



Examiners' Report **June 2023**

GCSE Religious Studies B 1RB0 3B

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2023

Publications Code 1RB0_3B_2306_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

Introduction

This paper contributes to 50% of the overall award when combined with another area of study.

The paper includes four questions, each covers a section of the specification, candidates are expected to answer all four questions, and there is no element of choice on the paper.

The details of the assessment content are provided in the specification. Centres are expected to use the Edexcel specification rather than other published resources when planning and teaching the course content. The examination is set from the specification.

The paper allows an in-depth study of Christianity as a lived religion within the United Kingdom, and its beliefs and teachings on life, specifically about the Philosophy of Religion and Equality, making this paper specifically appropriate for study as preparation for A Level.

This unit engages the interest of young people, because it addresses many Christian beliefs and teachings, in addition to some of the issues affecting young people today.

Note:

Assessment Objectives – AO

In some questions, Spelling, Punctuation and Grammar are assessed – SPaG

* by a question indicates that divergent thinking is required

Question 1 (a)

The candidates needed to provide beliefs, not reasons, nor ways and they needed to refer to accurate Christian teachings about the Trinity.

This question was usually answered well. Most candidates knew three beliefs about the Trinity.

1 (a) Outline **three** Christian beliefs about the Trinity.

(3)

one christian belief is that the name 'Trinity' comes from 'Tri-unity', which means many (3 different things) equal to one thing. Another christian belief is that ~~the~~ Jesus is the son of God. Lastly, another christian belief is that the ^(God) Trinity is made up of 3: the Father, the Son (Jesus) and the Holy Spirit.



ResultsPlus
Examiner Comments

The candidate writes three sentences outlining three beliefs. These sentences could have been shorter.

- The name trinity comes from Tri-unity (1)
- Jesus is the Son of God (1)
- The Trinity is made up of ... the Father the Son and the Holy Spirit (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

It does not matter whether the candidate uses bullet points, as long as they are full sentence outlines.

This candidate has written in three distinct sentences – ideally they should write on 3 separate lines.

1 (a) Outline **three** Christian beliefs about the Trinity.

(3)

One belief is that the trinity is God as one being in three persons. Another belief is that each person is fully God. Another belief is that all 3 persons are different but make up God.



ResultsPlus
Examiner Comments

The candidate writes three sentences outlining three beliefs. No more detail than this is required in an outline.

- The Trinity is God is one being in three persons (1)
- Each person is fully God (1)
- All three persons are different (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Teachers should refer to the specification in order to ensure full coverage for probable questions.

Question 1 (b)

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

Development consists of a piece of extra information, a reference to a source of wisdom a quotes or examples. The development must be of the reason given and to the question asked.

Candidates needed to focus on why life after death is important to Christians – not describe the belief.

(b) Explain **two** reasons why belief in life after death is important for Christians.

(4)

One reason is because it gives them hope for eternal life with God.

Therefore a belief will encourage them to work to achieve ~~salvation~~ atonement to go to heaven and remind them of Jesus sacrifice.

Another reason is that it is taught in the Bible as being a reward for faithful Christians. This encourages Christians to worship God more and be more thankful, better people.



The candidate gives two developed reasons.

- Reason One – It gives them hope for eternal life with God (1)
Development One – will encourage them to work to achieve atonement to go to heaven (1)
- Reason Two – It is taught in the Bible as being a reward (1)
Development Two – encourages them to worship God (1)

Total: 4 Marks



Candidates should read the question before writing each paragraph, to make sure they are still answering the question.

Candidates have to ensure their reasons are different to each other.

(b) Explain **two** reasons why belief in life after death is important for Christians.

(4)

one reason life after death is important to christians is that it is ~~base~~ decides were you will go to eternal paradise or hell, as God judges people on their actions in life.

life after death is also important as it decides were are christians will be in a place with God or a place without God.



ResultsPlus
Examiner Comments

The candidate gives one developed reason.

- Reason One – God judges people on their actions in life (1) the development is before the reason – Development One – decides where you will go eternal paradise or hell (1)

The next paragraph does not provide a reason that is sufficiently different and so cannot be credited.

Total: 2 Marks



ResultsPlus
Examiner Tip

When candidates give two answers and cross out the first, examiners mark the replacement answer.

Question 1 (c)

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two teachings were required, and both were needed to be developed for 4 marks. The teachings needed to be clearly identifiable as biblical to gain marks.

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

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

In this question the biblical teaching does not need to be a quote – it needs to be explained.

(c) Explain **two** biblical teachings about the Incarnation.

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

(5)

In the Bible it is described that ^{virgin} Mary, the ~~the~~ mother of Jesus Christ will give birth to a son. 'The virgin will conceive and give birth to a son and they will carry him immanuel?' [Matthew 1:23]. This had occurred at around 5BCE till 33CE. The Bible also describes further on that God did not send Jesus to condemn the world but to save it - from sin. 'For God did not send his only son to condemn the world but to save the world through him.'



This candidate gives two teachings: one is developed and there is an accurate source of wisdom used as part of the reasoning.

- Teaching One – In the Bible it is described that the Virgin Mary...would give birth to a son (1) Source – ‘they will call him Immanuel’ (1) – Bible reference is correct but is not needed. Development One – this occurred around 5BCE (1)
- Teaching Two – God did not send Jesus to condemn the world (1) Development Two – but to save it from sin (1)

There is extra information but none of it is needed.

Total: 5 Marks



Candidates should try not to write too much in an answer.

This answer shows that the candidate has not read the question correctly – they have not focussed on the Incarnation.

(c) Explain **two** biblical teachings about the Incarnation.

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

(5)

One teaching is that Jesus was present at creation. This is because God is the son (Jesus) ^{and} in the Bible it says in the beginning there was a word, that word was with God, that word was God.

Another teaching is that Jesus is God in flesh meaning he was entirely human and divine at the same time. This is shown as Jesus feels pain yet can perform miracles.



ResultsPlus
Examiner Comments

This candidate gives two teachings: Only one is about the Incarnation and can be credited. The first part is about the eternal Trinitarian nature of Jesus.

- Teaching One – Jesus feels pain and yet can perform miracles (1)
Development is before the teaching about Incarnation –
Development One – Jesus is God in flesh meaning he was entirely human and divine at the same time (1)

Total: 2 Marks

Question 1 (d)

(d) questions are good discriminators of achievement in RS. Candidates who did well recognised that this was a stimulus about whether the best way to deal with the theological problem of evil and suffering was practical rather than theoretical (free will or vale of soulmaking) or biblical (psalms or Job) . This question is not about how to overcome suffering.

Please note that, neither in the bullet points, nor on the question are candidates required to give a non-religious response, thus any non-religious content was ignored.

(d) items are Levels marked: they are not point marked.

This answer shows that a brief plan helps organise work so that they can reach higher levels.

***d) "The best solutions to the problem of evil and suffering are practical."**

Evaluate this statement considering arguments for and against.

In your response you should:

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

(15)

- Story of Job ✓	- Inconsistent Trinitarian ✓
- Free will ✓	- donating to charity ✓
- God's path/plan	

Some Christians will agree with this statement as they believe that practical solutions will help the problem of evil and suffering, as it is a result of human actions. The story of Adam and Eve shows how they were given free will, but went against God's wishes.

The Bible states "cursed is the ground because of you" which helps to show that humans are as a result of sin, consequently evil and suffering.

Some Christians believe we should donate to charity, or do missionary work in order to stop suffering in our world. Additionally, we should repent our sins, as taught by Jesus in order to forgive others to stop resentment improving evil in communities. Jesus said "Father forgive them, for they do not know" showing how ^{God} Jesus forgave humans for causing sin and as a

result caused evil and suffering, which Christians should now help to overcome practically.

However some may disagree with this statement as people question why the problem of evil and suffering exists, by the consistent Triad. This helps to show that if God is so omnipotent and omnibenevolent then why does the problem of evil and suffering exist, and why should Christians overcome this practically. These solutions such as donating to Christian aid, do not overcome the problem of evil and suffering, they only help resolve smaller issues. Without God's help humans will never overcome issues, like poverty, homelessness, environmental problems. These are all caused by God allowing Christians to have free will, which has destroyed ~~the~~^{our} world, full of hatred and suffering. In contrast believes can be shown by the story of Job, which demonstrates that the problem of evil and suffering is beyond human control and therefore part of God's bigger plan, so practical solutions cannot solve the problem of evil and suffering.

Overall I believe that the best solutions to the problem of evil and suffering are practical solutions, as they help to solve the issues around the world which hopeless people are stuck in. For example helping the poor, can improve lives even if it is slow and does not fully overcome issues around evil and suffering.



The response is been awarded Level Three because:

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

The first paragraph is an introduction to the candidate's arguments and a link from Adam and Eve – free will to doing charity work and missionary work, this is done in a way that seems logical although it is not the expected use of the material and does not help the argument differentiate between practical and theoretical arguments. This is then linked to forgiveness of sins as a practical solution.

In the second paragraph, the candidate provides coherent and logical chains of reasoning for an alternative argument, focused on the inability of practical solutions (lots of examples) to overcome evil and develops this idea making connections to the story of Job, concluding with the assessment that it is up to God.

There is then a brief conclusion, which summarises and assesses the arguments given.

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

To reach Level Four the candidate would need to:

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

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks



Formulas and writing frames restrict the flow of the arguments and may limit progression to the higher levels.

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must some evaluation of the arguments used/appraisal to gain the higher grades.

*(d) "The best solutions to the problem of evil and suffering are practical."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

This statement is indeed correct as problems and evil in this earth are born to happen as there is many, many sinners out there who do not follow the Bible and God's words correctly. Their not following them correctly means that they are already far, far away from the right path meaning they are of course not going to act humane and lack a huge amount of humanity. These people will also ~~also~~ disrupt peace in people's lives by being the evil people they are, and let us suffer. Us as Christians don't react in an abusive way, we react calmly and handle the situation calmly.

People will act like utter tools to destroy you and your mental health and life because they are selfish. They only care about themselves in reality. But, we have to react in a professional way to show them we don't care so they leave us alone.

However, this statement is false because we cannot let people walk all over us like we are some fools who stand by anything they do to us, be it ruin our reputation or lives.

Not reacting straight away would imply to them we are utter fools who do not care.

Not caring shows them 'go ahead ruin us'. We have to react to evil and suffering.

instantly.

Jesus died for our sins instantly, to think we can even bother waste time suffering ~~has~~ to evil is pure idiocy and shows a lack of care to Jesus and God.

Overall, suffering and evil is normal but we must fight back against it, instantly.



The candidate has been awarded Level One – because:

The paragraph provides an argument 'many sinners who do not follow the Bible' this is developed using information about what people do which does not address the question.

The next paragraph attempts a response which is at a tangent to the question – it is not Christian teaching and cannot be credited.

The next paragraph states that Jesus dies for our sins which is in line with their argument that sins cause suffering.

The conclusion provides another isolated reason 'we must fight back against it'.

The information is very general. It shows isolated elements of understanding of religion and belief.

The answer gives sufficient accurate information to be awarded Level 1 at the top of the range of marks .

SPaG – the grammar is not high performance so the answer is awarded 2 not 3.

Response: 3 Marks

SPaG: 2 Marks

Total: 5 Marks



Assess and analyse the evidence used in your arguments.

Question 2 (a)

Candidates were able to give three Christian teachings about raising children to believe in God. Some suggested that children are allowed to make up their own mind this was not accepted as accurate as it is about raising them to believe.

Each outline requires a full sentence.

2 (a) Outline **three** Christian teachings about raising children to believe in God.

(3)

• One teaching is that raising children this way will prevent them rejecting God when they are older.

Another is that it helps to give them fundamental understanding of what is right and wrong.

Another is that it provides them comfort knowing they can seek help and guidance from God whenever



ResultsPlus
Examiner Comments

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

- It will prevent them rejecting God (1)
- It gives them a fundamental understanding of what is right and wrong (1)
- It provides them with comfort knowing they can seek help...from God (1)

The rest of the information in this last sentence is not required: maximum marks have been awarded.

Total: 3 Marks



Candidates should record each outline on a separate line.

This example shows a candidate who has repeated information.

2 (a) Outline **three** Christian teachings about raising children to believe in God.

(3)

One Christian teaching about raising children to believe in God is taking them to a community or church of Christians.

Another teaching about raising a child to be Christian is teaching them about God and Christianity.

Another third teaching is to teach them about bad and how to stay away from it.



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

- Taking them to a community or church of Christians (1)
- Teaching them about God and Christianity (1)

The last sentence is not accurate / repeats information.

Total: 2 Marks



'Outline' requires three outlined beliefs in sentences.

Question 2 (b)

In this question candidates were able to show knowledge and understanding of visions. This questions credited material from biblical / non biblical visions and dreams.

This response shows that candidates do not have to write a lot to answer the question.

(b) Explain **two** reasons why visions may be important for Christians.

(4)

One reason is because they prove the existence of God. Those experiencing the vision will have a stronger connection to their religion since they first-hand experienced.

Another reason is because it shows God's characteristics. For example, ~~the~~ visions show God is omnipotent.



This response shows two developed reasons.

- Reason One – One reason ... they prove the existence of God (1)
Development One – [they] will have a stronger connection (1)
- Reason Two – Another reason is because it shows God's characteristics (1)
Development Two – For example , visions show God is omnipotent (1)

Total: 4 Marks



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

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

(b) Explain **two** reasons why visions may be important for Christians.

quite

(4)

It gives them proof that God is real. By seeing visions Christians can ~~get~~ strengthen their belief in God as only a being as powerful as him can give us visions.

It ~~also~~ can also guide Christians to do the right thing, if a Christian ~~does~~ doesn't know what to do they can look to God for help and ~~we~~ ^{he} could give them a vision or a sign to show them what to do.



This response shows two developed reasons.

- Reason One – It gives them proof that God is real (1) Development One – strengthen their belief in God (1)
- Reason Two – It can also guide Christians to do the right thing (1) Development Two – they can look to God for help (1)

Total: 4 Marks



Write answers that divide into two paragraphs, each containing a reason and a development.

Question 2 (c)

In this question, candidates were asked to show knowledge and understanding about how the cosmological argument shows that God exists. Some candidates lost marks as they described features of the design argument or the biblical account of creation.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two features 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 feature given in the response: this is the 5th mark.

This candidate responds concisely and is awarded 4 marks.

(c) Explain **two** features of the cosmological argument that show that God exists. ^{first cause.}
_{possible}

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

(5)

One feature is the first cause. Christians believe that there must be a cause for the world which is God.

Another feature is the unmoved mover. Christians believe that God was the person who started the universe, and the "mover".



This candidate gives two developed features.

- Feature One – One feature is the first cause (1) Development One – there must be a cause for the world which is God (1)
- Feature Two – Another feature is the unmoved mover (1) Development Two – God was the person who started the world and the mover (1)

The candidate needed to use a source to gain the 5th mark.

Total: 4 Marks



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

This candidate made the mistake of focusing on creation of the world not the cosmological argument.

(c) Explain **two** features of the cosmological argument that show that God exists.

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

(5)

The cosmological argument is to prove the existence of God.
Something cannot exist in this world without a first cause
and Christians that in this case, God is the first cause.
It also describes that God had created the universe as
described in Genesis 1:2 which talks about how God created
the world and what he did on what days. Further on in Genesis 3:23
walks us through the development on humans



ResultsPlus
Examiner Comments

This candidate gives two developed features.

- Feature One – Something cannot exist in this world without a first cause (1) Development One – And Christians...God is the first cause (1)

The second paragraph is not about the cosmological argument and does not gain any marks.

Total: 2 Marks



ResultsPlus
Examiner Tip

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

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 often restrict the flow of the arguments preventing progression to the higher levels.

(d) items are marked using a levels-based mark scheme. The Level is decided using 'best fit', according to the levels descriptors.

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

Candidates who did well recognised that this was a question about the validity of miracles, including non-religious views, and were then able to expand arguments with appraisal.

Candidates who did not include non-religious views could not achieve beyond level 2.

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

(d) "Miracles prove the existence of God."

Evaluate this statement considering arguments for and against.

In your response you should:

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

3. improbable

(12)

One Christian might agree with this statement as miracles are unable to be explained by science and are seemingly impossible, therefore must be caused by an omnipotent being: God. For example, in the miracle of the burning bush, ~~the bush~~ speaks to Moses, ~~says~~ "God called from within the bush, 'I am the God of your father'" (Exodus). This event not only shows God explicitly revealing himself to ~~himself~~ ^{Moses}, but also is unexplainable, so must be a miracle caused by God.

However, a non-religious person, for example an atheist would rebut this by arguing that Moses could have been hallucinating after having consumed some local weed, and the fire could have been caused by hot air vents underground. Furthermore, accounts of miracles are based on eye-witness accounts and have no hard evidence, so many people may come up with miracles for attention.

A Christian may counter this by saying that the Bible

is the word of God, not just an eye-witness account. Moreover, whilst some miracles may be explained by science, it is so incredibly unlikely for these events to happen naturally and therefore must have been initiated by God.

An atheist would undermine this by stating that the point of miracles is that they are incredibly unlikely; otherwise they wouldn't be viewed as miracles. Furthermore, as science develops, we are able to explain more and more seemingly impossible miracles, such as the creation of the universe through the Big Bang as scientists realised galaxies further away were moving away from us ~~at a~~ faster so the universe is expanding from a hot dense point.

In conclusion, miracles don't prove the existence of God as whilst they may seem unlikely, there is always a scientific explanation even if it hasn't yet been discovered. Also, even if these events were caused by something supernatural, why should that be God?



The candidate has been awarded Level Two – 6 marks because:

The first paragraph provides Christian arguments supporting the statement that show good understanding of religion and belief.

It argues that the miracles are shown in the Bible and support the characteristics of God. The end of the paragraph provides an attempt to assess.

The second paragraph uses contrasting and non-religious argument about lack of proof. This is supported by reasoning that Moses may have been hallucinating. It continues with this reasoning and another argument that eye-witnesses may want attention.

The next paragraph is a Christian counter argument – it is in the Bible and another argument that they are unlikely to occur naturally.

The candidate provides a conclusion that does not appraise: it simply repeats arguments given already.

The answer gives sufficient accurate information to be awarded Level 2 at the upper end of the range of marks because it contains the requirements of Level 2.

To be awarded Level Three the candidate would need to:

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

Level 2

Total: 6 Marks



In d) questions evidence adds to the chain of reasoning and gives more content to appraise.

This answer is a series of isolated (undeveloped) arguments so cannot get more than level 1.

(d) "Miracles prove the existence of God."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some christians agree with this statement because God has show himself through miricles. For example God has & give his propners an authority to show miricles. Some christians may agree with this statement because & God shows miricles to some people to show if something is good or bad for dem. For example this shows them god's sign. Overall I agree with this statement because & I believe that God has shown himself through miricles.



The candidate has been awarded Level One – because:

The paragraph provides an argument 'God shows himself through miracles' there is attempted development which is too vague to credit. An isolated point.

The next paragraph provides another isolated alternative argument 'shows them God's sign'.

The conclusion provides the repeated reason 'God has shown himself through miracles'.

The information shows isolated elements of understanding of religion and belief.

The answer gives sufficient accurate information to be awarded Level 1 at the top of the range of marks.

Level 1

Total: 3 Marks



Appraisal shows:

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

Question 3 (a)

This question worked well; it highlighted that the majority of candidates were aware of the purpose of pilgrimage. There were many correct answers and candidates did not have to identify any specific place of pilgrimage.

This example shows that responses did not need to be long – they just needed to provide a correct purpose of pilgrimage.

3 (a) Outline **three** purposes of pilgrimage for Christians.

(3)

To feel closer to God

To ~~become~~ become the best Christians they can

To follow in the footsteps of Jesus.



ResultsPlus
Examiner Comments

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

- To feel closer to God(1)
- To become the best Christians they can (1)
- To follow in the foot steps of Jesus (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Three separate sentences are a good idea!

A full mark response.

3 (a) Outline **three** purposes of pilgrimage for Christians.

One purpose of pilgrimage for Christians⁽³⁾ is to atone for sins
Another purpose of pilgrimages for Christians is to strengthen their relationship with God.
A third purpose of pilgrimages for Christians is to understand their past.



ResultsPlus
Examiner Comments

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

- To atone for sins (1)
- To strengthen their relationship with God (1)
- To understand their past (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Read questions carefully.

Question 3 (b)

In this question, candidates were able to show knowledge and understanding about why Christians pray – there were many correct answers.

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 described and to the question asked.

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

(b) Explain **two** reasons why Christians pray.

(4)

One reason why Christians pray is to ask for forgiveness from God. For example, if a Christian has sinned against God, and they ask for forgiveness and repent for their sin, they will be rewarded by God.

Another reason is to strengthen their faith. For example, when a Christian prays, they know that God can hear their prayers, and this can provide ~~comfort~~ and reassurance.
comfort



The candidate gives two developed reasons.

- Reason One – To ask for forgiveness from God (1) Development One – For example, if...they ask for forgiveness and repent for their sin they will [be] rewarded by God (1)
- Reason Two – To strengthen their faith (1) Development Two – For example, ... they know God can hear their prayers and can provide comfort and reassurance (1)

Total: 4 Marks



Examples are a good form of development in (b) and (c) questions.

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

(b) Explain **two** reasons why Christians pray.

(4)

Christians pray because it's a way of communicating with God. This important because they can voice for help or there appreciation with God. Another reason why Christians pray is because is to connect and understand Christianity as a religion.



The candidate gives two reasons, however they do not develop the second one.

- Reason One – its a way of communicating with God (1) Development One – because they can voice for help or their appreciation with God (1)
- Reason Two – To connect and understand Christianity as a religion (1)

Total: 3 Marks



Candidates should read through their answers to ensure that they make sense.

Question 3 (c)

In this question candidates were asked to show knowledge and understanding about the ways the local church can help people locally, a very wide topic and it elicited many answers. Candidates who gave answers that indicated help for people living in other countries were not awarded marks.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two ways are required, and both need to be developed for 4 marks. The ways then should be supported with a 'reference to a source of wisdom', this must support the way 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.

This candidate gains full marks but wastes time by writing too much.

(c) Explain **two** ways the local church can help people in the local area.

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

(5)

One way is through doing volunteer work with local places in need such as food banks. Jesus said to 'Love your neighbour as you love yourself'. Therefore the Church is following Jesus order and also restoring equality by collectively assisting the less fortunate.

Another way is through offering support to G groups and services within the Church for locals. This helps people feel they can easily seek guidance and allow the church to open them to God's love and support as well through guided prayer perhaps.



This candidate gives two developed ways and there is an accurate source of wisdom used as part of the reasoning thus gaining 5 marks.

- Way One – One way is through doing volunteer work (1)
Development One – such as food banks (1) Source – love your neighbour (1)
- Way Two – Offering support through groups and services (1)
Development Two – helps people feel they can easily seek guidance (1)

There is extra information but none of it is needed, candidates should try not to write too much in an answer.

Total: 5 Marks



Examples are perfect forms of development.

This candidate focussed incorrectly on the idea that the church is local – nearby.

(c) Explain **two** ways the local church can help people in the local area.

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

(5)

One way is because they can come to the church often and learn about their religion more. Another way is that it must be easier for them to come as it is local to them.



ResultsPlus
Examiner Comments

This candidate gives one way.

- Way One – Come to the church often and learn about their religion (1)

The information in the second paragraph is too vague/inaccurate to be credited.

Total: 1 Marks



ResultsPlus
Examiner Tip

Candidates should be familiar with the requirements of the specification and the words used in it. Questions asked will be based on the specification.

Question 3 (d)

(d) questions are good discriminators of achievement in RS. Candidates who did well knew about evangelism and were able to expand answers with evaluation. Those who did less well included either did not know what evangelise meant or included non-religious arguments.

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

This question includes an additional 3 marks for SPaG.

This candidate gains low marks because they give a number of developed reasons in short paragraphs, they do not provide extended writing or assessments of their arguments.

* (d) "All Christians should evangelise."

Evaluate this statement considering arguments for and against.

'Love thy neighbour' Matthew → respect their beliefs. ①

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some may argue that all Christians should evangelise. This is because in the Gospels it is written: 'Go forth and make disciples of all nations, baptising them.' This source of authority suggests that in order to fulfil God's wishes, all Christians must evangelise others.

Some may disagree with this argument. This is because if a Christian attempts to evangelise others in a multi-faith society, it could lead to religious tensions and even conflicts. Therefore in some situations Christians should not evangelise.

Some may continue to agree because they wish for others to go to heaven. In the Bible, it is written: 'They will be punished' therefore some Christians may consider it their duty to evangelise others to prevent them from going to hell.

However, some may disagree because in the Bible it says 'Love your neighbour as yourself' therefore Christians should respect the religions of others by not trying to evangelise as they would want their religion to be respected.

In conclusion, not all Christians should evangelise. Although teachings in the Bible encourage evangelism, it can cause tension and conflict. As well as this, Christians are taught by Bible teachings to respect others as they respect ~~ten~~ themselves, which includes respecting their religion.



The response reaches Level Two because:

The first paragraph provides an argument based on bible command: 'Go forth and make disciples of all nations'. This is developed by an explanation but nothing else. This shows isolated elements of understanding and belief in a brief chain of reasoning.

The second paragraph uses a contrasting argument: evangelising in a multi-faith society causes tension. This shows isolated elements of understanding and belief.

The following paragraph gives another supporting reason, providing a developed idea that people should be saved from hell.

The following paragraph gives another contrasting reason based on respect supported by 'love your neighbour'.

The candidate then gives a conclusion using argument provided.

The answer gives sufficient accurate information to reach Level 2 at the bottom of the range of marks, because it contains some of the requirements of Level 2 and many of the requirements of Level 1.

To reach Level Three the candidate would need to:

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

Response: 4 Marks

SPaG: 3 Marks

Total: 7 Marks



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

This candidate understood the term evangelise however did not write sufficient to gain higher marks. Candidates need to write enough to show coherent and logical chains of reasoning and to make connections among the elements of the question.

***(d) "All Christians should evangelise."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Most Christians
~~Most Christians~~ will agree with this statement, and say that a key feature of Christianity is spreading the religion. A teaching that is taught at the end of every church service is: "Go, and spread the word of the Lord". This encourages Christians to teach others about Christianity, and bring others into the religion by spreading the word of God.



The response reaches Level One because:

The paragraph provides an argument 'a key feature is spreading the religion' this is developed using the example of 'Go and spread the word of the Lord' from church services.

There is no conclusion.

The information is very general. It shows an isolated element of understanding of religion and belief.

The answer gives sufficient accurate information to reach Level 1, in the middle of the range of marks .

To reach Level Two the candidate would need to:

- Make superficial chains of reasoning and attempt judgements and appraisal

Response: 2 Marks

SPaG: 3 Marks

Total: 5 Marks



Weaker candidates should be encouraged to do reasons for and against the argument and to write a conclusion.

Question 4 (a)

In this question candidates were asked to give Christian teachings about human rights. Most candidates were able to provide accurate teachings.

Teachings about human rights needed to be those that could be supported by Christian Churches (not just individual Christians).

4 (a) Outline **three** Christian teachings about human rights.

(3)

One teaching is that human rights underpin God's love for humanity.

Another is that they prevent inequality which God does not want.

Another is that they help promote less violence and resentment ~~as~~ and discrimination, which disrupts God's creation.



The candidate is awarded one mark for each 'teaching' outlined (written in a sentence).

- Human rights underpin God's love for humanity (1)
- They prevent inequality (1) development after is not required
- they help prevent (less) violence and discrimination (1) development after is not required

Total: 3 Marks



Three concise outlines will gain maximum marks.

Candidates needed to realise that human rights are secular not religious.

4 (a) Outline **three** Christian teachings about human rights:

(3)

one teaching about human rights is that it gives them free will

A second teaching is that it gives them freedom to speak about their religion

A third teaching is that it ensures no discrimination happens



ResultsPlus
Examiner Comments

The candidate is awarded one mark for each 'teaching' outlined (written in a sentence).

The first line could not be credited as free-will is not part of human rights – they could have worded this differently and been credited.

- it gives them freedom to talk about their religion (1)
- it ensures no discrimination happens (1)

Total: 2 Marks



ResultsPlus
Examiner Tip

If you do not have enough space, complete your answer on another part of the examination booklet.

Make a note of the page where your answer continues, so that the examiner knows where to look for it.

Question 4 (b)

In this question candidates were able to show knowledge and understanding of Christian teachings about discrimination.

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

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

Teachings /beliefs are those concepts taught by a Christian Church to be believed, not things Christians may choose to believe, which may not be accurate Christian doctrines.

In a (b) question quotes are a good way to develop answers.

(b) Explain **two** Christian teachings about discrimination. (4)

one christian teaching about discrimination is that ~~everyone~~ everyone should be treated equally. Jesus told his followers to "love ^{your} ~~the~~ enemy".

Another christian teaching about discrimination is ~~that~~ that everyone should be helped when in need regardless of who they are. This was explained in the ~~goat~~ sheep and goats parable.



The candidate gives two developed teachings:

- Teaching One – One Christian teaching about discrimination is that everyone should be treated equally (1) Development One – Jesus told followers to love your enemy (1)
- Teaching Two – everyone should be helped regardless of who they are (1) Development Two – this is explained in the sheep and goats parable (1)

Total: 4 Marks



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

This is a full mark response – showing that writing in two paragraphs helps a candidate organise their answer.

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

(4)

one Christian teaching about discrimination is that it is extremely wrong as everyone is equal and Christians are taught to "love my neighbor" as everyone is made in God's image and are equal.

Another Christian teaching is that Jesus did not judge he was loving and compassionate with everyone and ~~Christian~~ treated everyone equally as Christians believe that God and Jesus have no favourites everyone is the same.



The candidate gives two developed teachings:

- Teaching One – One Christian teaching about discrimination is that it is entirely wrong (1) Development One – as everyone is equal (1)
- Teaching Two – Jesus did not judge (1) Development Two – he was loving ...with everyone (1)

Total: 4 Marks



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

Question 4 (c)

Most candidates were able to identify ways the Church worked for social justice. Weaker candidates did not know what social justice was.

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

Candidates needed to explain ways the Church works for social justice not the reasons why they do this work.

(c) Explain **two** ways the Church works for social justice.

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

(5)

One way is by giving to charity and those in need. In the feeding of the 5000 in the bible, ^{JESUS} ~~God~~ provides those in poverty with fish and bread. Churches follow his example by giving out resources for those struggling and showing love.

Another way the Church works for social justice is by raising awareness of extreme poverty. This way people will be more educated on how to help and the details of what is actually happening, as ~~many~~ people often aren't aware of this.



The candidate gives two developed ways and there is an accurate source of wisdom used as part of the reasoning.

- Way One – Giving to charity and those in need (1) Source – paraphrase of the feeding of the 5000 (1) Development One – giving resources to those struggling (1)
- Way Two – raising awareness of extreme poverty (1) Development Two – more educated on how to help (1)

Total: 5 Marks



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

This is an example of a candidate using the same information twice, thus failing to gain marks.

(c) Explain **two** ways the Church works for social justice.

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

(5)

One way in which the church works for social justice is by ~~having~~ or letting anyone come to church as long as they are there in the faith of God. This creates no discrimination and means everyone can come together to worship and celebrate God. Another way churches works for social justice is by having everyone in the same area during prayer and worship, this creates no segregation between people and helps with social justice.



ResultsPlus
Examiner Comments

The candidate gives one developed way.

- Way One – Letting anyone come to church (1) Development One – this creates no discrimination (1)

The second attempt at a way is also about worship so gains no marks.

Total: 2 Marks



ResultsPlus
Examiner Tip

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

Question 4 (d)

Candidates who did well recognised that this was about whether everyone needs to work for racial harmony or not, and were able to expand answers with evaluation. Weaker candidates referred to religious harmony or non-religious arguments and were not credited for these arguments.

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

Please note that as listed in the bullet points, candidates are required to give relevant ethical arguments, they cannot get beyond level 2 without a ethical argument.

Ethical arguments can refer to any form of ethical argument, they are not limited to the ones linked to the topic in the specification, which are given as an example.

(d) "Everyone should work for racial harmony."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

(12)

Christians agree with this statement as they are taught that everyone is equal, so should work for racial harmony. This means God doesn't show favouritism, so we should ~~not~~ not show favouritism as well as it is the command of God to love ~~one another~~ ^{each other}. In the Bible, it says, God does not show favouritism. I think this is a strong reason as there is evidence in the Bible to back up the point.

Christians agree with this statement as they should follow Jesus' example and work for racial harmony. This means Christians should be like Jesus and treat everyone equally. Religious leaders such as Desmond Tutu and Martin Luther King are examples of Christians who worked for racial harmony. In the Bible, it says, you are all one in Jesus Christ. I think this is a strong reason as religious leaders have

aimed for racial harmony so everyone should too; also there is evidence in the Bible.

~~Atheists~~ Atheists ~~and~~ others may disagree as they may apply situation ethics. This means that racial diversity in some areas may cause conflict and abuse, so should be avoided. I think this is a strong reason as not everyone is ^{not kind enough to live} ~~fitting to work~~ in a multi-racial society.

Atheists may also disagree as some people may not be willing to live in a multi-racial society, ~~some~~ which may cause social tension. This means discrimination may occur, so it is better to not always work for racial harmony as the discrimination may affect a person's well being and mental health. I think this is a strong reason as ~~the~~ social tension may result in lack of trust and availability to facilities such as education.

Overall, I agree with the statement as racial harmony is important. This means everyone should ^(Total for Question 4 = 24 marks) ~~strive~~ ^{for it.}



The response reaches Level Two because:

The first line is a conclusion – statement of opinion.

The first paragraph provides an argument: 'everyone is equal'. This is developed by biblical evidence 'God does not show favouritism'. This is developed in a brief chain of reasoning showing religion and belief.

The second paragraph uses another supporting argument: 'follow Jesus example'. This is also linked to Martin Luther King and Desmond Tutu as examples showing elements of understanding and belief in a brief chain of reasoning. There is an attempt to appraise this argument.

The following paragraph gives a non-religious argument BUT uses situation ethics so can be credited, however this is a isolated argument and not particularly based on situation ethics.

The next paragraph is non-religious and is ignored.

The candidate then gives a conclusion – a statement at the beginning of the response. There is no further evaluation of the arguments at the end.

The answer gives sufficient accurate information to reach Level 2 at the top of the range of marks.

To reach Level Three the candidate would need to:

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

Level 2

Total: 6 Marks



Be familiar with the levels mark scheme and its requirements.

Neither in the bullet points, nor on the question, were candidates required to give a non-religious response.

(d) "Everyone should work for racial harmony."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Christian teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

(12)

I agree with the statement because nobody should be bullied or given less opportunities in life for example getting denied a job or getting less money because of their race or skin colour because it is not fair that people ~~that~~ will go for days with no money because they didn't get paid enough or at all, but because they have no money that means they couldn't afford basic things like food so they could go starving.

Christians are taught not to judge and to help so they should fight for the cause for racial harmony and so should everybody else.



The response reaches Level One because:

The paragraph provides an argument 'nobody should be bullied...because of rase or skin colour' this is developed explaining the impact it may have .

The next paragraph provides an isolated alternative argument that 'Christians are taught not to judge and to help'.

There is no conclusion.

The information is very general. It shows isolated elements of understanding of religion and belief.

The answer gives sufficient accurate information to reach Level 1, in the middle of the range of marks.

To reach Level Two the candidate would need to:

- Make superficial chains of reasoning and attempt judgements and appraisal

Total: 2 Marks



Candidates should 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 as a fifth element
- a source of wisdom may be a paraphrase but should be identifiable
- the source of wisdom must be linked to the reason given
- (d) item responses must show AO2 skills to get high marks
- (d) items must show an appraisal of the argument not simply rely on a set format
- Level descriptors should be used to mark (d) items
- If candidates run out of space they should use extra lined paper
- Candidates should be familiar with the terms used in the specification

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>

