



Examiners' Report

June 2025

GCSE Religious Studies B 1RB0 3B

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Introduction

GCSE (9-1) Religious Studies 2025

Religious Studies B - Beliefs in Action

Paper 3: Area of Study 3 – Religion, Philosophy and Social Justice

Option 3B – Christianity

This paper contributes to 50% of the overall GCSE award. The paper includes four questions, each covers a section within the specification, candidates are expected to answer all four questions, there is no element of choice on the paper. The details of the assessment content are provided in the specification. Centres are expected to use the Edexcel specification rather than other published resources when planning and teaching the course content. Examination questions are set using the specification.

This paper allows an in-depth study of Christianity as a lived religion within the United Kingdom, its beliefs and teachings on life. Specifically, it allows the study of Philosophy and Social Justice. These are issues that are part of the study at A level: as such this paper not only engages the interest of young people, it is excellent preparation for higher level studies in Religious Studies.

Note

AO: Assessment Objective

SPaG: Spelling, Punctuation and Grammar. Marks are available for SPaG in some (d) questions.

Question 1(a)

Candidates were assessed on Section One: Christian Beliefs.

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

The question asked was:

Outline **three** features of the biblical accounts of Creation.

In this question a feature is something that happens in a biblical account. Any part of the biblical accounts of Creation – Genesis 1, Genesis 2, John 1 or even Jeremiah and Ephesians – can be credited. It does not need to be a quote. Common correct answers were the days of Creation – these had to be correct to be credited.

Common errors included: beliefs about Creation that are not described in the Bible, getting the specific events of the days of creation in Genesis 1 incorrect.

It is important that candidates are familiar with all of the specialist terminology used in the specification, so that they understand the questions asked.

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

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

1 (a) Outline three features of the biblical accounts of Creation.

(3)

They can be interpreted ~~as~~ literally, taking the events described as factual.
They can be interpreted ~~as~~ metaphorically, the events described representing god's role in creation.
A final feature is that they describe the events of god creating the universe, over a series of days, such as the sun being created on the fourth day.



This response receives 1 mark.

- Sun is created on the fourth day. (1)

This candidate incorrectly describes the literal and metaphorical understandings – these are not features.



Read the questions carefully.

This candidate writes three accurate sentences, each outlining a biblical feature.

They receive one mark for each outline.

1 (a) Outline **three** features of the biblical accounts of Creation.

(3)

God created the light on the first day

God created stars and other celestial objects on day 4

God rested on the 7th day, referred to as Sabbath



The candidate is given 3 marks

- God created light on the first day. (1)
- God created stars and celestial objects on day 4. (1)
- God rested on the 7th day. (1)



Write three distinct sentences.

Question 1(b)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.5 – The nature and significance of salvation.

The question asked was:

Explain*two* Christian beliefs about the importance of salvation.

Answers to this question were varied. Any belief or teaching associated with the importance of salvation eg being saved from sin was acceptable. This may be what it is, how it was achieved or biblical teachings.

Common incorrect answers included information that was not about salvation, material about atonement and material about the Salvation Army.

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

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

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

(b) Explain **two** Christian beliefs about the importance of salvation.

(4)

One belief is that it increases your knowledge on faith. This means that learning more about the faith could help you understand the stories more better.

Another belief is that it helps you understand the significance of the faith better. This helps you understand the story of the Jesus' life better.



This response is given 0 marks.

The candidate does not know what salvation is. Despite not knowing what salvation is, the candidate tries to give general information.

This information is too vague and will not gain marks. Candidates should not be encouraged to waste time like this.



Teachers should refer to the specification for possible questions.

(b) Explain **two** Christian beliefs about the importance of salvation.

(4)

One Christian belief about the importance of salvation is that it mended the relationship between God and humans. This meant that humans were now saved from Original sin that was committed by Adam and Eve.

Another Christian belief about the importance of salvation is that it showed humans that God loves them. This is because God sent down his one and only son, Jesus, to the world where he was incarnated as a human and died to save humanity from eternal hellfire. This showed humans that God the father and God the son love humans.



The candidate gives two developed beliefs.

- One Christian belief about the importance of salvation is that it mended the relationship between God and humans (1) Developed by
- Humans were now saved from original sin (1)

The extra written material is not needed.

- One Christian belief about the importance of salvation is that it showed humans that God loves them (1) Developed by
- God sent his one and only son...to save humanity (1)

The extra written material is not needed.



Write 4 sentences to gain 4 marks.

Question 1(c)

Candidates were assessed on Section One: Christian Beliefs

Bullet point 1.7 –

The problem of evil and suffering and a loving and righteous God.

The question asked was:

Explain **two** reasons why the problem of evil and suffering may cause Christians to question their faith.

Correct answers to this question addressed the theological problem of evil and suffering and why it may cause problems for belief in God. They often referred to the Inconsistent Triad and to the characteristics of God.

Common incorrect answers referred to evil and suffering in the world, rather than the theological problem of evil. Some answers referred to solutions instead of problems (solutions could be used as development).

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

Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or an example. The development must relate both to the reason 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 and therefore receives no marks. The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development, it does not gain a second mark as the source.

(c) items are point marked.

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

(c) Explain **two** reasons why the problem of evil and suffering may cause Christians to question their faith.

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

(5)

The problem of Evil makes Christians ponder the inconsistent triad. They question whether ~~go~~ God is truly ~~omnipotent~~ omnipotent, ~~omni~~ benevolent and omniscient all at once.

Furthermore, evil is caused by humans and our free will and Genesis states that God created us "in [His] own image" implying ~~a~~ God can be evil like humans. This cause ~~thoes~~ leads to question their faith.



The candidate gives one developed reason but does not use a source – 2 marks.

- The problem of evil makes Christians ponder the inconsistent triad (1) Developed using an explanation
- They question whether God is truly omni-benevolent and omniscient (1)

The second paragraph is not about the problem of evil.



Candidates must use sources of wisdom accurately and in context.

(c) Explain **two** reasons why the problem of evil and suffering may cause Christians to question their faith.

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

(5)

One reason the problem of evil and suffering may cause Christians to question their faith is because it contradicts God's omnibenevolence. In Psalms, God is described as 'compassionate and graceful', and so the suffering in the world goes against this as how could an all-loving God let people suffer and die so much.

Another reason is because it goes against God's omnipotence. Christians may wonder how an all-powerful God allows suffering to happen, and instead questions if He even is powerful enough to stop suffering.



The candidate gives two developed beliefs using a source – 5 marks.

- One reason why the problem of evil and suffering may cause Christians to question their faith is because it contradicts God's omnipotence (1) Then a source is used:
- God is described as 'compassionate and graceful' (1) Developed by
- How could an all-loving God let people suffer (1)
- Another reason is because it goes against God's omnipotence (1) Developed by
- Christians may wonder how an all-powerful God allows suffering to happen (1)



A (c) question has 5 marks and can be answered in 5 sentences.

Question 1(d)

Candidates were assessed on Section One: Christian Beliefs

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

The question asked was:

“The crucifixion shows Christians what Jesus is really like.”

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 person of Jesus and the characteristics of Jesus shown in the crucifixion.

Weaker candidates did not know what the crucifixion was or did not recognise this is about the person of Jesus, rather than is the crucifixion important. They found it difficult to gain marks.

Teachers who are not familiar with the (d) levels-based mark scheme should access the training materials on the Edexcel website.

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

*(d) "The crucifixion shows Christians what Jesus is really like."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some people may argue that the crucifixion is in agreement with this statement, as it shows Jesus to be loving and caring. This is because he gave his life in order to save all of humanity from sin so that ~~everyone~~ ^{those} who believed in him would be saved from damnation, but receive eternal life. This shows Jesus to be caring and loving as he willingly gave up his life in order to save us from being damned to hell eternally, and also making sure that he received 'eternal life' in Heaven after death if we were to follow him. This shows him as caring and all-loving, which is what he is really like.

However, others may argue that the crucifixion shows what God is really like, not Jesus. This is because of the fact that "God gave his only son"

In order to save us from eternal damnation and ~~to~~ to grant us eternal life and by paying back the debt of our sins. These people argue that since it was God the Father who "gave his only son" in order to save us, the crucifixion shows him as omni benevolent, who he really is like, and not Jesus since God the Father made the biggest sacrifice.

In conclusion, ~~I believe that~~ the for argument is stronger because it is more structured, stronger and better backed up by the source of wisdom and authority used. This is because it better describes how Jesus made the biggest sacrifice as he gave his life. Therefore the for argument is the stronger and better argument, while the against argument is weaker as it has worse reasoning and weaker and worse points which aren't backed up as well by the gospel from the Gospel.



This response reaches Level 2, 5 marks, which is the lowest mark in Level 2.

There was sufficient accurate information to be awarded Level 2 in the middle of the range of marks because it met a few of the demands of the level descriptors.

The answer gave:

A basic analysis of the statement that uses some developed arguments

To achieve the top of this level they would need to give an answer that led to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.

SPaG was given 2 marks, because it met intermediate level descriptors:

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

Please note handwriting is not part of the SPaG mark.

Total: 7 marks



Candidates should not refer to material that is not required by the question.

*(d) "The crucifixion shows Christians what Jesus is really like."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

(15)

Some Christians may argue that the crucifixion truly does show what Jesus is really like, as it demonstrates him as willing to sacrifice Himself for the salvation of humanity. Jesus is shown to be kind throughout the Bible, and the crucifixion is not an exception as he willingly dies on the cross having known that Judas would betray him. This is apparent in the Bible where he forgives a robber crucified next to Him who confessed to Him and exclaimed: "Forgive them, Father for they don't know what they are doing". This demonstrates the true kindness that Jesus possesses as he ~~sacrifices~~ absolves humanity of sin and reconciliates them with God. This aligns with the central Christian belief of God being omnibenevolent, and this applies to Jesus as He is part of the Holy Trinity as God the Son (with the others being the Holy Spirit and the Father). Therefore through the crucifixion, the kind omnibenevolent nature of Jesus is confirmed, making them honour his kind sacrifice through the celebration of Easter. The crucifixion therefore presents Jesus as kind.

On the other hand, some Christians may argue that the Crucifixion doesn't demonstrate the true nature of Jesus as it leads to his death. Omnipotence (meaning all being all powerful) is a key belief Christians hold about God, and since Jesus is part of the Holy Trinity, He also has this quality. Therefore there may be an argument that he could have prevented his death since his omniscience also meant that he knew Judas was going to betray him, something explicitly mentioned in the Bible during the Last Supper. This would lead Christians to question if the crucifixion is truly representative of His immense power, as it additionally doesn't align with miracles that truly depict His power, like healing an official's son or ~~the~~ Saul's eyesight before converting him to Paul. This means that the crucifixion does not portray Jesus' omnipotence and therefore Christians cannot use it to deduce that He is really like

In conclusion, while the crucifixion doesn't present Jesus' full power, the resurrection which happens later does, as He rises from the dead. Furthermore, through His death only was the whole of humanity's sin completely removed, which demonstrates an implicit form of power that Jesus has in addition to his kindness. The crucifixion is usually therefore regarded as a symbol of sacrifice which takes both immense power and kindness which supports the argument that crucifixion represents Jesus' true qualities as a Divine being.



This answer gives sufficient accurate information to be awarded Level 3 at the top of the range of marks because it meets the demands of the level descriptors.

This response reaches Level 3, 9 marks because 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.

Total: 12 marks



Candidates should assess and analyse the validity of the evidence used in their arguments.

Question 2(a)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.5 – Christian teachings about prayer.

The question asked was:

Outline **three** reasons prayer may lead to belief in God.

In this question any reasons why a prayer may engender or enhance belief in the existence of God were accepted. Answers were varied and any answer that could apply to Christians was accepted.

Common errors included arguments that were about the purpose of prayer in general but that did not indicate how this may lead to belief in God.

2 (a) Outline **three** reasons prayer may lead to belief in God.

(3)

One reason prayer may lead to belief in God is
because God answers these prayers.



This response receives a mark for:

- One reason prayer may lead to belief in God is because God answers these prayers. (1)



Candidates should record each sentence separately.

2 (a) Outline **three** reasons prayer may lead to belief in God.

(3)

Prayer can comfort, alleviating suffering and hence strengthening faith

Answered prayer can lead people to truly believe god is looking after them, strengthening faith.

Prayer is promoted in the bible (where people gather in my name, I am here with them)

So people have stronger faith as they are adhering to gospel



The candidate writes three sentences, each outlining one reason.

- Prayer can comfort, alleviating suffering and hence strengthening faith. (1)
- Answered prayer can lead people to truly believe God is looking after them. (1)
- Prayer is promoted in the Bible (where people gather in my name, I am here with them). (1)



An outline must be more than one word.

Question 2(b)

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.1 – Revelation as proof of the existence of God.

The question asked was:

Explain **two** things the Bible reveals about the nature of God.

Answers to this question included any accurate belief or teaching about the nature of God that is shown in the Bible. Candidates referred to God being omniscient, omnipotent and benevolent but other characteristics were acceptable.

Common errors include repetition – particularly of development – any point can only be credited once. Some candidates gave a characteristic and then explained the characteristic rather than showing how the Bible reveals it. This could not be credited as development.

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

Candidates should be familiar with the terminology used in the specification because these words will be used in examination questions.

(b) Explain **two** things the Bible reveals about the nature of God.

(4)

One thing that the Bible reveals about the nature of God is that he is omnipotent which means God is the most powerful.

Another thing that the Bible reveals about the nature of God is that he is omnibenevolent which means God is all loving.



This response receives 2 marks for two things – these are not developed.

- One thing the Bible reveals about the nature of God is that he is omnipotent. (1)

The rest of this paragraph is repetition of omnipotent; it does not answer the question so it is not credited.

- Another thing the Bible reveals about the nature of God is that he is omni-benevolent. (1)

The rest of this paragraph is repetition of omni-benevolent; it does not answer the question so it is not credited.



Write answers that divide into 2 paragraphs, each containing a point and a development.

(b) Explain **two** things the Bible reveals about the nature of God.

(4)

One thing the bible reveals about the nature of God is that he is 'Omnipotent'. This is important as the Bible talks about how God is behind all creation, which shows us how much power he has. Another thing the Bible reveals about the nature of God is that he is omnibenevolent. This is important as the Bible talks about how God freed the Israelites, clearly ~~that~~ showing how much he loved his people.



This response receives 4 marks. The candidate gives two developed things.

- One thing the Bible reveals about the nature of God is that he is omnipotent (1)
Developed by
- The Bible talks about how God is behind all creation (1)
- Another thing the Bible reveals about the nature of God is that he is omni-benevolent (1)
Developed by
- The Bible talks about how God freed the Israelites (1)



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

Question 2(c)

Candidates were assessed on the Philosophy of Religion

Bullet point 2.3 – Miracles as proof of the existence of God.

The question asked was:

Explain **two** examples of miracles shown in the Bible.

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

Answers needed to be from the Bible but did not need to be quotes. Correct answers gave a specific miracle: these could be from the New Testament or the Old Testament.

Common incorrect answers were too vague, eg Jesus healed a sick person, or they did not come from the Bible eg St Bernadette in Lourdes.

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

(c) Explain **two** examples of miracles shown in the Bible.

• great
• healing
• miracles

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

(5)

One miracle is when Jesus resurrected from the dead. He had died, but had been reborn and continued ~~to~~ living life normally. In the Bible, it says that ~~the~~ two ladies came across Jesus, and were shocked to see him alive and well after he was crucified. Therefore, this is a miracle.

Another miracle is when Jesus was able to heal injured and sick people. Somebody was about to die of sickness, but he was able to restore the man to full health, which is a miracle that normal people ~~is~~ cannot do.



The candidate gives one example: this is developed with a description.

- One miracle is when Jesus resurrected from the dead (1) Developed by
- Two ladies came across Jesus and were shocked to see him alive (1)

The second paragraph is too vague. It does not identify a specific example and so could not be credited.



Candidates must be prepared for the whole breadth and depth of the specification.

(c) Explain **two** examples of miracles shown in the Bible.

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

(5)

One example of miracles in the bible is when Moses saw the burning bush. This is a miracle as God manages to ~~connect~~ talk to Moses through the bush which should have burnt to ashes; overriding natural law.

Another example of a miracle in the bible is when Jesus was resurrected. Three days after his crucifixion he rose from his grave, defying death.

This is accounted in Matthew as ~~that~~ it the people who went to check on him said: "he is not here; he has risen."



This response receives 5 marks.

- One example of miracles in the Bible is when Moses saw the burning bush (1) Developed by
- God manages to talk to Moses through the bush (1)
- Another example of a miracle in the Bible is when Jesus was resurrected (1) Developed by
- Three days after his crucifixion he rose from his grave (1) There is then a source:
- 'he is not here, he has risen' (1)



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.

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

Candidates were assessed on Section Two: Philosophy of Religion

Bullet point 2.6 – Design argument.

The question asked was:

"God is the designer of the universe."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- refer to non-religious point 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 evidence for the existence of God provided by the design argument. They were able to expand answers with reference to Paley and Hume and then assess the value of their arguments.

Candidates who did less well confused the design argument with the biblical creation stories or the cosmological argument.

Familiarity with the specification would prevent this confusion.

(d) "God is the designer of the world."

For

Against
fallacy of composition

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)

God could be argued as the designer of the world. ~~This is~~
The Bible describes that 'In the beginning was the Word, and the Word was with God, and the Word was God'. This highlights how God was there in 'the beginning', creating the universe. Moreover, the Old Testament in the Bible describes the sequence through which God created the world (universe), and so can provide evidence for Biblical explanations for the design of the world. Moreover, the cosmological argument (Aquinas) does prove why God is the designer. It argues all things in motion, need a mover, and so if you trace back all the way back in time, God serves as the unmoved mover, also preventing infinite regress. It also argues that all things have a cause, and so if the causes are all traced back, God serves as the uncaused cause of the universe.

However, it could be argued this is flawed. Bertrand Russell argued this using the fallacy of composition. Here he stated that just because all things in the universe have a cause, doesn't mean the universe ^{as a whole} requires a cause.

This is likened to a brick wall, where just because it is made of small bricks, in the bigger picture it isn't a small wall. Moreover, the jump from tracing back time to find the root of motion and cause to God serving as the answer, does seem ~~itself~~ illogical, as there is no evidence of God. Instead, natural and scientific explanations help provide the answer to the design of the world, as natural selection and evolution shaped the world to ~~be~~ function how it does today.

In conclusion, God is the designer of the world. Although scientific explanations like natural selection and evolution do help explain some things of the world, it can't be used to fully explain all the functions of the world, let alone the universe. Instead, the design argument, as proposed by William Paley, suggests that the world is so complex that it suggests there was a divine creator, God. This also aligns with the cosmological arguments, and so do provide evidence that God is the designer of the world.



This response reaches Level 2, 4 marks, which is the lowest mark in Level 2 because the answer did not meet all the demands of the level descriptors.

The answer gives:

A basic analysis of the statement that uses some developed arguments, underpinned by limited understanding of religion and belief.

This leads to simple judgements.

To reach Level 3 the candidate needed to provide:

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.



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

(d) "God is the designer of the world."

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)

Christians would strongly agree that God is the designer of the world with reference to Paley's design argument. Paley's design argument states anything with complexity and purpose must have an intelligent designer (for example, a watch will be made by a watchmaker). The natural world also exhibits complexity and purpose (for example, the human eye). Therefore, Paley deduced that an intelligent designer was responsible for making the world. This designer would have been God. Christians would heavily agree with Paley's design argument as it links closely to the Bible in which it describes how God's "invisible qualities" can be "clearly seen" in the natural world. This passage strongly suggests that God is the entity responsible for creating the world and designing everything (inserting his "invisible qualities" in the world). Furthermore, the design argument aligns with Genesis where God is described as creating "the heavens and the earth", showing God's omnipotence. Consequently, other Christians would agree that the world was designed by God.

On the other hand, atheist - such as Richard Dawkins - would disagree that God designed the world. A theist, such

as Dawkins, would refer to Charles Darwin's Theory of Evolution by natural selection in which species that are better adapted for survival are more likely to survive, reproduce and pass their genes on to their offspring. Dawkins argued that selection pressures (such as diseases) and mutations (changes in the sequence of bases in DNA) give the illusion of design. Furthermore, the world is imperfectly imperfect which leads onto Hume's infant deity theory which suggests that the world must have been designed by an inexperienced deity and not the perfect, omnipotent God of Christianity due to the world's imperfections. The existence of more coherent and logical theories such as the Theory of Evolution means atheists would not agree that God designed the world.

In conclusion, I believe that the atheistic argument is much stronger. This is because while the design argument may affirm Christian beliefs regarding God's omnipotence, it is hardly convincing for a non-Christian as much more coherent, logical answers to adaptations and functions of the natural world exist in the form of the Theory of Evolution. The Theory of Evolution is much more ~~strongly~~ grounded in reality and is strengthened by modern day, advanced knowledge about how genetics and the inheritance of characteristics works between generations. Selection pressures can give the illusion of design as Dawkins described. As a result, the atheistic argument is stronger.



This response reaches Level 3, 8 marks, which is the middle mark in Level 3 because the answer meets most, but not all, 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.

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 discusses strengths and weakness and gives reasons for them.

Question 3(a)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.5 – Christian religious celebrations.

The question asked was:

Outline **three** reasons Christians celebrate religious festivals.

In this question any reason why a Christian may celebrate a religious festival (ie on the liturgical calendar), whether it is a general reason or about a specific festival eg Christmas, was credited. Some candidates did not name the festival but if it was identifiable, it was credited eg to celebrate the resurrection of Jesus.

Common errors include referring to rites of passage/sacraments, rather than festivals, which were not credited.

3 (a) Outline three reasons Christians celebrate religious festivals.

(3)

Firstly, Christians celebrate easter by ~~remen~~ going to a special Sunday service.
Secondly, Christians celebrate christmas with hristingles.
Thirdly, Christians celebrate Lent by - giving up one thing in their life such as Sugar.



This response receives 0 marks because it does not explain why festivals are celebrated – instead it describes how they are celebrated.

It is important that candidates read the wording of the question carefully, especially the secondary command words, which in this case is 'reasons'.



Sentences do not need to be more than one line.

3 (a) Outline **three reasons Christians celebrate religious festivals.**

(3)

Christians celebrate religious festivals to celebrate the birth of Jesus of Jesus Christ (Christmas). They also celebrate the death of Jesus (Easter). Additionally, celebration unite Christians which also helps them to spread their faith.



This response receives 3 marks.

- Christians celebrate religious festivals to celebrate the birth of Jesus Christ. (1)
- They celebrate the death of Jesus. (1)
- Additionally celebrations unite Christians. (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 local church in the worldwide community.

The question asked was:

Explain **two** reasons why Christians should give to charity.

Answers to this question needed to refer to reasons why a Christian might give to charity. This may have included why they do charitable work, but it must be the reason, not a description of what they do (which may be development).

Common errors that could not be credited included descriptions of charitable work with no reasons why they might do it, or ignoring the word 'give' in the question.

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both must be developed to be awarded 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom (a quote) or an example. The development must link to the reason given and to the question asked.

(b) Explain **two** reasons why Christians should give to charity.

(4)

One reason why Christians should give to charity is because Jesus encouraged it. Jesus is their role model so it is vital for them to follow his teachings.

Another reason why Christians should give to charity is because they should do good deeds. This could help them secure a place in Tannah.



This response gives 2 reasons but neither is developed: 2 marks.

- One reason why Christians should give to charity is because Jesus encouraged it (1)

The following information is about why Jesus is important: it is not about charitable giving so it cannot be credited.

- Another reason why Christians should give to charity is because they should do good deeds (1)

The following information is not Christian, so cannot be credited.



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

This response receives 4 marks for two developed reasons.

However, they write too much, which is time-wasting.

(b) Explain **two** reasons why Christians should give to charity.

(4)

One reason Christians should give to charity is because wealth is unimportant. The Bible teaches that it is very difficult for the rich to enter heaven, this suggests that wealth is unimportant and often a hindrance to spiritual development, causing Christians to believe it is more important to give money than keep it.

Another reason is the concept of Agape, which tells Christians to be compassionate to others. This may lead to Christians giving money to help others.



Marks can only be given for what the candidate writes, rather than for what they might mean.

- One reason why Christians should give to charity is because wealth is unimportant. (1)
Developed by
- that it is very difficult for the rich to enter heaven (1)

The rest of the material in this paragraph is not required.

- Another reason is the concept of Agape (1) Developed by
- which tells Christians to be compassionate to others. (1)

The rest of the material in this paragraph is not required.



Write reasons in separate paragraphs.

Question 3(c)

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.6 – The future of the Christian Church.

The question asked was:

Explain **two** ways the Church carries out missionary work.

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

The answers to this could refer to any way evangelical/missionary work may be carried out. This may be local, national or international. It could include charitable work; however, the answer must include some kind of missionary activity – ie to enhance or engender faith.

Common incorrect answers were too vague or based on helping others, rather than spreading the faith. Other incorrect answers said **why** Christians do the work, rather than explaining. Some candidates were 'shoehorning' in quotes that had nothing to do with missionary activity; these could not be credited.

Candidates are asked to 'Explain two' on (c) items. Therefore, two different ways are required, and both need to be developed for 4 marks. The different 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.

(c) Explain **two** ways the Church carries out missionary work.

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

(5)

One way the Church carries out missionary work is through building hospitals for local health. Another way a church may carry out missionary work is to expand or ~~improve~~ improve current churches which should show the spreading of Christians as instructed by Jesus: 'Spread the gospel'.



The response is given 2 marks for one developed way.

The first paragraph gives no information about missionary activity.

- Another way a church may carry out missionary activity...spreading the gospel. (1)
Developed by
- As instructed by Jesus 'spread the gospel' (1)



Candidates do not have to reference a source.

(c) Explain **two** ways the Church carries out missionary work.

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

(5)

One way is by going to other countries to spread the faith. The Great Commission and "Spread the word" towards disciples lead to the travelling to other struggling countries and offering aid and knowledge of religion to the people.

Another way is going out in public and sharing the word of God from the bible. Doing this helps to bring understanding to nearby people in hopes they will learn and follow the teachings.



The candidate gives two developed ways and uses a source as part of their reasoning: 5 marks.

- One way is by going to other countries to spread the faith. (1)
- Source used The Great Commission said spread the word (1) Developed by
- Led to travelling to other struggling countries...knowledge of religion to the people (1)
- Another way is going out in public and sharing the word of God. (1) Developed by
- Doing this helps to bring understanding to nearby people in hopes they will learn and follow teachings. (1)



Sources can be paraphrased.

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.

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

Candidates were assessed on Section Three: Living the Christian Life

Bullet point 3.3 – The nature and purpose of prayer.

The question asked:

"Informal prayer is the best form of prayer."

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 in 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 knew about different views about the use of informal prayer and why it might be used. They were able to expand answers with examples and compare to use of formal or set prayer.

Candidates who did less well tended to give descriptive answers, rather than analytical.

*** (d) "Informal prayer is the best form of prayer."**

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion

(15)

Some Christians may argue that informal prayer is the best ~~type~~ form of prayer because it requires little effort, but provides Christians with individual comfort and allows them to fully share their feelings and wishes with God to the best of their abilities. For example, in the Bible, God encourages Christians to pray with 'doors closed' in the comfort of their own homes. This shows God's ~~attitude~~ attitude towards informal prayer as he doesn't mind it, as long as the person made an effort, and had the intention to speak to God. This is a strong argument, because God encourages prayer throughout the Bible, but does not specify how exactly one should pray, therefore it should not matter as long as the effort has been made by the person.

However some Christians ~~Another reason why some Christians may argue that~~ informal prayer is not the best ~~form~~ ^{form} of prayer but rather liturgical forms of worship would be more ideal. Liturgical forms of worship involve set prayers such as prayers ~~said word for word~~ ^{repeated} from the

Bible like 'we forgive those who sin against us'. Some Christians may argue that set prayers are more meaningful as they come directly from God's words and are usually chanted collaboratively in a Church, which helps to strengthen everyone's faith at the same time. This is a ~~strong~~^{weaker} argument because although communal prayer is encouraged, ~~it is~~ some people may need to pray for specific and personal reasons which can be done efficiently and accurately during informal prayers.

Furthermore, some Christians may argue that individual prayer is the best type of prayer, as it is more personal and is specifically between only that person and God himself. Throughout the Bible, Jesus continuously practised individual prayer and Christians are expected to follow after his actions and his teachings. This is a weaker argument, because informal prayer could also be performed individually therefore both forms of prayer are personal ~~to the person~~ and between the individual and God.

Overall, informal prayer is the best form of worship, because God does not specify in the Bible to perform prayer in any particular way and ^{it would be} ~~it is~~ fair to argue that ~~the intention to pray and the act of speaking to God is enough~~^{the} ~~requires minimal~~ effort is all that matters.

(Total for Question 3 = 27 marks)



This response gives sufficient accurate information to be awarded Level 3, 8 marks, in the middle of the range of marks because most of 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.

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.

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

- They spell and punctuate with considerable accuracy.
- They use rules of grammar with general control of meaning overall.
- They use a good range of specialist terms as appropriate.

Total: 11 marks



Candidates may write on the exam paper and cross out the elements required.

*(d) "Informal prayer is the best form of prayer."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion

(15)

Some Christians may argue that informal prayer is the best form of prayer as it allows for personal connection to God through the Holy Spirit. They argue that worship should be personal and spontaneous in order to match an individual's connection to God. The Bible states that none reach heaven unless they 'worship in spirit and in truth', and this ~~direct~~ directly supports the argument for worship based in the Holy Spirit - ~~and~~ emphasising that true connection to God is not routine but a dynamic phenomenon which worship must mirror. Furthermore, the Bible states 'where two or three of you gather in my name, there am I with them', which also seems to highlight ~~an~~ informal worship in small charismatic groups, typical of denominations such as Quakers. As a result, the direct interaction with the Holy Spirit as a communication method with God may draw Christians towards informal prayer.

However, other Christians may favour the tradition of formal prayer - especially given ~~its~~ ^{its} precedence in the Bible. Jesus stated 'to do this in remembrance of me' in regards to

the Eucharist underlining formal structured worship as a means of gratitude and appreciation for his ~~sacrifice~~ sacrifice. This should inspire Christians to regularly attend the Church for prayer in order to pay respect to Jesus' atonement for humanity, which allows them to fully appreciate their ~~correct~~ restored relationship with God, without which they would still 'be in sin' as said in Corinthians. Furthermore, the Lord's Prayer is another better prayer in its completeness in communicating with God. This prayer is the ~~prayer~~ prayer that the former Archbishop of Canterbury would use to 'summarise Christianity on the back of an envelope' as it demonstrates ~~adoration~~ adoration, confession, thanksgiving and ~~supplicatory~~ supplication. This means it allows Christians to interact with God in every possible way - resulting in deeper faith and a ~~stronger~~ stronger personal connection to God.

Overall, the argument against is ~~stronger~~ stronger. The argument for fails to consider the multitude of other ~~&~~ Biblically supported methods of worship, many of which have informed traditions of several Christian denominations. Ultimately, the universality of the common practice of the Eucharist and the versatility of the Lord's Prayer both underline them as more reliable and more historically favoured methods of worship to foster ~~spirit~~ spiritual growth.



This response reaches Level 3, 9 marks, which is the highest mark in Level 3 because the answer met some of the demands of the level descriptors but not all of them.

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 giving more appraisal of arguments.

SPaG was awarded 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.

Total: 12 marks



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: Equality

Bullet point 4.4 – Christian attitudes to prejudice and discrimination.

The question asked was:

Outline **three** Christian teachings about discrimination.

In this question any Christian teaching or belief about discrimination could be credited. This included references from the Bible, but need not include them, discrimination in this instance can be used as a general concept or can refer to forms of discrimination eg racism. Biblical references must clearly be about discrimination or have an explanation linking them to discrimination.

Common errors include descriptions of different topics such as peacemaking, love and forgiveness. Definitions of what discrimination is do not provide an answer to the question, which asks for Christian teachings about discrimination.

Biblical teachings like 'love thy neighbour', 'love thy enemies' etc could not be credited because they do not say anything about discrimination.

4 (a) Outline three Christian teachings about discrimination.

(3)

firstly god says that everyone is made in the image of
god and so you should not discriminate



The candidate gives one correct teaching.

The first part of the answer is ignored – God does not say 'everyone is made in the image of God'.

- You should not discriminate. (1)



The specification should be used for revision.

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

(3)

One teaching is that discrimination due to religion is prohibited, as God has given everybody free will to choose what they believe in. Another teaching is ~~that~~ that discrimination will lead to disharmony, which worsens everybody's quality of life. Another teaching is that you should "love thy neighbour", which shows that it is important to respect one another.



This response is given three marks - one mark for each Christian teaching about discrimination outlined in a sentence.

- One teaching is that discrimination due to religion is prohibited. (1)
- Another teaching is that discrimination will lead to disharmony. (1)
- Another teaching is ... that it is important to respect one another. (1)

All the additional material – including 'love thy neighbour' is not needed.



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

Question 4(b)

Candidates were assessed on Section Four: Equality

Bullet point 4.3 – Christian attitudes towards religious freedom.

The question asked was:

Explain **two** benefits of living in a multi-faith society.

Answers to this question must discuss the benefits of being part of a society that contains many faiths: these include personal benefits and benefits for the society.

Common errors that could not be credited included answers that referred to multi-ethnic societies, including references to culture. Other incorrect answers referred to the problems caused by multi-faith societies, and some vague answers that were not very clear about what kind of society they were referring to.

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

(b) Explain **two** benefits of living in a multi-faith society for Christians.

(4)

one benefit is that christians can
learn about different faiths. This means
that there will be less ~~are~~ discrimination
as people are being educated.

Another benefit is that ~~there will be less~~



The candidate gives one developed benefit.

- One benefit is that Christians can learn about different faiths (1) Developed by
- This means there will be less discrimination (1)

They do not give another benefit.



Candidates should ensure they read the secondary command word in each question.

This answer shows a response that does not divide the points into two, clear paragraphs.

(b) Explain **two** benefits of living in a multi-faith society for Christians.

(4)

Christians may benefit from learning and understanding the perception of others about God. They may be able to adapt and strengthen their relationship with God through different perspectives. Christians may also be able to socialise and introduce others ^{to Christianity} within the multi-faith society ~~about Christianity~~. This may help Christians spread their religion.



The candidate gives two developed benefits and gains 4 marks.

- Christians may benefit from learning and understanding the perception of others about God (1) developed by
- They may be able to adapt and strengthen their relationship with God. (1)
- Christians may also be able to socialise and introduce others to Christianity (1) developed by
- This may help Christians spread their religion. (1)



Candidates should try to avoid using overlapping material.

Question 4(c)

Candidates were assessed on Section Four: Equality

Bullet point 4.1 – Christian teaching on human rights.

The question asked was:

Explain **two** Christian beliefs about human rights.

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

Answers for this question had to refer to Christian teachings and beliefs about human rights. The beliefs may be supportive of some human rights, eg free speech, freedom of religion, or less supportive of them eg the right to have a family. Answers may point out the Christians reasons for supporting them eg human dignity.

Common errors included a lack of understanding about human rights and mis-using quotes to squeeze them into an answer. Incorrect answers included everyone is made equally/we are the same in the eyes of God – these were too inaccurate to credit.

Candidates are asked to 'Explain two' on (c) items. Therefore, two beliefs are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom (a quotes/paraphrase) or an example. The development must link to the belief given and to the question asked. The beliefs should be supported with a 'reference to a source of wisdom', this must support the belief given and cannot be awarded twice. Therefore, if it is used as development, it does not gain a second mark as the source.

(c) Explain **two** Christian beliefs about human rights.

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

(5)

~~1) As all humans are made image dei~~
(in the image of God), all humans are born with equal value and
equal dignity. Human rights are necessary in order to maintain
equality and



The candidate gives one developed teaching. The belief about human rights is given after the development.

- Development: All humans are born with equal value and equal dignity (1) Belief is then given:
- Human rights are necessary to maintain equality (1)

The candidate does not give another belief.



Candidates do not have to reference where a quote comes from.

This response shows that an answer that is divided into two paragraphs, is easy to read and thus to give marks.

(c) Explain **two** Christian beliefs about human rights.

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

(5)

One Christian belief about human rights is that the right to religious freedom is crucial. The Catechism of the Christian Church teaches that 'the right to religious liberty is the natural right of humans'. This emphasises how all humans should have the opportunity to practice religion freely, and is used to combat religious persecutions against Christians.

Another Christian belief about human rights is that they should be respected and supported. This is because they often follow teachings from God, such as the right to life can be paralleled with 'thou shalt not kill' in the Ten Commandments.



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

- One Christian belief about human rights is that the right to religious freedom is crucial. (1)
- Use of source The Catechism ...teaches 'the right to religious liberty is the natural right of humans' (1) Developed by
- This emphasises how all humans should have the opportunity to practice religion freely. (1)
- Another Christian belief about human rights is that they should be respected (1) Developed by
- They follow the teachings from God such as the right to life. (1)

There is further reasoning but this is not required because maximum marks have been gained.



Candidates should not write 'a source of wisdom for this is' or worse, SOWA.

Question 4(d)

Bullet point 4.2 – Christian attitude towards equality.

The question asked:

“There will always be poverty in the world.”

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

Answers to this question should refer to Christian beliefs and teachings about whether poverty is a part of life that can never be overcome, or whether there are ways, for example, social justice, that could overcome poverty.

Common incorrect answers did not give an alternative view, dwelt on charity, or evil, rather than linking these ideas to the question.

Please note that there are no bullet points in the question requiring candidates to refer to ethical or non-religious points of view. If they did, then this part of the answer was ignored.

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

Teachers who are not familiar with the levels-based mark scheme for (d) questions should access the training materials on the Edexcel website.

(d) "There will always be poverty in the world."

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~~^{disagree} with this statement as they believe they must work in order to reduce the problem of poverty in the world. For example by working giving to charity. By Christians all doing their bit and helping out the problem of poverty can be reduced. By working with different communities to work together and help those in need they can fight to reduce this problem. The Bible teaches Christians to give to those less fortunate. As the Bible is God's words used to help Christians become better through the teachings of their faith.

However, Some Christians may agree with this statement as although Christians are expected to follow these teaching not all do. Not just Christians but others in general there will always be this problem if not everyone is willing to help out then this problem will always be around. As not enough is being done to prevent it therefore this problem is always going to be around.

In conclusion, both arguments are strong and have valid points. However, the arguments for agree are stronger as although Christians are expected to prevent poverty and work to stop suffering, not everyone does. Therefore, this problem will always be around.



This response reaches Level 2, 5 marks, which is the middle mark in Level 2.

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

The answer gives:

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

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



Candidates should be familiar with the requirements in the levels-based mark scheme.

(d) "There will always be poverty in the world."

still fight it

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Christian teachings
- reach a justified conclusion.

For

• yes - oppressed voices

• yes - unable to challenge

political leaders.

No

• donate + help poor

• tackle root issues.

(12)

Some Christians would agree arguing that due to the global oppression in that international society, it is impossible for certain nations to break out of ^{absolute} poverty, but Christians should help relieve it. In the Bible Christians are taught to "Speak up for those who cannot speak up for themselves (-...) fight for the rights of the poor and the needy". This not only implies that there will indeed always be some degree of poverty occurring in the world, but calls Christians to help combat it via campaigning. e.g. the Church Action Against Poverty in carrying out the 'Vendee' End Hunger' campaign in 2014 to ~~combat~~ help relieve poverty, in order to honour God and tackle absolute poverty. This is a compelling argument as it suggests that although absolute poverty exists, ~~an~~ work can be done to lift people out of it, even if relativist poverty still exists. Moreover, some Christians would argue that poverty will always exist ^{because} as long as greed will always exist. ^{In} Timothy, it ^{says} teaches "the love of money is the root of all evil". This highlights how prioritising ~~material~~ money perpetuates social inequality like poverty, disobeying teachings of the Bible and ~~also~~ distracting humanity from honouring God. This is a convincing argument as it indicates that as long as humans sin by ^{intrinsic} gratifying their ~~inherent~~ desire for ^{greed} greed, poverty will continue to exist.

However, some Christians would disagree, arguing that if Christians strive to reduce poverty by supporting communities and individuals ~~with~~ in destitution, poverty can be eliminated. In the Bible it says, "Whatever you do for one of the least of one of these brothers and sisters of mine you do for me." This reflects how ~~the~~ by Christians donating to charities e.g. The London Churches' Refugee Fund, poverty can be tackled as Christians are honouring God and His teachings, promoting social justice and ~~also~~ causing societal change by helping the needy. This is a persuasive argument as it highlights the impor. belief that helping the poor to honour Jesus will eradicate poverty. Furthermore, some Christians would disagree, arguing that by tackling the root issues, poverty can be reduced. The Bible says "God does not show favouritism." So by tackling discrimination and racial inequality, communities ~~disproportionately~~ ^{disproportionately} affected by poverty ^{e.g. marginalized groups,} can ~~be~~ helped. This is a convincing argument as it provides hope that communities consistently suffering in poverty can be helped.

In conclusion, whilst corruption and greed exist, a degree of poverty will likely always exist in the world, however humanity should follow the teachings of God and work to combat the root issues of poverty to bring about change, honouring God, as poverty can be reduced and ^{combated}.

(Total for Question 4 = 24 marks)



This response reaches Level 3, 9 marks, which is the highest mark in Level 3 because it gives sufficient accurate information. It meets 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 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.



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 three sentences for (a) items; each should be on a separate line
- (b) items should have two developed reasons (not more than two)
- 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 (d) items levels-based mark scheme
- (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>

