this is 'an eye for an eye, a tooth for a tooth.'



This candidate receives 5 marks.

- Some Christians may disagree with the death penalty (1)
- Developed by: Because they believe in forgiveness (1)

The next sentence is too vague to be credited as a source.

- Some Christians may agree (1)
- Developed by: Whatever someone commits should happen back to them (1)

A source is then used:

- An eye for an eye a tooth for a tooth (1)

Total: 5 marks



The 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 did not evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

(d) items are marked using levels and marks are given using 'best fit' according to the levels descriptors.

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.4 – Christian attitudes towards punishment

The question asked was:

“Society must punish people who do wrong.”

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

Please note that candidates were not required to give non-religious or ethical views. If they referred to non-religious or ethical viewpoints this part of their answer was ignored.

Candidates who did well recognised that this was about the use of punishment and its value to society. They were able to expand answers with teachings, examples and quotations and then assess the value of their arguments.

If teachers are unaware of the changes to the question (d) levels mark scheme, they should look at the resources available on the Edexcel website.

(d) "Society must punish people who do wrong."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(12)

An argument for this statement is ~~th~~ the idea of retribution and how people who wrong must be punished as revenge. This also links to the controversial christian teaching of 'an eye for an eye' so ~~it~~ this statement would be viewed as right.

However one can argue against this ~~statement~~ statement is that ~~the Bible says~~ Jesus teaches the world to 'love thy neighbour' so punishing a wrongdoer isn't loving and against his teaching.

This argument links to the quote 'blessed are the peacemakers' so if you would be blessed for resolving the issue with the wrongdoer rather than punishing them.

In conclusion I disagree with this statement as there are better options than punishment.



This response reaches Level Two, 4 marks because the answer did not meet some of the demands of the level descriptor.

The answer gave:

A basic analysis of the statement that uses some arguments to discuss different points of view, underpinned by very limited understanding of religion and belief.

It needed more understanding of religion and belief and simple judgements to achieve a higher Level 2.

Total: 4 marks



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

This response reaches Level 3, 9 marks, which is the highest mark in Level 3 because the answer meets all the demands of the level descriptor.

(d) "Society must punish people who do wrong."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(12)

I agree with the statement "society must punish people who do wrong" to a certain extent. This is due to the fact that in the New Testament Jesus taught about forgiveness to others that have done wrong. This is evident in Luke 6:37, it states "Do not judge and you will not be judged, do not condemn and you will not be condemned, forgive and you will be forgiven. This suggests to Christians that people on Earth have no right according to Jesus, who is the son of God, to decide how people should be punished. This is because everyone on Earth commits sins. Furthermore, this idea is reinforced by Matthew 18:21-22, which is based on when Peter asked Jesus how many times he should forgive. He replied "I tell you not seven, but seventy times." Therefore, society should not "punish people that do wrong", but forgive them instead.

On the other hand, in the <sup>Old</sup> ~~New~~ Testament it is seen that punishments like capital punishment is acceptable. In society, some people view punishments as necessary. This is because it can be used as a deterrent to discourage others from disobeying the law. Similarly, others believe that punishing people

, resulting in justice gives the criminals an opportunity to reflect on their past actions.

In contrast, instead of punishing "people who do wrong" it might be more appropriate to guide the sinner instead. Through the use of repentment and reconciliation they can be advised on what they can do and receive help. This is commonly used by the Catholic Church as reconciliation is one of seven sacraments. It could also be argued that it is unethical to "punish people" because it would just be spreading more suffering. However, others argue against this by saying if the criminal ~~has~~ is a serial killer, then they ~~have~~ ~~lost~~ ~~the~~ ~~right~~ ~~need~~ to be punished or at least isolated away from society, so that they can no longer harm innocent people.

Overall, I disagree with the statement because it goes against the teachings of Jesus, which was solely based on forgiveness, since his crucifixion was atonement between God and humanity. Furthermore, God is the creator of life, so he can be the only one who is punishing people with death, etc.



The response gives:

A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief.

This leads to reasoned judgements, which are clearly linked to the analysis, leading to a partially justified conclusion.

To reach Level 4 it needs to give:

A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief.

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

Total: 9 marks



Analysis of the reasons in their answer looks at their strengths and weakness and gives reasons for them.

### **Question 3 (a)**

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.5 – Christian religious celebrations.

The question asked was:

Outline three ways Christians may celebrate Christmas.

This question worked well, it highlighted whether candidates knew how Christmas was celebrated. Most candidates were able to respond and give accurate answers. Any way a Christian might celebrate was accepted: these did not have to be specifically religious. However, some candidates did not know what Christmas was and these gained no marks

(a) items are point marked – there are 3 marks available.

3 (a) Outline **three** ways Christians may celebrate Christmas.

Presents , gifts

CHRISTMAS Dinner

celebrating because of JESUS'S birth



**ResultsPlus**  
Examiner Comments

The candidate attempts to provide three correct answers, but they do not provide outlines (sentences), they write a list. They receive 1 mark for a list.

According to the mark scheme a list will only receive 1 mark if all three answers are correct.

Total: 1 mark



**ResultsPlus**  
Examiner Tip

Each reason needs to be given in its own standalone sentence, otherwise it is not an outline. Sentences do not need to be more than one line.

(a) items are point marked

3 (a) Outline **three** ways Christians may celebrate Christmas.

(3)

One way Christians may celebrate Christmas is by exchanging gifts.

Another way is by reenacting the Nativity story or going to watch it.

Another way is by going to church.



**ResultsPlus**  
Examiner Comments

This candidate receives 3 marks.

Each mark is given for a way a Christian may celebrate Christmas outlined in a sentence.

- One way Christians may celebrate Christmas is by exchanging gifts (1)
- Another way is by enacting the nativity story (1)
- Another way is by going to church (1)

These are three sentences: three outlines.

Total: 3 marks



**ResultsPlus**  
Examiner Tip

Three separate sentences, each one in a new line, is a good idea!

### **Question 3 (b)**

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.2 – The role of the sacraments in Christian life.

The question asked was:

Explain two reasons why some Christians only celebrate two sacraments.

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both must 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 asked to show knowledge and understanding about why some denominations only recognise two sacraments. This could validly be developed with a comparison to other denominations, but this was not required.

(b) items are point marked – Two developed reasons are required to receive maximum marks.

(b) Explain **two** reasons why some Christians only celebrate two sacraments.

(4)

~~They believe~~

They believe ~~Jesus~~  
at Jesus ~~only~~ only celebrate  
two sacraments.



**ResultsPlus**  
Examiner Comments

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

This candidate gives one reason.

- They believe Jesus only celebrated two sacraments (1)

They give no other reasons.

Total: 1 mark



**ResultsPlus**  
Examiner Tip

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

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

(b) Explain **two** reasons why some Christians only celebrate two sacraments.

(4)

One reason is they are Angli-  
cans so they only view Baptism  
and Eucharist as valid and  
view others as less important so  
only celebrate two sacraments in order to go to heaven.

Another reason is they say Euch-  
arist and Baptism help them under-  
stand their religion better so  
should be followed as Eucharist  
helps them remember <sup>the</sup> last supper  
and baptism allows them to  
enter the religion.



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

Examiners must mark what the candidate writes rather than what they might mean.

In this answer only the first paragraph was about the number of sacraments celebrated.

- They only view Baptism and the Eucharist as valid (1)
- Developed by: Only celebrate two sacraments in order to go to heaven (1)

The next paragraph is not about the number of sacraments.

Total: 2 marks



Writing reasons in separate paragraphs, one for each reason helps candidates gain maximum marks.

### Question 3 (c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.8 – Divergent solutions offered to the problem of evil and suffering.

The question asked was:

Explain two theoretical solutions to the problem of evil used by Christians.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two solutions were required, and both 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 both to the solution given and to the question asked.

If the development is not about the question even if it relates to the reason 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 therefore gets no marks.

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 as 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 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.
- If a candidate quotes Jesus and it was Paul or vice versa; and the quote is not accredited to them, it is not given marks.

(c) Explain **two** reasons why Christians may use the Lord's Prayer.

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

(5)

One reason why Christians may use the Lord's prayer is because Jesus taught his disciples the Lord's prayer. This exemplifies that Christians follow in the footsteps of Jesus since he is considered a role model. Another reason Christians may use the Lord's prayer is



**ResultsPlus**  
Examiner Comments

This response receives 2 marks:

- One reason why Christians use the Lord's Prayer is because Jesus taught the Lord's Prayer (1)
- Developed by: Follow the teachings of Jesus (1)

The second paragraph is not completed and gives no information.

Total: 2 marks

(c) items provide marks for five points, 2 for reasons, 2 for the development of each reason and 1 for an accurate source that relates to the reason given.

(c) Explain **two** reasons why Christians may use the Lord's Prayer.

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

(5)

One reason why Christians may use the Lord's prayer is Jesus said we should. ~~He~~ He said, 'this then is how you should pray'. He then declares the Lord's prayer, Christians aim to live a life like Jesus so they can enter heaven. Another reason why Christians use the Lord's prayer is because it asks for forgiveness. It says, 'forgive us our trespasses' meaning Christians ask God to pardon them for what they have done wrong. ~~The~~



The candidate gives two developed reasons and uses a source as part of their reasoning.

- One reason why Christians may use the Lord's Prayer is Jesus said we should (1)

A source is then used as part of the reasoning:

- This then is how you should pray (1)
- Developed by: He then declares the Lord's prayer (1)
- Another reason why Christians may use the Lord's Prayer is because it asks for forgiveness (1)

There is then another source – but this is credited as a development.

- Forgive us our trespasses (1)

The extra development is not needed – maximum marks have already been achieved.

Total: 5 marks



Sources can be paraphrased; however, they must be recognisable.

### Question 3 (d)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.4 – Pilgrimage.

The question asked:

“It is important for all Christians to make a pilgrimage to Jerusalem.”

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

Please note that neither in the bullet point, nor on the question, are candidates required to give a non-religious response. Any non-religious material within an answer was ignored.

Candidates who did well knew about the different views of Christians about pilgrimage in general and were able to expand answers with information about Jerusalem. Candidates who did less well compared Jerusalem with other places of pilgrimage and these tended to be descriptive rather than analytical.

The candidate reaches Level 3, 7 marks which is the lowest mark in Level 3 because:

The answer gives sufficient accurate information to reach Level 3 at the bottom of the range of marks because most of the demands of the level descriptor were not met.

\*d) "It is important for all Christians to make a pilgrimage to Jerusalem."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

→ Jesus went on pilgrimage  
→ Expensive → prove saints  
→ spiritual connection, closer to God.

(15)

Some Christians would agree with the statement because going on a pilgrimage to Jerusalem follows the example of Jesus. This is because the Bible shows when Jesus was 12 he went on a pilgrimage to Jerusalem with Mary and Joseph. This is significant because following the lifestyle and philosophy of Jesus is fundamental in Christianity. Furthermore, Jerusalem is viewed as a sacred and holy site in Christianity as it is historical due to the fact that Jesus lived there over 2000 years ago and sites like the Garden of Gethsemane are highly important. However, this argument may be seen as weak because instead of wasting money on pilgrimage, Christians should use that money to donate to charity and improve society. The previous argument is flawed because pilgrimage can strengthen a Christian's relationship with God. This is because pilgrimage is a spiritual

experience that involves in strengthening and building a closer relationship with God, ~~the~~ This is significant because it is highly valuable in Christianity to be one with God.

This argument may be flawed because some Christians believe that pilgrimage is not important or necessary in order to build a closer relationship with God. Instead, prayer in a Church or at home would be considered just as valuable as it is the thought that counts to God. Although, some Christians believe that pilgrimage, especially to Jerusalem, is a special experience as it is the same location where Jesus has been, making it a holy and divine location and unlike any other place.

Overall, the statement can be considered true because the pilgrimage is a special experience that allows for a close relationship to be built with God and also follows the life of Jesus and his example, despite some Christians not placing value on pilgrimage and that the money used should be donated.



The response reaches Level 3, 7 marks, because there is sufficient accurate information to reach Level 3, but at the bottom of the range of marks because most of the demands of the level descriptor are not met.

There is:

A good analysis of the statement that uses logical chains of reasoning to discuss different points of view.

SPaG was given 3 marks, in this example, because:

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

Question: 7 marks

SPaG: 3 marks

Total: 10 marks



Candidates may write on the exam paper and cross out the elements required. This may help them plan and ensure they meet all the requirements of the question.

\*(d) "It is important for all Christians to make a pilgrimage to Jerusalem."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some Christians would argue yes, it is important for all Christians to make a pilgrimage to Jerusalem. Jerusalem is deemed the 'Holy Land' in Christianity - the place where most of Jesus' life events occurred, and the teachings were spread. This means many Christians value the opportunity to visit Jerusalem, believing it will provide them with tangible evidence of Jesus and his teachings. This can act as an affirmation of faith, and valuable opportunity to reflect on the gospel of Jesus, and his life sacrifices for humanity to be reconciled with God. Through this, deeper understanding and connection to the teachings, and thus to God, can be cultivated - proving weight of the claim. Additionally, the effort of a pilgrimage to Jerusalem demonstrates commitment and dedication to Jesus. This too is highly important to Christians since it is believed that this acceptance of Jesus is the only way in which we can be saved and receive salvation. Therefore, the claim receives merit through serving as an active effort towards the goal of salvation.

However, not all Christians would agree. Protestants

for example do not tend to place much emphasis on pilgrimage. While an option, the gains of pilgrimage are possible to achieve in other ways, such as prayer, and worship. This weakens the idea of pilgrimage as something vital. Arguably, ~~or~~ holding the idea of going on a pilgrimage to Jerusalem as actively accepting Jesus may damage true faith and depth to Christian teaching. Salvation must be fully accepted with the soul, mind, and heart. This is not a physical process, but a spiritual one. This may mean that through belief in a physical way of opening oneself to Jesus, the mental, spiritual process is forgotten, meaning true salvation cannot actually be reached. This greatly damages the claim - since saying pilgrimage to Jerusalem is important - Christians may be drawn or distracted from the more important spiritual journey.

In conclusion, the evidence suggests pilgrimage to Jerusalem is not important for all Christians. While it may be beneficial to enhance understanding of Jesus' teachings, it may actually serve as a distraction from the spiritual nature of them for others. This proves pilgrimage is of varied importance for each individual - suggesting it is incorrect to state going to Jerusalem is important to 'all' Christians.



The response reaches Level 4, 11 marks, which is the middle mark in Level 4 because the answer meets most, but not all, of the demands of the level descriptor.

The response gives:

A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements.

To receive higher marks it needed to support judgements by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

SPaG is given 3 marks in this example, because:

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

Question: 11 marks

SPaG: 3 marks

Total: 14 marks



Candidates can extend their chain of reasoning by using development such as examples, sources and explanations.

## **Question 4 (a)**

The question asked was:

Outline three Christian beliefs about peace.

The candidates needed to provide Christian beliefs about peace, which related to bullet 4.1 in the specification. This elicited a wide range of correct responses. Candidates who gave answers that were about conflict did not gain marks because they did not answer the question.

(a) items are point marked.

4 (a) Outline **three** Christian beliefs about peace.

(3)

One Christian belief about peace is 'love thy neighbour'.

A second Christian belief about peace is 'turn the other cheek'.

A final Christian belief about peace is the new testament being about loving God and



**ResultsPlus**  
Examiner Comments

The candidate receives 2 marks: they give two beliefs, each outlined in a sentence.

- Love thy neighbour (1)
- Turn the other cheek (1)

The last line was too vague to be credited.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Some candidates answer using a list, which is not an outline and thus will only receive 1 mark according to the mark scheme.

The candidate is given 3 marks.

They write three accurate outlines.

**4 (a) Outline three Christian beliefs about peace.**

**(3)**

One belief about peace is that Jesus promoted peace.

Another belief about peace is that the peacemakers on earth are blessed.

A final belief is that we should be peaceful in order for society to work.



**ResultsPlus**  
Examiner Comments

The candidate receives three marks: one mark for each Christian belief about peace outlined in a sentence.

- Jesus promoted peace (1)
- Peacemakers on earth are blessed (1)
- We should be peaceful in order for society to work (1)

Total: 3 marks



**ResultsPlus**  
Examiner Tip

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

## Question 4 (b)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.7 – Christian attitudes to weapons of mass destruction

The question asked was:

Explain two reasons Christians may oppose the use of weapons of mass destruction.

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 why Christians are against the use of weapons of mass destruction. Some candidates attempted reasons why their use is acceptable. These candidates gained no marks because the question asked why they are *opposed* to their use .

(b) items are point marked – two developed reasons are required to gain 4 marks.

(b) Explain **two** reasons Christians may oppose the use of weapons of mass destruction.

(4)

one reason why they may oppose use of weapons of mass destruction is because they get concerned as a large amount of innocent people and ~~this is some thing~~ they say that life is given by god we should respect it as it is holy

Another reason is that



This candidate gives one accurate developed reason.

- They get concerned as a large number of innocent people (1)
- Developed by: They say life is given by God (1)

Total: 2 marks



Candidates should ensure they read the secondary command word in each question. In this case it is 'reasons'.

(b) Explain **two** reasons Christians may oppose the use of weapons of mass destruction.

(4)

One reason Christians may oppose the use of weapons of mass destruction is because they are ~~un~~ not loving. Jesus promoted agapeic love, which humans should resemble, and weapons of mass destruction are not loving since they kill many people and animals, which are all part of God's creation.

Another reason Christians may oppose weapons of mass destruction is because they do not follow the Just War Theory. This means that weapons of mass destruction are not proportional, and they harm innocent civilians, meaning they do not abide to the regulations of the Just War Theory.



The candidate gives two developed reasons, each is in its own paragraph.

- One reason Christians may oppose the use of weapons of mass destruction is because they are not loving (1)

The information that follows attempts to develop by discussing love, but this does not answer the question and is ignored.

However, it is then developed by:

- Weapons of mass destruction are not loving as they kill many people (1)
- Another reason Christians may oppose the use of weapons of mass destruction is because they do not follow the just war theory (1)

Developed by:

- weapons of mass destruction are not proportional (1)

Total: 4 marks



Candidates should try to vary their answers as much as possible to avoid overlapping material.

## Question 4 (c)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.5 – Christian attitudes to the Just War theory

The question asked was:

Explain two reasons why some Christians believe the Just War theory is important.

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/paraphrase) or an example. The development must link to 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 as the source

Most candidates were able to identify Christian reasons why the Just War theory is important. A few candidates discussed Holy War or why the Just War theory is not important, and these answers were not credited.

(c) items provide marks for five points, 2 for reasons, 2 for the development of each reason and 1 for an accurate source that relates to the reason given.



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

This response shows that an answer that is divided into two paragraphs is easier to read.

(c) Explain **two** reasons why some Christians believe the Just War theory is important.

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

(5)

One reason is that it ensures no civilians are harmed. This is important as it means that any unjust killings won't take place. The 10 commandments also teaches against murder through: 'Thou shall not kill'.

Another reason is that it ensures that war can only take place if there is no other solution. This helps governing authorities acknowledge that it is important to have a discussion before the war is the final option.



The candidate gives two developed reasons and makes use of a source. They gain maximum marks.

- One reason is that it ensures no civilians are harmed (1)
- Developed by: Any unjust killing won't take place (1)

Use of source:

- Thou shall not kill (1)
- It ensures the war can only take place if there is no other solution (1)
- Developed by: It is important to have an discussion before war (1)

Total: 5 marks



Candidates should not write 'a source of wisdom for this is' or worse, SOWA: this means the source is not being used as part of the reasoning in the question.

## 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 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.

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.8 – Christian attitudes to issues surrounding conflict.

The question asked:

"Conflict always cause violence."

Evaluate this statement considering arguments for and against.

In your response you must:

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

Please note that as required in the bullet point in the question candidates were required to refer to non-religious points of view. If they did, not the maximum mark they could receive was Level 2, 6 marks.

Ethical arguments were ignored because they were not asked for in the question

Candidates who did well were able to expand answers with evaluation. (d) questions are good discriminators of achievement in Religious Studies.

(d) items are **levels** marked, they are **not** point marked.

This year there was a new mark scheme for (d) questions. Teachers who are not familiar with it should access the training materials on the Edexcel website.

(d) "Conflict always causes violence."

Evaluate this statement considering arguments for and against.

God Free will, mental disability, unconsciously

In your response you must:

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

(12)

Conflict doesn't always cause violence. Violence can be caused by many other things. God can also cause violence. If someone did something bad, ~~their~~ <sup>their</sup> punishment could be karma. Maybe God has planned out for violence to interfere with that person. Someone could also genuinely ~~cause~~ cause violence just out of ~~their~~ <sup>their</sup> free will with no cause. If people were brought up with violence, that could be a reason for it even if there's no conflict involved. However some might argue as they aren't proper reasons for violence. It could be triggering it, but not the root cause of it.

I agree as there aren't any other reasons to justify <sup>the cause of</sup> violence. When political leaders have conflict most of the time it results with violence. Violence can't happen out of nowhere, there needs to be some sort of conflict for violence to happen. However some people might believe there are many other factors that can cause violence such as God, mentality, sobriety etc.

In situation ethics, no matter what the problem is, violence would always be used. You have to do the most loving thing. Most of the time it involves killing a terrorist for the greater good to be saved etc. That is an example of violence. Although some may argue that situation ethics doesn't <sup>always</sup> have to feature violence. If you're driving a car, and someone <sup>in the car</sup> ~~started~~ had to be taken to hospital quickly, first instinct is to speed up. If the speed goes over the limit, it's fine as it was the most loving thing to do in that situation.

For <sup>a</sup> conclusion, conflict is the cause of violence majority of the time, however there could be some more causes of violence that isn't commonly the problem.



The response reaches Level 2, 4 marks, which is the bottom mark in Level 2 because:

The answer gives sufficient accurate information to reach Level 2 at the bottom of the range of marks because some of the demands of the level descriptor are met.

It used situation ethics, which could not be credited because it was not asked for.

The answer gave:

A basic analysis of the statement that uses some developed arguments to discuss different points of view.

It needed more simple judgements that had some links to the analysis to reach a higher Level 2.

Total: 4 marks



Candidates should be familiar with the requirements in the level mark scheme.

The response reaches Level 3, 9 marks, which is the highest mark in Level 3 because the answer met all the demands of the level descriptor.

(d) "Conflict always causes violence."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(12)

It is clear that ~~violence~~<sup>conflict</sup> does always cause violence because conflict creates tension and hate. ~~The~~ ~~B~~ Martin Luther King (a christian civil right activist) taught that 'hate merely increases violence'. This demonstrates that conflict and disagreements can result in the use of violence if taken too far and hate starts to occur within the conflict. As well as this, atheists also believe that the disagreements and conflict within religion is the main cause of violence. ~~then~~ This is a persuasive argument as it is relevant today. This is because conflict between Islam and ~~Christianity~~ Judaism has caused violence and war between Israel and Palestine. This further reinforces that conflict ~~causes~~ ~~violence~~ causes violence as peace cannot be kept without violence and war to end disagreements.

On the other hand, others may argue

that conflict doesn't always cause violence as peace can be kept through other forms. The Bible states 'blessed are the peacemakers'. This exemplifies that Christians ~~to~~ do not believe in violence, and keep peace in order of being rewarded. This is a very flawed argument, as ~~the~~ it is not consistent with scripture. The Bible states ~~to~~ 'put on the armour of God'. This shows that violence is accepted within Christianity, to convert people and fight for the belief in God. Therefore this shows conflicts do always cause violence as conflict within religion ~~is~~ cause fighting for beliefs and to spread the faith.

Overall, conflict clearly does cause violence as peaceful attempts at resolving conflict fail to work, and ~~that is~~ The Bible allows violence to convert and spread the religion. This is also seen when the Bible states 'if you do not have a sword, sell your cloak and buy one'. This further ~~highlights~~ highlights that conflict within religion as well as other aspects

(Total for Question 4 = 24 marks)

do always result in violence.

TOTAL FOR PAPER = 102 MARKS



The response gives:

A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief.

This leads to reasoned judgements, which are clearly linked to the analysis, leading to a partially justified conclusion.

To achieve higher marks it needed to support judgements by giving more appraisal of arguments.

Total: 9 marks



Candidates should be encouraged to learn the whole of the specification, so there are no gaps in their 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 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/quotation 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) items have a new mark scheme this year: candidates should be familiar with it
- (d) item responses must show AO2 skills
- (d) items must show an appraisal of the argument not simply rely on a set format
- levels descriptors must 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>

