

Examiners' Report

June 2025

GCSE Religious Studies B 1RB0 2B

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Introduction

GCSE (9-1) Religious Studies 2025

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, 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. 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 young people, and it addresses these issues from a Christian perspective.

Note: Assessment Objective – AO

Spelling, Punctuation and Grammar – SPaG: 3 marks are available in some (d) questions.

Question 1(a)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.5 – The nature and significance of salvation.

The question was:

Outline **three** Christian beliefs about atonement.

In this question any Christian belief or teaching about atonement – what it is, how it is given, what it results in – can be credited.

Common errors include that Christians can atone for their sins – this is not atonement.

It was important that the response focussed on atonement rather than crucifixion/sacrifice/heaven.

This question was accessible: it allowed candidates to show their understanding of atonement and what it means for Christians. Weaker candidates did not know what atonement is. It is important that candidates are familiar with all the specialist terminology used in the specification.

The response receives 3 marks.

One mark is given for each accurate belief identified and outlined in a sentence.

Answer ALL questions. Write your answers in the spaces provided.

Question 1: Christian Beliefs

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

(3)

~~One~~ One Christian belief is that Jesus was given as the ultimate sacrifice for the atonement of sins.

Another Christian belief is that one cannot possess a good relationship with God without atonement.

Atonement ~~was~~ is required for the forgiveness of the original sin.



The candidate writes three brief sentences, outlining three beliefs.

- One Christian belief is that Jesus was given as the ultimate sacrifice for the atonement of sins. (1)
- Another Christian belief is that one cannot possess a good relationship with God without atonement. (1)
- Atonement is required for the forgiveness of the original sin. (1)



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

This candidate writes two accurate sentences outlining Christian belief about atonement.

They receive one mark for each accurate outline.

Question 1: Christian Beliefs

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

(3)

Christians believe that to get into heaven, atonement is necessary.
Some Christians believe that atonement can be achieved by confession.
Christians may believe that atonement frees believers from original sin.



The candidate writes three brief sentences; the second one is inaccurate and cannot be credited.

- Christians believe that to get into heaven atonement is necessary. (1)

The next line is inaccurate.

- Christians may believe that atonement frees believers from original sin. (1)



Teachers should refer to the specification for possible questions.

Question 1(b)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.1 – The Trinity

The question asked was:

Explain **two** Christian teachings about the Trinity.

Answers to this question were varied; any belief or teaching associated with the Trinity as a whole, including a description of the Trinity and the Baptism of Jesus could be credited. It did not have to be a teaching from the Bible.

Common incorrect answers included information about the individual persons of the Trinity – the answer had to refer to the Trinity as a whole – those answers that discussed individual persons could not be credited.

Candidates are asked to 'Explain two' on (b) items. Therefore, two teachings 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 teaching given and to the question asked.

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

(b) Explain **two** Christian teachings about the Trinity.

(4)

one teaching about the Trinity is that it consists of three parts: God the Father, God the Son and God the Holy Spirit. each part is fully God. for example God the Son, Jesus, was fully human and also fully God.

a second teaching is that God the Father is Omnipotent and is therefore the creator of everything. He is Omnipotent because he created everything 'ex nihilo', meaning out of nothing, by word of mouth alone.



This response receives 2 marks for one developed teaching about the Trinity. The second paragraph is about God the Father and not about the Trinity.

- One teaching about the Trinity is that it consists of three parts (1) developed by
- God the Father, God the Son and God the Holy Spirit (1)

The remainder of the answer does not provide another teaching.



Candidates need to learn the key terms used in the specification.

This response gains 4 marks.

It shows that candidates should write in two separate paragraphs. However, the candidate writes too much.

(b) Explain **two** Christian teachings about the Trinity.

(4)

One teaching about the Trinity is that they are all ~~one~~ One. The Bible ~~says~~ states that the Trinity is made up of the Father, the Son, and the Holy Spirit, who ~~are~~ all perform different tasks in a Christian's life, but ~~is~~ are still presented as the same God.

Another teaching about the Trinity is that ~~they~~ they were all present during Jesus' baptism. In Matthew 3:16, when Jesus was baptised, a dove flew from heaven which represented the Holy Spirit, and a voice called from Heaven which represented the Father.



The candidate gives two developed beliefs.

- One teaching about the Trinity is that they are all one (1) developed by
- made up of the Father, the Son and the Holy Spirit (1)

The extra written material is not needed.

- Another teaching about the Trinity is that they were all present at Jesus' baptism (1) developed by
- when Jesus was baptised a dove flew from heaven...and a voice called from heaven (1)

The extra written material is not needed



A (b) question has 4 marks and can be answered in 4 sentences.

Question 1(c)

Bullet point 1.3 – The Incarnation.

The question asked was:

Explain **two** teachings about the Incarnation found in the Bible.

Answers to this question had to come from the Bible and refer to the Incarnation – the Birth of Jesus.

Common incorrect answers used material from the Nicene Creed or general information. Some answers ignored that the question is about the Incarnation as an event and wrote about Jesus in general or his crucifixion/sacrifice – these answers were not credited

Candidates are asked to 'Explain two' on (c) items. Therefore, two teachings 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 teaching 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 wrote 'and this is in the Bible and the Bible is the word of God', this (usually) does not answer the question (often it was at a tangent to the teaching) and therefore was awarded no marks.

(c) items are point-marked

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

(c) Explain **two** teachings about the Incarnation of Jesus found in the Bible.

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

(5)

One Christian teaching about the incarnation of Jesus is that he ~~was~~ was born a virgin birth from Mary as a gift. This is important because it reveals his omnipotence of not being born the natural way and came as a sacrifice to mend the relationship between God and humanity.

Another Christian teaching about the incarnation is Jesus is the son of God and, by proxy, is part of the Trinity making him God in human form. This is important because it reveals God's omnipotence and omnibenevolence to want to forgive humanity and help guide them for heaven.

A quote to support this is "the word became flesh".



This candidate receives 4 marks.

The candidate gives two developed beliefs.

- One Christian teaching about the Incarnation of Jesus is that he was born a virgin birth (1) developed by
- This...reveals his omnipotence (1)

There is much material that is not required in this answer.

One Christian teaching about the Incarnation is Jesus is the son of God (1) developed by

- ...making his God in human form (1)

The quote is added on at the end – it is not part of the reasoning used in the answer so cannot be credited.



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

➤ Coming back from the dead.

(c) Explain **two** teachings about the Incarnation of Jesus found in the Bible.

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

The tomb where Jesus was buried. This shows us that⁽⁵⁾ Jesus had power of God and was proved to be the Son of God as his body ~~was~~ had disappeared a couple nights later known as easter Sunday.

It also shows that Jesus was the Son of God as he later came back to the people of and preached about his appearance and wrote the Bible to show Jesus was omnipotent and omnibenevolent.



This response receives 0 marks.

The candidate does not know what the Incarnation is, even though it is a whole topic in the specification.

The candidate gives a response based on the Resurrection and gains no marks.



Candidates should be familiar with the whole specification because questions are based on the specification.

Question 1(d)

The focus of the marking changes from AO1 to AO2 on the (d) items.

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

AO2 constitutes 50% of the overall mark.

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.8 – Divergent solutions to the problem of evil/suffering and a loving and righteous God.

The question asked:

“Free will solves the problem of evil and suffering.”

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 the theological problem of evil and suffering and the biblical/theological and practical solutions to it best show the person of Jesus.

Those candidates who focussed on evil and suffering as a concept found it difficult to gain marks.

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

*(d) "Free will solves the problem of evil and suffering."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Christians believe that ~~the~~^{if} free will was disobeyed due to Adam and Eve who were tempted by the adversary as he 'made them slip' and put them from the Forbidden tree. This caused the trust and harmony of ~~the~~ the relationship between God and Christians to cause a breakage and thus therefore was needed to be restored. ~~This is how the world was created~~
Many Christians could partially agree that ~~the~~ free will solves the problem of evil and suffering as by performing good and by allowing to adopt the qualities of Jesus this could provide an environment in which thrives for people to overcome evil. This is known as the value of soul making and it allows the idea that ~~that~~ God allowed suffering to occur so Christians can overcome ^{evil} ~~good~~ by doing good. 'To love mercy' reinforces this statement as it shows that through agape and by resonating through problems, ^{Christians} people have the free will to adopt compassionate and kinder qualities and can be seen as for this statement as God ultimately places free will for Christians to choose the righteous path and show compassion to help others.

However, some Christians may oppose this argument to say free will doesn't solve problem of evil and suffering however individual solutions such as praying does. This is known as intercession and this allows for Christians to adopt mercy and expose them to

a community which helps to connect ^{to} those who are suffering and help to provide structure and support for them. However, some Christians may say this is a weaker argument as intercession isn't ^{seen} as a 'solution' but rather a way of easing the victim of suffering through hardship. This allows the given statement to stand stronger however intercession can help to spread awareness and help to dive in further to understand God's qualities and why ~~the~~ suffering occurs. This means it can help to disprove the inconsistent trilemma where if God is all loving why would he place suffering and if he was all powerful surely he would want to remove it? So here intercession is seen as a weaker argument as it helps to bring community but is only seen to 'ease' suffering rather than solving.

Christians may believe that biblical solutions can help to solve the problem of evil and suffering as through the 'Book of Job' and his story it helped to show that Christians should trust in ^{God's} plan and that fighting against the adversity can be seen as a true test of faith. This shows that through hardship trust and faith show God can solve issues as 'with hardship comes ease' and can also allow Christians to ~~also~~ see that suffering is inevitable and perhaps there is no real solution as God's omniscient nature knows more than us. This can be seen as particularly strong answer as although it doesn't provide a 'solution' helps to bring comfort knowing that through Job hardship can be inevitable but also can be ended through the ~~trust~~ trust in God.

Overall, Christians would agree that free will can solve problems of evil if done correctly as it can provide the ripe environment to allow others to connect and understand why things have occurred however some may feel the power of solidarity and intercession can help with the oneness of God.

(Total for Question 1 = 27 marks)



The candidate receives Level 3, 8 marks, which is the middle mark in Level 3.

The answer gives sufficient accurate information for Level 3, however not all the demands of the level descriptors are met.

The answer gives:

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 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.



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

66	11
00	11

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

*(d) "Free will solves the problem of evil and suffering."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

While some may argue that free will does solve the problem of evil and suffering, it is no lessening to argue that other theodicies such as Irenaean theodicy solve the problem of evil and suffering.

Some may argue that free will does solve the problem of evil and suffering as it demonstrates that evil is due to human abuse of free will. God demonstrates his omnipotence as he chose to give humans a choice and not be perfect, restricted beings. Instead he let humans have free will, unfortunately leading to abuse of free will and evil and suffering existing. Further some may argue that free will does solve the problem of evil and suffering as it maintains both omnipotence and omniscience. This demonstrates that "God is loved the world" that he did not want to have robotic perfect humans but instead gave free will. This represents God's grace and kindness towards his creation. This is not convincing as God is omnipotent so is all-knowing and could have predicted that the world would happen, this causing the argument not to solve the problem of evil and suffering.

on the other hand, it is more convincing to argue that Augustine's theodicy is more convincing as it demonstrates original sin is the reason suffering exists. Augustine's theodicy shows "the fall" was Eve "broke the fruit and ate it"; this being given in to temptation from the devil. This broke God's trust and caused original sin, which led to every Christian to be born sinful. This is convincing as "God placed me in the garden of Eden to work it and take care of it." This trust was broken as Eve was moved down. This demonstrates God's ~~omnipotence~~ omnipotence as it is out of his control. Further more, it is more convincing to argue that other theodicies such as Irenaeus' theodicy as solves the problem of evil as it demonstrates how God wants ^{Christians} to be ready for heaven. Irenaeus' theodicy states that God wants us to "grow into the 'blissness of God'" from the "image of God". This demonstrates how evil and suffering exists to develop Christians to be ready for salvation and heaven. Though this is convincing as God is omnipotent so wants all Christians to go to heaven, other theodicy proves that ~~he wants this~~ is why Christians believe this.

In conclusion, while some may argue that free will solves the problem of evil and suffering, ~~the essay has proven that it is~~ the essay has proven that it is more convincing to argue that other theodicies such as Irenaeus' theodicy solves the problems with evil and suffering.



This response reaches Level 3, 8 marks, which is the middle mark in Level 3.

The answer gives sufficient accurate information for Level 3, however, not all the demands of the level descriptors are met.

It gives:

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

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

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 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.



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 2.8 – Christian attitudes towards the death penalty.

The question asked was:

Outline **three** Christian teachings against the use of the death penalty.

In this question, any Christian teachings that do not support the use of the death penalty were credited: these could be found in the Bible or in Church teachings.

Common errors included arguments that support the use of the death penalty or giving teachings about punishment, forgiveness or judgment, with no reference to the death penalty. These were frequently quotes that were used out of context or needed applying to the death penalty to make sense.

2 (a) Outline three Christian teachings against the use of the death penalty.

(3)

'Thou shall not kill' opposes the death penalty telling us death is wrong. The teaching from the old testament 'an eye for an eye' supports the death penalty. 'Tooth for Tooth' supports the death penalty.



This candidate receives 1 mark for an accurate teaching that is against the death penalty.

- Thou shalt not kill opposes the death penalty (1)

The rest of the answer gives teachings that support the death penalty, and this does not answer the question.



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

Read the questions carefully.

Underlining key words may help to answer correctly.

2 (a) Outline three Christian teachings against the use of the death penalty.

(3)

- Bible does not support this
- Only god can give and take life
- If you kill someone for murder then your as bad as the person who murdered



The candidate writes two accurate sentences, each outlining one teaching against the death penalty.

The first sentence is too vague – it could be about many things – it does not answer the question specifically and cannot be credited

- Only God can give and take life (1)
- If you kill someone for murder, then you are as bad as the person who murdered (1)

It makes no difference whether a candidate uses bullet points or not, as long as they write in full sentences.



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 2.3 – Christian teachings about good, evil and suffering.

The question was:

Explain **two** Christian teachings about good and evil.

Answers to this question could include any accurate belief or teaching about good or evil. There were many correct answers to this question.

Common errors included reference to a development that was not linked to the teaching or to the question. For example, candidates would write: '... and this is in the Bible and the Bible is the word of God.'

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.

In this question most candidates were able to show knowledge of Christian teachings, good and evil. Candidates should be familiar with the terminology used in the specification because these words will be used in examination questions.

There were several candidates who referred to punishment or forgiveness: these were not credited unless they were development of a teaching about good or evil.

(b) Explain **two** Christian teachings about good and evil.

(4)

One teaching is that the good (or the righteous) will go to heaven after death, and the evil (or the wicked) will go to hell for their ~~because~~ of their sinful actions. Another teaching is that people choose to be good or evil because God gave them free will to do so when he created humankind "in the image of God" (Genesis.)



This response receives 4 marks.

It provides two developed teachings. (b) items provide marks for four points, 2 for beliefs and 2 for the development of each teaching.

- One teaching is that the good (the righteous) will go to heaven (1) developed by
- And the evil will go to hell (1)

The additional material is not needed.

- Another teaching is that people choose to be good or evil because God gave them free will (1) developed by
- When he created humankind in the image of God (1)



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

(b) Explain **two** Christian teachings about good and evil.

(4)

Some Christian
One reason teachings about good evil doo
doing good action and and angels angels
writes both sides your deeds

Another reason some Christian teaching think
don't do bad action and judgement day
They will ask you about deeds good deed and
bad deed.



The candidate is awarded 0 marks.

The candidate does not give any accurate Christian teaching.

They have confused Christian and Muslim teachings.

This is a Christianity paper: candidates should be familiar with the Christianity specification.



Candidates should revise each religion separately.

Question 2(c)

Candidates were assessed on Crime and Punishment

Bullet point 2.6 –Christian teachings about forgiveness.

The question asked was:

Explain **two** biblical teachings about forgiveness.

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

Answers needed to be found in the Bible, but they did not need to be quotes. They should be about forgiveness, not punishment or judgement (unless linked to forgiveness).

Common incorrect answers referred to: punishment not forgiveness, the sacrament of reconciliation, or were too general (they could be about anything eg love thy neighbour).

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

(c) Explain **two** biblical teachings about forgiveness.

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

(5)

One biblical teaching about forgiveness is that you Christians should forgive those who sin against you. This is because ^{in the Bible it} Jesus said "Forgive us our sins as we forgive those who sin against us" (Bible). Therefore shows that you Christians should forgive everyone no matter if its your enemy.

Another biblical teaching is that forgiveness is a central teaching in Christianity. This is because Jesus died in order for all Christians to be forgiven and sins to be removed from God so that they have eternal life in heaven.



The candidate gives two developed teachings and uses a source as part of their explanation. They receive 5 marks.

- One Christian teaching about forgiveness is that Christians should forgive those to be forgiven by God. (1)
- Source: In the Bible it says 'Forgive us our sins as we forgive those who sin against us'. (1) developed by
- Christians should forgive everyone. (1)

'central teaching' does not answer the question.

- Jesus died in order for Christians to be forgiven (1) developed by
- ... so that they have eternal life in heaven (1)



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

(c) Explain **two** biblical teachings about forgiveness.

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

(5)

One biblical teaching about forgiveness ^{is} that humans should forgive no matter what. The Bible states, "forgive not ~~seventy times~~ seven times, but seventy times seven". This illustrates that we should forgive indefinitely in order to go to heaven.

Another biblical teaching about forgiveness is that humans should not retaliate and instead forgive. As the Bible states "turn the other cheek", it shows we should not fight back, and instead forgive our enemies.



This candidate receives 5 marks. 2 marks are given for teachings, 2 marks for the development of each teaching and 1 mark for the source that relates to the teaching given.

- One biblical teaching about forgiveness is that humans should forgive no matter what. (1)
- Source: The Bible states 'Forgive not seven times but seventy times seven'. (1) developed by
- We should forgive indefinitely in order to get to heaven. (1)
- Humans should not retaliate and instead forgive (1) developed by
- ... forgive our enemies (1)

Note in this last example it is the information on forgiveness that is credited, not the information that is about conflict/retaliation – these should not be overlapped.



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 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.

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.1 – Christian attitudes towards justice

The question asked was:

"Justice is the best way to show love to others."

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 candidates were not required to give ethical views. If they referred to ethical viewpoints, this part of their answer was ignored.

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

Those who did less well thought justice referred to punishment.

(d) "Justice is the best way to show love to others."

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)

Many Christians may agree with this statement, as justice is taught in many different ways as very important in the bible, and other sources. This includes the commandment "let justice roll on like a river" (Amos), stating to infiltrate the world with justice. Other instances are commandments to proportionately punish those who commit crimes, such as "An eye for an eye" (Exodus) and "whoever takes a life of a human will be put to death". These all imply that justice should be served, and further that they will bring about peace and love, as that is a crucial principle & intention of Christianity.

This is a strong argument, as Christians also believe God made humans "in his image" (Genesis) & that God is "a just God & a saviour" exploring the idea that humans should do as God would, ~~and~~ be inspired, and serve justice.

Many Christians, however, may disagree, and may say that because God is "a just God & a saviour" (Isaiah), that they should instead work towards reforming people, and bringing them back to God, turning away from evil. Justice may be loving towards the victims of crimes & offenses, however

is not loving towards perpetrators. However, reformation ~~is~~ ~~restoring~~ ~~the person~~ is instructed in the bible to "restore that person gently" (mark), ^{as it} ~~and~~ also allows the perpetrator to leave their life of sin and have an opportunity to reconcile and atone, whereas justice, that may include life sentences, imprisonment etc does not give the person a chance, essentially abolishing their chances of having eternal life, which is not loving as Christians believe in spreading Christianity so that people can be saved.

This is a strong argument, and can be backed up non-religiously, as justice systems, particularly if they include the death penalty, are not loving towards the perpetrator or their family, and ~~do~~ only consider the victim. This essentially dehumanises the perpetrator, and disregards the feelings of their family / loved ones, which is not ~~a very loving way~~ showing love to others.

In conclusion, many may disagree, as justice only provides closure, but does not show love to ~~an opposing~~ the other person, or consider their feelings, whereas other ways of showing love such as reforming people, restorative justice, and acts of kindness such as charity and prayer show love to all.



This response reaches Level 3, 8 marks, which is the middle mark in Level 3 because the answer has met most of the demands of the level descriptors.

It gives:

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

This leads to reasoned judgements and a partially-justified conclusion.

To reach Level 4 it needed 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.



Analysis of the reasons in candidates' answers looks at their validity and gives reasons for them.

(d) "Justice is the best way to show love to others."

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)

Justice is used to give someone something they deserve either good or bad. So in all fairness it is a way to show love to others. In guessing if Jesus or God did something for justice or even as we would say it's out of love.

Justice is not a way to show love to others since God ~~said~~ said in the bible "we are all equal like the teeth of a comb". So how is it fair that another human with flaws just like the ~~prosecutor~~ ^{person} gets to rain judgment on someone because it's fair.

In conclusion I think justice is for love in some cases like for example murder is a sin for greater than most since life is sacred.



This response reaches Level 1, 2 marks.

The answer gives sufficient accurate information to reach Level 1. However, not all the demands of the level descriptors are met.

The answer gives:

A superficial analysis of the statement.

It uses Christian teachings to develop reasoning.

The candidate needed to show understanding of religion and belief to reach a higher level.



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

Question 3(a)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.3 – The nature and purpose of prayer.

The question asked was:

Outline **three** reasons why Christians use the Lord's Prayer.

In this question, any reason why the Lord's Prayer is used was credited – this included specific reasons that only apply to the Lord's Prayer, but also other reasons why it may be used. Some better answers referred to the types of prayer it includes eg praise, forgiveness, petition.

Common errors included very vague answers that may not be about why the Lord's Prayer is used and referring to it as a liturgical service.

3 (a) Outline three reasons why Christians use the Lord's Prayer.

(3)

the Lord's prayer is recited to remember ~~an~~ ^{the} 3 persons of the trinity - the father, son & holy spirit, which is ^{an} essential belief in Christianity.

the Lord's prayer is also recited to ask for forgiveness from God which is one of the purposes of prayer, as they ask God to "forgive us, our sins"

It is also used to praise God, another criteria, to show gratitude, as they say "hallowed be your name" and "the glory are yours" - showing adoration for God.



This response receives 2 marks.

The Lord's Prayer does not refer to the Trinity: this cannot be credited.

- The Lord's Prayer is recited to ask for forgiveness (1)

This is explained, and the explanation is not needed.

- It is also used to praise God (1)

This is explained and the explanation is not needed.



Sentences do not need to be more than one line.

3 (a) Outline **three reasons why Christians use the Lord's Prayer.**

(3)

Firstly, one reason Christians use the Lord's prayer is because it makes them feel closer to God. Secondly another reason Christians use the Lord's prayer is because it is a set prayer in the Christian religion. Finally, one reason Christians use the Lord's prayer is because Jesus Christ used and taught it.



This response is given 3 marks.

Each mark is given for a reason why a Christian may use the Lord's Prayer, outlined in a sentence.

- One reason Christians use the Lord's Prayer is because it makes them feel closer to God. (1)
- Another reason Christians use the Lord's Prayer is because it is a set prayer. (1)
- Finally, one reason Christians use the Lord's Prayer is because Jesus Christ used and taught it. (1)

These are three sentences: three outlines.



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 3.8 – The role and importance of the Church in the worldwide community.

The question asked was:

Explain **two** problems faced by the persecuted Church.

Answers to this question needed to refer to problems the Church faces in places where it is under persecution. They could refer to any difficulty oppression may lead to.

Common errors that could not be credited included a misunderstanding of the word 'persecuted'. Some candidates confused the word persecuted with protestant: these answers were not credited.

Candidates were asked to 'Explain two' on (b) items. Therefore, two problems were 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 problem given and to the question asked.

(b) Explain **two** problems faced by the persecuted Church.

(4)

- One problem faced is death. Countries can kill humans because they are christian.
- Second problem faced is christians cannot practice faith. Christians in those countries cannot read Bible or attend Church.



This response receives 4 marks for two developed problems.

- One problem faced is death (1) developed by
- Countries can kill humans because they are Christian (1)
- Second problem faced is Christians cannot practice faith (1) developed by
- Christians in these countries cannot read Bible or attend church (1)



Writing points in separate paragraphs, one for each developed point, helps candidates to gain maximum marks.

(b) Explain **two** problems faced by the persecuted Church. 

(4)

One problem is lack of support. They ~~would~~ may have less people attend mass or other thing



This answer gains 2 marks.

This candidate gives one developed problem.

- One problem is lack of support (1) developed by
- They may have less people attend mass (1)

They give no other reasons.



Examples linked to the point (problem) given are a good form of development.

Question 3(c)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.6 – The future of the Christians Church.

The question asked was:

Explain **two** reasons why evangelical work may be important for individual Christians.

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

The answers to this question could refer to any reason why evangelical/missionary work may be important for a person, either as the evangelist or recipient.

Common incorrect answers did not recognise what the word 'evangelical' means. Other incorrect answers refer to things that are the work of a charity or parish: these cannot be credited because the question specifies for individual Christians.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 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 the source is used as development, it does not gain a second mark for the source at the same time.

(c) Explain **two** reasons why evangelical work may be important for individual Christians.

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

(5)

One reason why evangelical work may be important for individual christian is it helps boost faith. Evangelical work can also



The candidate gives one accurate reason.

- One reason why evangelical work may be important for individual Christians is it helps boost faith. (1)

There is no development.

The second reason is not completed and gives no information



Candidates do not have to reference a quote or quote it word-for-word.

(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.

The candidate receives 5 marks.

(c) Explain **two** reasons why evangelical work may be important for individual Christians.

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

(5)

One reason why evangelical work is important is Jesus ~~said~~ advised Christians to. In the Bible Jesus states "Go and make disciples of all nations". This shows Christians should spread the faith and preach to convert non Christians.

Another reason is it helps the future Church. Evangelisation teaches about the Bible and Jesus, causing ~~many~~ the number of Christians to increase.



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

- One reason why evangelical work may be important is Jesus advised Christians to. (1)
- A source is then used as part of the reasoning: In the Bible Jesus states 'Go and make disciples of all nations' (1) developed by
- This shows Christians should spread the faith (1)
- Another reason is it helps the future Church (1)

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

- Evangelisation teaches about the Bible and Jesus causing the number of Christians to increase. (1)



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

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

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.4 – Pilgrimage

The question asked:

"Christmas has lost its real meaning."

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 what Christmas was and how it is celebrated religiously. They were able to expand answers with information from biblical sources.

Candidates who did less well did not know what Christmas was or compared Christmas with other festivals.

- * (d) "Christmas has lost its real meaning." — birth of ~~Jesus~~ Christ — John
 — incarnation — "Word became"
 — "Became incarnate"
 Evaluate this statement considering arguments for and against. — Presents — 3 wise men, hope for the roots for all kinds of evil! Messiah. — St Paul
 In your response you must:
 • refer to Christian teachings
 • reach a justified conclusion. "You cannot serve both" (15)

Many Christians believe that Christmas has lost its true meaning, as it has deteriorated into merely a money-making scheme. Though Christmas is still revered with reverence amongst many Christians, a large proportion of the world celebrate it merely for the gift exchanging, and ~~propaganda~~ propaganda that is now associated with it. Christmas had previously purely been to recall the birth of Jesus Christ, and the incarnation. A time of celebration for the birth of the Saviour. God "became inc" Jesus the Son "became" "became incarnate from the Virgin Mary" — Nicene Creed, John, a belief that ~~was~~ all Christians valued and celebrate, but many ~~do~~ people now do not even know of the real meaning.

or

Other Many Christians believe Christmas is

a time to value and commemorate God's sacrifice for humanity. "The Word became flesh and dwelt among us" - John. By God becoming human, not only did he suffer pain, thirst, hunger, and death, but he also allowed humanity to create a 1 on 1 relationship with him, through the body of Jesus. Christmas honours God's efforts, and therefore by it losing its true meaning, it can be argued that God is simply treated with ~~dis~~ disrespect during the festive season. By tainting his previously pious representation of Christmas, it loses its true meaning, thus construing it simply as a facade for humanity's avaricious desires.

Overall, it is ~~conspicuous~~ conspicuous that propaganda and monetary schemes have tainted the image of the once pious, holy festival. Jesus warned against the misuse of wealth, stating "You cannot serve both God and money". Therefore it is clear that Christmas is only truly religious if it is not valued solely for its monetary aspects. St Paul wrote "Love for money is the roots for all kinds of evil", which conveys the catastrophic off consequences of purely honouring Christmas for the gifts and money, rather than God.

(Total for Question 3 = 27 marks)



This response reaches Level 3, 7 marks, and 3 marks for SPaG.

The answer gives sufficient accurate information to reach Level 3 but at the bottom of the range of marks, because some of the demands of the level descriptors were not met.

The response demonstrates:

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.



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

*(d) "Christmas has lost its real meaning."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

I agree with this statement because Christmas was the day Jesus got crucified. This means that Christmas can affect people on Christmas and will ~~at~~ ^{not a special celebration} ruin their time. A source of wisdom and authority to support this is "no meaning", this shows that Christmas isn't Christmas anymore and it has lost its real meaning. Another way to show I agree with this statement is that it has gone more unspiritual since less people are ^{not} motivated to celebrate Christmas. This shows that Christmas has lost its real meanings.

People may disagree with this statement because they believe Christmas still is spiritual since it's the ^{of day of} remembrance of Jesus. This shows that people still love to celebrate Christmas since because it's one of the most important days of Jesus' life. This shows that Christmas has not lost its real meanings.



Unfortunately, this answer gives no accurate information about Christmas and therefore cannot be given any marks.

It is rambling and general.

SPaG was awarded 0 marks, in this example.

If a response receives 0 marks for Religious Studies it cannot be given any marks for SPaG.



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

Question 4(a)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.3 – Christian attitudes to conflict

The question asked was:

Outline **three** Christian teachings about conflict.

In this question any Christian teaching or belief about conflict could be credited; this included references from the Bible but need not include them. Conflict in this instance refers to any form of conflict, including personal relationships and national conflicts.

Reference to Just War and Holy War – if used correctly – may also be a teaching about conflict. However, the teaching must be Christian in nature. Vague references like 'do not murder' needed to be connected to conflict to be credited.

Common errors included descriptions of peacemaking and discussions of ideas opposite to conflict such as pacifism, reconciliation or forgiveness, without mention of conflict. Definitions of conflict did not provide an answer to Christian teachings about conflict.

4 (a) Outline three Christian teachings about conflict.

(3)

One Christian teaching about conflict is that it should be avoided. Another Christian teaching is that Jesus ~~he~~ prevented conflict from starting at his arrest. Another Christian teaching about conflict is that ~~people~~ ^{people} should aim to reach peace when fighting.



The candidate gains 3 marks for three teachings, outlined in sentences.

- One Christian teaching about conflict is that it should be avoided. (1)
- Another Christian teaching is that Jesus prevented conflict from starting at his arrest. (1)
- Another Christian teaching about conflict is that people should aim to reach peace when fighting. (1)



Lists can only receive 1 mark.

4 (a) Outline **three** Christian teachings about conflict.

(3)

One Christian teaching about conflict is that it's bad as it harms ^{and} ~~or~~ kills innocent people.

Another Christian teaching about conflict is that the bible says to 'turn the other cheek' this shows conflict is not encouraged.

lastly, one teaching is that Jesus ~~didn't~~ ^{avoided} engage peace-making is encouraged during conflict - 'blessed are peacemakers'



This response is given 3 marks - one mark for each Christian teaching about conflict.

- One Christian teaching about conflict is that it is bad as it harms or kills innocent people. (1)
- Another Christian teaching about conflict is that the Bible says, 'turn the other cheek' and this shows conflict is not encouraged.(1)
- Lastly one teaching is that peacemaking is encouraged during conflict. (1)



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 4.5 – Christian attitudes to the Just War theory.

The question asked was:

Explain **two** of the conditions of a Just War accepted by Christians.

Answers to this question could include any condition of a Just War that would be recognised by Christians. The most common were Just Cause, Lawful authority, Right intention, Last resort, Chance of success, Proportionate means and not harming non-combatants.

Common errors that could not be credited included reference to ideas that are not conditions of a Just War such as self-protection and revenge. Also, some candidates referred to conditions of a Holy War and these could not be credited.

Candidates are asked to 'Explain two' on (b) items. Therefore, two conditions 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 condition given and to the question asked.

(b) Explain **two** of the conditions of a Just War accepted by Christians.

(4)

one condition of a justwar would be to ensure that no
innocent lives are harmed



This candidate gives one accurate condition – 1 mark.

- One condition of a Just War would be to ensure that no innocent lives are harmed. (1)



Candidates should read the secondary command word in each question.

(b) Explain **two** of the conditions of a Just War accepted by Christians.

(4)

That ~~no children or~~ no innocent people are killed, because they have nothing to do with the war.

That they have tried to resolve their issues with peace, and that the war is a last resort.



The candidate gives two developed reasons. Each is in its own paragraph – 4 marks.

This example shows that candidates do not have to give lengthy answers.

- That no innocent people are killed (1) developed by
- Because they have nothing to do with the war (1)
- That they have tried to resolve their issues with peace (1) developed by
- And that the war is a last resort (1)



Candidates should vary their answers as much as possible.

Question 4(c)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.4 – Christian attitudes to pacifism

The question asked was:

Explain **two** Christians teachings about passive resistance.

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

Answers to this question should refer to Christian teachings and beliefs about passive resistance. They may have included a Christian example such as Martin Luther King and sources may reflect this.

Common errors included a focus on peace or conflict without mentioning passive resistance; some mentioned non-Christian examples or quotes (Gandhi) but these could not be credited.

Candidates are asked to 'Explain two' on (c) items. Therefore, two teachings 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 teaching given and to the question asked. The teachings then should be supported with a 'reference to a source of wisdom', this must support the teaching given and cannot be given marks twice. Therefore, if it is used as development, it does not gain a second mark as the source.

(c) Explain **two** Christian teachings about passive resistance.

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

(5)

~~Two teachings~~ teachings about
Passive resistance is that you have
to resist all the bad stuff in life
and resist bad temptations.



This response receives no marks.

The candidate does not provide any accurate teaching.

They do not know what passive resistance is.



Learn key words in the specification.

This response shows an answer that is divided into two paragraphs – this is easier to read and to give marks.

(c) Explain **two** Christian teachings about passive resistance.

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

(5)

One Christian teaching about ~~pass~~ passive resistance is that it is important to turn to God for help and mercy towards your enemies. The Bible states "pray for those who persecute you". This illustrates how Christians should pray to God for mercy on enemies and that it is of greater benefit than active resistance, such as fighting.

Another Christian teaching emphasises ~~pass~~ how Christians should be ~~passive~~ not be passively ~~res~~ resistant. Jesus stated that he came to bring "a sword". This implies Christians should fight ~~eng~~ for religion against persecution.



The candidate gives two developed teachings and makes use of a source. They gain maximum marks - 5 marks.

- One Christian teaching about passive resistance is that it is important to turn to God for help and mercy towards your enemies (1)
- Use of source: The Bible says, 'pray for those who persecute you' (1) developed by
- Christians should pray...it is of greater benefit than active resistance, such as fighting. (1)
- Another Christian teaching emphasises that Christians should not be passively resistant, Jesus stated that he came to 'bring a sword' (1) developed by
- This implies Christians should fight, for religion (1)



Candidates should not write 'a source of wisdom for this is'

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 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 candidate's progression to the higher levels.

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

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.2 – The role of Christians in peacemaking.

The question asked:

"Forgiveness is the most important part of peacemaking."

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 or ethical response. Any non-religious or ethical material within an answer was ignored.

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

(d) "Forgiveness is the most important part of peacemaking".

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(12)

Forgiveness means to stop blaming someone for the wrong they have done.

Christians believe ~~the~~ forgive is extremely ~~as~~ important as it highlights the crucifixion. Jesus died on the cross to save all of humanity's sins which emphasises the importance of forgiveness as Jesus sacrificed himself to show eternal love to everyone. On the cross Jesus said "father forgive them" (like) signifying Christians priority ~~the~~ "forgiving everyone. If people are forgiven this brings about peace amongst people as if people stop blaming people for the wrong ~~the~~ they have done, no conflict and violence will occur. Therefore people may agree that forgiveness is the most important part of forgiveness. However some Christians may disagree with this statement as justice may be seen as the most important part of peacemaking. If society shows justice amongst everyone, everyone is treated fairly and therefore no war or conflict occurs, ultimately bringing about peace. "let justice roll on like a river" highlights the importance of forgiveness and how it should be shown throughout daily life. If Christians show justice towards everyone, this prevents discrimination taking place in the first place, therefore no one will need to be forgiven in the first

place proving that justice is the most important part of peace making.

In conclusion, I disagree with the statement as I believe justice is most important. If people show justice in the first place, there is no need for forgiveness to happen as ~~there~~ justice prevents inequalities and conflict in the first place. Therefore if people prioritise justice more than forgiveness ~~as~~ throughout peacemaking, it results in a simplified process into achieving harmony and peace amongst everyone.



The candidate has been given Level Three – 7 marks.

This is the lowest mark in Level 3 because the answer met some of the demands of the level descriptors but not all of them.

It shows:

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, leading to a partially justified conclusion.

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



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

(d) "Forgiveness is the most important part of peacemaking".

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(12)

Some Christians may agree with this statement. A reason for this could be that in the Bible, Jesus teaches Christians to forgive others when he says "Forgive one and other".



The candidate has been given Level One - 1 mark, which is the bottom mark in Level 1 because:

The answer gave an isolated piece of information.

It needed more simple judgements, which had some links to the analysis to reach Level 2.



Candidates should be familiar with the levels mark scheme.

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 two 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
- Candidates should be familiar with the levels mark scheme for (d) questions
- (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 will 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>

