



# **Examiners' Report**

## **June 2023**

**Int GCSE Religious Studies 4RS1 01**

## 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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://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](http://www.pearson.com/uk).

June 2023

Publications Code 4RS1\_01\_2306\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

## Introduction

This is the second year of a full examination series for the International GCSE 9-1 in Religious Studies.

Paper 1, which is the subject of this report, carries 60% of the contributory marks for the qualification. The weighting places slightly more emphasis on the more philosophical and ethical perspectives. Candidates can choose to write on one or more religions and are also required to consider non-religious views. For each topic centres can choose to teach only from the basis of one religion or cover a range of perspectives from more than one faith.

There are four key topic areas:

1. The Universe, Creation and the Place of Human Beings.
2. Life and Death.
3. Peace and Conflict.
4. Rights, Equality and Social Justice.

Candidates in Paper 1 retain the ability to choose one of two questions for each area of study.

## Question 1 (a)

Almost three quarters of the candidates chose Question 1 in preference to question 2.

This question concerns the nature of human beings. It was rated a difficulty of easy and this was reflected in the mean mark of 2/3. The most common mark was 3.

More able candidates had few difficulties suggesting innate characteristics of human beings, many suggested attributes such as selfish or kind. Those who struggled suggested other aspects of humanity such as reproduction.

This response was included to illustrate the work of a candidate who failed to suggest 3 valid beliefs.

1 (a) Identify **three** beliefs about the nature of human beings.

(3)

1 Having a voice without being judged

2 Having free will - to do what you want

3 Crime shouldn't happen - everyone should be treated respectfully



**ResultsPlus**  
Examiner Comments

This response was awarded 1 mark for one valid belief.

- Having free will (1).

Having freedom of speech and an absence of crime are voluntary actions rather than born of human nature.



**ResultsPlus**  
Examiner Tip

Stick to the point.

This response was included to illustrate the work of a candidate who achieved full marks.

1 (a) Identify **three** beliefs about the nature of human beings.

(3)

1 Greedy

2 Selfish

3 cares for other people/kind



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for 3 valid beliefs.

- Greedy (1)
- Selfish (1)
- Cares for other people (1).



**ResultsPlus**  
Examiner Tip

Single words are fine.

## Question 1 (b)

This question was focussed on the various attitudes towards the existence of free-will. It was rated as easy in difficulty and had a mean score of 3/4. A significant majority of candidates gained full marks.

The question required candidates to provide 2 contrasting beliefs about free will. Most candidates offered one reason to support the idea that we have free will and a second reason to suggest we do not. Since the question asked for attitudes credit was given if the candidate gave a simple attitude, a second mark was awarded if this was developed. There was no requirement for these to come from a religious perspective.

This response was included to illustrate the work of a candidate who achieved full marks by using Christian views.

(b) Outline **two** contrasting beliefs about freewill.

(4)

1 One Christian belief is John Calvin's idea of predestination. This states that God predestines the nature of human beings to ~~be~~ be either the elect (good) or the reprobate (bad). This shows that humans do not have free will.

2 Another Christian belief is that since ~~god~~ God is omnibenevolent, he gives us free will, as it is the loving thing to do.



This response was awarded 4 marks for 2 developed attitudes.

- God predestines the nature of human beings to be either elect (good) or reprobate (bad) (1). This shows humans do not have free will (1).
- Since God is omnibenevolent he gives us free will (1), as it is the loving thing to do (1).

In the first paragraph the attitude is given after the explanation so it remains a developed attitude.



Development is key.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Outline **two** contrasting beliefs about freewill.

✓

(4)

1. One belief is that humans have free will as even though G-d knows everything he is beyond time so therefore doesn't affect our free will.
2. Another belief is that humans have no free will and that our fate is decided by G-D.



**ResultsPlus**  
Examiner Comments

This response was awarded 4 marks for 2 developed beliefs.

- Humans have free will (1). Even though God knows everything he does not effect our free will (1).
- Humans have no free will (1). Our fate is decided by God (1).



**ResultsPlus**  
Examiner Tip

Give what you are asked for, an attitude.

## Question 1 (c)

This question considers the religious responsibility to care for the planet from the perspective of why religious people believe this is their duty. This was judged to be a moderately difficult question with a mean of 4/6 and a most common mark of 6.

Stronger candidates were focused on why religious people believe this, candidates who struggled with the question tended to explain what religious people believe. Since the question states 'Choose **one** religion' candidates are expected to give the views of a single religion. Those who do not give a response linked to a specific religion cannot gain more than 3 marks.

Unlike (a) questions and (b) questions, which are point marked, both (c) questions and (d) questions are marked with a Levels based markscheme. The levels based markscheme requires examiners to consider the use, understanding and explanation of religious beliefs and values.

This response was included as an example of a Level 1 response.

The candidate considered Christian views.

(c) Choose **one** religion. Explain why its followers believe they have a responsibility to care for the planet.

(6)

Christians believe that we have the responsibility to care for the planet because God created it in his own perfect image.

God created the world in six days and rested on the seventh, depicting all the wonderful things that God has created for us. It is our duty to take care of the things that our creator has done for us. By taking care of the planet, we show our love and appreciation to God's work.



**ResultsPlus**  
Examiner Comments

This response gained level 1, 2 marks.

The candidate gave a limited account of the creation from a Christian perspective. The explanation was satisfactory but undeveloped. The candidate concludes by suggesting that by looking after it it shows love and appreciation of God's work.



**ResultsPlus**  
Examiner Tip

(c) questions deserve development.

This response was included as an example of a Level 2 response.

The candidate considered Muslim views.

(c) Choose **one** religion. Explain why its followers believe they have a responsibility to care for the planet.

(6)

- In Islam human beings are considered as the superior ones out of all of Allah (SWT) creations, they have been assigned a nature and role that they have to fulfill, they are regarded as the Khalifah's of the Earth, and it is their responsibility to utilize these resources but not exploit them, they must preserve the Earth for the future generations - and

Muslims also have a predominant belief that governs their entire existence and conduct which is the belief in afterlife <sup>determined by choices they make</sup>. They will not just be based on religious responsibilities or duties but also one's ethical & moral responsibility. The Earth is a creation of Allah (SWT) which means that it should be handled and treated with utmost respect and care, if we do not take care or exploit the Earth then we will be answerable to our Lord.

We are *ashraf al makhloq*, we have the ability to think with our minds and thus recognizes between what is right and what is wrong, and make our decisions accordingly -



This response was awarded Level 2, 5 marks.

The candidate offers a much more sophisticated approach to the question, avoiding the simplistic approach of describing the creation story. Choosing instead to explain what makes the world special and worthy of care. They include ideas of Muslims as Khalifahs and the significance of fulfilling Allah's wishes on the outcome of judgement day. By comparison to the previous response it uses a significantly wider range of religious themes, using language appropriately and with understanding. The ideas are developed leading to a comprehensive explanation of Muslim views and their significance to Muslims in how they treat the planet and its resources.



Breadth and depth.

## Question 1 (d)

This question is linked to the idea of God as the cause of the world and the competing claims of scientific theories on the origin of the universe. Candidates are required to refer to at least one religion in the response.

It was judged to be a moderately difficult question and had a mean mark of 6/12 with 6 as the most common mark. Candidates were familiar with the material they needed to answer the question and this may have contributed to the fact that this question garnered responses from almost three quarters of the candidates.

This response was included to illustrate the work of a mid-range Level 2 candidate.

The candidate demonstrated some understanding of the issues raised by the question and responded with a narrow range of relevant material from a Christian perspective.

(d) "Science explains the world we live in; there is no need for God."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

The creation of the universe has been an ongoing debate for a long time. Religious people, particularly Christians, believe that the universe has been created in the seven-day period as stated in Genesis 1. However, non-religious people theorise the Big Bang Theory and the Steady State theory.

Many Christians don't find the literal account in Genesis to be the historically accurate phenomena that preceded the creation of the universe. However, fundamentalist Christians believe the literal words depicted in the Bible were the literal events of the story of creation. Conservative Christians believe the story represented a period of time in which the universe came to be. And the liberal Christians see it as a metaphor that life was made and we are called to honour it.

Furthermore, Christians and many other religions believe in life after death because they felt as if the world was unfair so those wrongs must be justified by divine retribution after we die. In both Hinduism and Buddhism, they have a cyclical view of the afterlife. Where they both believe in the collection of karma, and if it's good, they get to reincarnate

as a human again. All in hopes to reach a state of Nirvana or Moksha which is essentially the end of the rebirth cycle.

However non-religious people believe religious people invented the idea of afterlife because of fear of the alternative.

The sins they have committed will be judged so it's a driving force to do morally good acts in the name of God rather than self implications. They believe that as soon as the brain dies, that's it. Your life up to that point has ended and there is nothing after that.



This response was awarded level 2, 5 marks.

The candidate offers developed reasoning on both sides of the debate, though some of this is irrelevant. The candidate showed limited understanding of the alternative view since little effort is made to demonstrate that science can explain the world we live in. The overall mark is limited by a lack of evaluation of the quality of the arguments offered, most notably in the absence of any form of conclusion.



Evaluations need conclusions.

This response was included to illustrate the work of a Level 3 candidate.

The candidate gives a much more spirited defence of the need for God in daily life as creator, provider, sustainer and ultimately judge, arguing that the existence of an afterlife makes sense of the inherent unfairness of life on earth. Non-religious views are included by consideration of the paranormal as something science cannot explain. In order to demonstrate the alternative view the candidate uses non-religious ideas such as the absence of proof and therefore the only logical approach is to explain the world using science.

(d) "Science explains the world we live in; there is no need for God."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

I disagree with the above ~~st~~ said statement for the following reasons ⇒  
In Islam, ~~At~~ we believe that Science is merely just us discovering the creativity of Allah's (swt) design and that Allah (swt) is the sole creator of this universe. We Muslims believe that there ~~will~~ is always a need for God in our daily lives and that Science is not enough to explain the Universe's existence, for example the complexity of the human eye couldn't have ~~to~~ just come by chance, there must be a designer who is Allah (swt). Allah (swt) is the only designer of this Universe as the Universe's complexity couldn't have come by chance. Some other non religious people may also disagree ~~for~~ because they may state the ~~or~~ example of Ghosts and Paranormal activities etc which cannot be explained with Science, therefore they conclude that Science is not enough to explain the world we live in.

Some people may agree with the statement

due to the following  $\Rightarrow$  They may ~~state~~ that be the Scientists who only believe in physical proof or evidence and ~~to~~ since there is no evidence of God's existence then it means God does not exist and therefore they use Science ~~to~~ to explain the world and not rely on holy books / God for answers etc.

~~They~~ Some agree because they may be the ~~atheist~~ Humanists who do not believe God exists and therefore turn to Science for answers. They ~~no~~ argue that this physical life is all there is and that ~~we~~ we should live it to ~~the~~ its fullest and therefore use Science to help improve our daily lives and therefore they support the fact that Science is all we need. Some people may also argue that Science already has ~~pro~~ proven theories regarding everything and ~~that~~ at that Science is enough. ~~They explain~~ They argue that this is true as Science already has proven theories of ~~&~~ how the world has ~~been~~ ~~creat~~ ~~ed~~ become, the big bang theory.



The candidate was awarded Level 3, 7 marks.

The candidate demonstrates accurate understanding of religion and belief as it relates to this topic. There is evidence of a chain of reasoning in the disagree perspective though the alternative view is weaker. However there is no attempt to make judgements of the quality of the arguments offered, this is required for further marks at Level 3. The response also suffers from the lack of a conclusion other than the first statement in the response 'I disagree with the above statement' and this again limits the marks that can be awarded. Such judgement and appraisal are also required at Level 2 so improvement in this area could have improved the candidates overall mark.



Judge the quality of the arguments as you go.

## Question 2 (a)

This question required the candidate to provide 3 examples of natural evil.

The question was judged to be easy with a mean mark of 2/3 and almost 7 in 10 candidates gaining full marks. Whilst most gained full marks almost a quarter gained 0 marks, suggesting a candidate either knew the answer and found it very straightforward, or had no idea. There were occasional examples of responses that confused natural evil with moral evil, these incorrectly suggested answers such as murder and theft.

This response was included to illustrate the work of a candidate who achieved full marks.

2 (a) Identify **three** examples of natural evil.

(3)

1 Earthquakes

2 Tornado

3 Tsunami



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for 3 valid examples.

- Earthquakes (1)
- Tornado (1)
- Tsunami (1)



**ResultsPlus**  
Examiner Tip

One word responses work.

## **Question 2 (b)**

This question focused on the existence of an ultimate reality and its significance to non-religious people.

This question was judged to be of moderate difficulty with a mean mark of 2/4 and a mode of 4. In common with many questions focused on non-religious views this proved quite difficult for some candidates. Many resorted to suggesting the non-religious people actually believe in a higher power, implying they aren't really non-religious. As a result almost one fifth of all candidates gained 0 marks either because they did not answer the question or did not suggest a credit worthy attitude.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Outline **two** non-religious attitudes to the existence of an ultimate reality.

(4)

1 Some non-religious people would say there is no ultimate reality as there is no empirical evidence to prove it and therefore <sup>there</sup> is no reason to believe in it

2 Other non-religious people might believe in a ultimate reality as they would say near death experiences are proof to show that, some people may have even experienced this themselves



**ResultsPlus**  
Examiner Comments

This response was awarded 4 marks for 2 developed attitudes.

- There is no ultimate reality (1), there is no empirical evidence to prove it (1).
- Others might believe in an ultimate reality (1), near death experiences are proof to show this (1).



**ResultsPlus**  
Examiner Tip

Stick to the point.

This response was included to illustrate the work of a candidate who failed to develop a simple attitude.

(b) Outline **two** non-religious attitudes to the existence of an ultimate reality.

(4)

1 Ultimate Reality does not exist for most non-religious people



This response was awarded 1 mark for one simple attitude.

- Ultimate reality does not exist for most non-religious people (1).



Explain why.

## Question 2 (c)

This question considers what those of a specified religion believe about sin.

This question was judged to be of moderate difficulty with a mean mark of 4/6, the most common mark was 4.

Throughout the paper the most common religion was Christianity, by a significant margin. Responses featuring Muslim or Jewish views also featured prominently with fewer candidates answering from the other available religions.

This response was included to illustrate the work of a candidate working at the top of Level 1.

Sin is any act that goes against the will of GOD or breaks any rules (The ten commandments) that are present in the Bible.

In Christianity the general opinion towards sin is that its morally incorrect and goes against the will of GOD. Liberal Christians believe that the rules in the Bible are important ~~but~~, some rules need to be altered to fit modern society better. Opposed to this Fundamentalist's believe that ~~the~~ everything that is said to be incorrect in the Bible is a sin. Roman Catholics have a similar opinion about sin thus ~~fit fit~~ follow all the rules in the Bible to ~~avoid~~ avoid sin. The seven sins that are to be avoided absolutely are wrath, greed, sloth, gluttony, pride, lust, <sup>envy</sup> etc. These ~~a~~ sins are generally avoided throughout Christianity.

This is the opinion that ~~a~~ is showcased by Christianity about sins in general.



This response was awarded Level 1, 3 marks.

The candidate offers an accurate, but basic, account of what sin is and what different groups within Christianity believe about sin. The use of religious terms and the explanation of the beliefs and values is satisfactory but lacks the depth and breadth required for Level 2.



Think round the topic.

This response was included to illustrate the work of a candidate at the bottom of Level 2.

(c) Choose **one** religion. Explain what its followers believe about sin.

(6)

In christianity we are taught to refrain from sinning. Sins are actions or thoughts that may not be appropriate in the eyes of God. In the Old testament Genesis chapter 1 - 2 it is evident that sin started after the serpent tricked adam and eve leading to them being thrown out of the garden of Eden due to sinning. There are multiple types of sins such as adultery, murder, stealing etc. In the 10 commandments christians are asked by God to follow the commandments and live by it so as to help them go about their relationships with man and their daily lives. Christians believe that if they sin they may be sent to hell when they die or those who die with unforgiven sins will be sent to purgatory. Sins are also said to be what causes God to punish people this is evident from the story of Samson and the fall of sodom and gomorra.



This response was awarded Level 2, 4 marks.

This is a much fuller consideration of what sin is, its origins and effects and is the basis for an excellent account of Christian beliefs about sin. However, all too often the candidate makes a simple statement, for example, 'Christians are taught to refrain from sin' with no attempt to strengthen the response by developing it. The development, showing the consequences of sin, occurs much later in the response, Nevertheless the presence of development elevates this response to Level 2. The explanations lack the comprehensive aspect required to achieve the higher marks.



Aim for a comprehensive account.

## Question 2 (d)

This question concerned the topic of predestination, specifically why, if everything is predestined, people should aim to live a good life.

It was rated at moderate difficulty with a mean of 5/12, with the most common mark of 5/12.

This response was included to illustrate the work of a candidate at level 1.

(d) "If everything is predestined there is no point in trying to live a good life."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

If everything is predestined there is no point in trying to live a good life because fate has already decided your path.  
If everything is predestined there is no point in trying to live a good life because it proves you are not in control of your own destiny.



**ResultsPlus**  
Examiner Comments

The candidate was awarded Level 1, 1 mark.

The candidate showed isolated elements of religion and belief by stating 'There is no point because fate has already decided your path, you are not in control.' The candidate made no attempt to suggest who or what may determine this fate.



**ResultsPlus**  
Examiner Tip

Give an alternative view.

This response was included to illustrate the work of a candidate at level 2.

(d) "If everything is predestined there is no point in trying to live a good life."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Some people believe that their life is predestined and there is no point of living a good life because predestination means that God has already picked what is going to happen to you after death and there is no point of trying to change your own life.

People might now end up doing immoral things and also giving nasty behaviour because they know that whether I do good or bad that there is no point because their fate has already been sealed. This is what now leads to people committing sin or making other people suffer because of what has happened to them.

In Christianity, they believe that no matter what God has destined for you, you will still be able to live a good life. When you die, many people think after death that there is no more and that is just the end of your life but that is not the case but rather when you die, your soul is

judged by God and it depends on whatever  
you have done on earth ~~the~~ whether a  
good thing or a bad thing will determine  
if you go to heaven or hell



This response was awarded level 2, 4 marks.

The candidate gives simply developed arguments on both sides of the debate. In agreement with the statement the candidate suggests that if God has already decided what is going to happen after death, developed by the idea that this may lead to bad behaviour, then there is no point in trying to live a good life. To disagree the candidate considers Christian views, namely that what happens after death depends on God's judgement. What you do on earth determines if you go to heaven or hell.

The non-religious beliefs that the candidate included were not linked back to behaviour on earth so did not add to the response.

This response showed limited understanding of religion and belief in keeping with a Level 2 response. However the candidate made no attempt to judge the quality of the arguments offered and did not offer even the simplest of conclusions, limiting the response to 4 marks.



Make a decision.

### Question 3 (a)

More than 8 in every 10 candidates attempted Question 3.

This question focused on why some people choose not to have children.

This was judged to be an easy question with a mean mark close to 3 with a most common mark of 3. Very few candidates failed to gain marks in this question.

The most commonly mentioned reasons included the financial burden, a risk to the health of the mother and a desire to pursue careers rather than family. Some candidates referenced those who remain celibate for religious reasons and the risk of passing on an inherited disease. Of those who did not achieve full marks the most common problem was they referenced infertility, infertility is not a choice and therefore could not be credited.

This response was included to illustrate the work of a candidate who failed to suggest 3 valid reasons.

3 (a) Identify **three** reasons why some people choose not to have children.

(3)

- 1 for financial problems if they don't have enough money to support the baby.
- 2 If they are infertile and cannot physically get pregnant to have a child.
- 3 If they do not want to as they would rather work and travel.



**ResultsPlus**  
Examiner Comments

This response was awarded 2 marks for 2 valid reasons.

- For financial reasons (1).
- They would rather work and travel (1).



**ResultsPlus**  
Examiner Tip

Read the question carefully.

This response was included to illustrate the work of a candidate who achieved full marks.

3 (a) Identify **three** reasons why some people choose not to have children.

(3)

- 1 They might be homosexual and not able to have children from both of the partners so don't want to have kids.
- 2 The woman might not want to stunt her job by having a child and missing out on opportunities due to things like maternity leave.
- 3 They might be infertile and <sup>might not believe in</sup> fertility treatment or it may be too expensive.



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for 3 valid reasons.

- Homosexual people cannot have children from both partners so they don't want to have children (1).
- The woman may not want to stunt her job and miss out on opportunities due to maternity leave (1).
- They may be infertile and not believe in infertility treatment or it may be too expensive (1).



**ResultsPlus**  
Examiner Tip

Explanations not required.

### Question 3 (b)

This question concerned religious attitudes to divorce.

It was rated as an easy question with a mean mark of 3/4 and a most common mark of 4.

As the question required a religious perspective many candidates suggested that religious people disagree with divorce and don't allow it and they disagree but accept it. Less able candidates often gave two aspects of the same attitude which could only gain marks as a single attitude.

This response was included to illustrate the work of a candidate who failed to suggest 2 attitudes to divorce.

(b) Choose **one** religion. Outline **two** attitudes to divorce.

(4)

1 According to Christianity, divorce isn't allowed or promoted. The couple should settle their problems through talking and consulting peacefully. Divorce isn't the best way to settle problems.

2 According to Christianity, the couples are still married in God's eyes even if they divorced. A civil divorce is accepted but they are still married in God's eyes.



**ResultsPlus**  
Examiner Comments

This response was awarded 2 marks for 1 developed attitude.

- Divorce isn't promoted (1). The couple should settle their problems by talking (1).

The candidate then went on to give further explanation of why divorce is not promoted.



**ResultsPlus**  
Examiner Tip

Attitudes, like reasons, should be distinctly different.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Choose **one** religion. Outline **two** attitudes to divorce.

(4)

- 1 Within Christianity, Catholics are strongly against divorce. Catholic Christians are not allowed to get a divorce and Catholic priests are forbidden from giving divorces. Catholics believe marriage is for life and a promise with God, so can never be broken.
- 2 However, also within Christianity, the Church of England is also against divorce, but will allow it in certain situations where it would be kinder to allow a divorce than force people to stay married. Divorces are allowed especially in marriages where there is abuse or infidelity.



This response was awarded 4 marks for 2 developed attitudes.

- Catholics are strongly against divorce (1). Catholic Christians are not allowed to get a divorce (1).
- The Church of England are also against divorce but will allow it in certain situations (1), where it would be kinder to allow a divorce than to force people to stay together (1).



Develop the attitude.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Choose **one** religion. Outline **two** attitudes to divorce.

(4)

- 1 Christians believe that divorce is the lesser of two evils. Children may be suffering from their parents arguing. Parents can start a new life.
- 2 Christians believe divorce breaks the promise from the couples to God, as marriage is a life-long commitment, ~~They~~ They ~~no~~ no longer love each other, this does not please God.



This response was awarded 4 marks as 2 developed attitudes.

### Question 3 (c)

This question focused on why religious people believe in life after death.

Candidates could approach this generically from the perspective of multiple religions or focus the response on the beliefs of those of a single faith.

The question was judged to be of moderate difficulty with a mean mark of 4/6 and the most common mark being 4.

Weaker candidates tended to focus on what religious people believe, rather than why they have those beliefs.

This response was included to illustrate the work of a candidate at Level 1.

(c) Explain why religious people may believe in life after death.

(6)

In the holy books of God, there are many signs which makes ~~to~~ religious people believe in life after death. Religious people believe that there will be eternal paradise for those who believed in the creator, and hell for those who didn't. They believe in life after death because it is mentioned in the holy books.



**ResultsPlus**  
Examiner Comments

This response was awarded Level 1, 1 mark.

The candidate gave an isolated example showing knowledge of religion and belief namely the idea that they believe it because it says it in their holy books.



**ResultsPlus**  
Examiner Tip

How else do they know?

This response was included to illustrate the work of a candidate at Level 2. Approximately one candidate in ten achieved full marks for this (c) question.

(c) Explain why religious people may believe in life after death.

(6)

Some religious people such as Christians believe in life after death because God gave mankind a soul. Literalists such as Baptists believe that the Bible is the word of God. ~~that~~ In Genesis 1 it says: "A man was formed from the dust of the ground and breathed into his nostrils the breathe of life." ~~That therefore~~ God gave mankind a soul that does not die like their physical body but goes to either Heaven or Hell. Therefore Literalists believe in life after death.

Roman Catholics, also believe in life after death because that is why ~~Jesus~~ God gave his only son Jesus to be ~~crucified~~ crucified so he could atone for ~~our~~ mankind's original sin and so that humans could reach salvation. ~~That~~ That is why Roman Catholics believe that <sup>if they</sup> live a sinless life they will go to Heaven because it is now possible due to the crucifixion. ~~Evidence that~~ Catholics also believe in purgatory where by you are not pure enough to enter heaven but in purgatory you undergo purification. That is why Catholics still pray for the dead because they ~~can~~ need ~~an~~ help in purgatory.



This response was awarded Level 2, 6 marks.

The candidate used religious terms appropriately and with understanding of how they impact belief in life after death. The explanation of the beliefs is comprehensive and this is extended to consider how the beliefs are impacted by Church doctrine.



Think round the topic for breadth.

### **Question 3 (d)**

This question concerned the ethical perspectives on the thorny issue of abortion.

This question was judged to be of moderate difficulty. The mean mark achieved by candidates was 6/12 and the most common mark was 6.

Candidates tended to approach this by considering issues presented by abortion such as the sanctity of life and contrasting that with the health and wishes of a perspective mother.

This response was included to illustrate the work of a candidate at the top of Level 2.

(d) "Allowing an abortion may be the most loving thing to do."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

~~Some people agree with this~~  
I disagree with this statement as abortion is unacceptable in Islam. Abortion is the act of killing a fetus so that it does not develop into a baby. Us Muslims believe that life is made by Allah, the Creator of this universe, and so is a precious gift to us. Life is precious and only Allah (s.w.t) has the right to take it away. It is even highlighted in the Quran that abortion is not acceptable: "kill not your children for fear of poverty; for it is we who provide for them and you. Surely killing them is a great sin."

Moreover, as us Muslims are the vicegerents of this earth on behalf of Allah (s.w.t) it is our duty to procreate to be able to spread the religion Islam and to teach many generations about it. Abortion does not fulfill this as people are killing offspring. ~~and not teaching~~  
Moreover, Allah (s.w.t) has a plan

for everyone on this earth and committing abortion is ruining the plan and so only Allah (s.w.t) Himself can take a life away.

Some people disagree with my opinion as they believe that allowing an abortion may be the most loveable thing to do. They base their belief on the fact that sometimes continuing the pregnancy would cause the mother's health to become worse and committing abortion would be better for the family. Some think that abortion is the most loving to do as they think that as they would not be able to provide financially for the child, the child may become disturbed and may not be able to live a healthy life. They also think as some parents are having busy lifestyles it is better to do abortion as the child may suffer with no love which would cause conflicts in the family. Moreover some even believe that if the child being born would be handicapped or disabled, it is better to do an abortion rather than making the child suffer in this cruel world.

(Total for Question 3 = 25 marks)



This response was awarded Level 2, 6 marks.

The candidate states a personal opinion clearly at the beginning of the response and goes on to give an impassioned account of the Muslim view that abortion is wrong. This is contrasted by a series of arguments that might be made in favour of the statement such as the impact on the life of the mother and the wider family. Other than the clearly stated personal opinion there is no attempt to judge the quality of the arguments or reach a conclusion that assesses whether abortion should ever be allowed.

There are aspects of Level 3 performance in the quality of the chains of reasoning offered to oppose the statement. These are offset by the lack of appraisal. The best fit mark for this response was judged to be 6.



What makes you hold this opinion?

This response was included to illustrate the work of a candidate at Level 3.

(d) "Allowing an abortion may be the most loving thing to do."

refer to were formed in up words 1 then 1994

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Some Christians may agree with this statement because of the Christian teaching of agapé, as <sup>allowing</sup> abortions can help many women in many ways such as if a woman was raped and as a consequence was impregnated, giving birth to that child could negatively effect the mother's mental health, <sup>future</sup> or even the way the mother treats her child. Another reason for an abortion could be if the baby could have a genetic disease which could alter their quality of life, in which both situations are unfair for the mother and the child therefore an abortion would be the best option for her and therefore the most loving thing. The Bible also says to 'love your neighbour as yourself' meaning that being in that situation is unfair for anyone and if you were in that situation you would want the option of an abortion too, so as you should not hate upon someone else. This argument is logical as Motherhood isn't an easy thing especially in any situation where it's not expected therefore to be able to have that the choice of an abortion is only





This response was awarded Level 3, 7 marks.

The candidate offers strong, developed reasons for both sides of the argument. There are clear chains of reasoning demonstrating both why abortion may be the most loving thing to do in some situations, but also why it can be seen as the opposite of loving, and a sin breaking one of the Ten Commandments. Whilst there is no attempt to judge the relative quality of these contrasting views in the body of the response the candidate does offer a conclusion justifying the decision on the basis of the over-riding importance of agape love and empathy.



Judgement, judgement, judgement!

## Question 4 (a)

This question considers the ways in which religious people may react to problems in a marriage.

This was judged to be an easy question with a mean of 2/3, the most common response was 3.

Few candidates had problems with this question. Question 4 had the fewest responses on the paper due to the popularity of question 3. Of those candidates who attempted this question many considered the benefits of prayer and speaking to a religious elder to help resolve the problems. Less overtly religious ways were also credited such as going to marriage counselling.

This response was included to illustrate the work of a candidate who achieved full marks.

**4 (a) Identify three ways religious people may respond to problems in a marriage.**

**(3)**

1. Divorce

2. Counseling

3. Speaking with a Rabbi



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for 3 valid ways.

- Divorce (1)
- Counselling (1)
- Speaking with a Rabbi (1).



**ResultsPlus**  
Examiner Tip

Brief and to the point.

## Question 4 (b)

This question considered religious beliefs about the role of women in a family.

It was judged to be an easy question with a mean mark of 3/4, the most common mark was 4.

Few candidates had difficulty with this question with most offering a more traditional religious view of the woman as wife and mother contrasted with a more modern view of equality in a marriage.

This response was included to illustrate the work of a candidate who failed to suggest 2 developed beliefs.

(b) Choose **one** religion. Outline **two** beliefs about the role of women in the family.

(4)

1 One Jewish belief about a woman's role in a family is to have children as in Judaism it is very important to have kids as God tells us to 'be fruitful and multiply'

2 Another Jewish belief about a woman's role is that they should stay home and look after house and children while the man goes out to make money.



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for one developed and one simple belief.

- A woman's role in a family is to have children (1). In Judaism God tells us to 'be fruitful and multiply.' (1)
- Another belief is that they should stay at home and look after the house and children (1).

The role of the man in this arrangement was not credited.



Stick to the role mentioned.

This response was included as an example of a candidate who gave 2 simple reasons.

(b) Choose **one** religion. Outline **two** beliefs about the role of women in the family.

(4)

1 In Judaism, a role of women in the family is to prepare Shabbat dinner.

2 In Judaism, another role of women in the family is to look after and care for the children.



ResultsPlus  
Examiner Comments

This response was awarded 2 marks as 2 simple reasons.

- A role is to prepare the Shabbat dinner (1).
- Another role is to look after the children (1).



ResultsPlus  
Examiner Tip

What do they involve for the woman?

## Question 4 (c)

This question focuses on non-religious views about the meaning and purpose of life.

It was judged to be of moderate difficulty making it by far the most challenging (b) question on the paper with a mean mark of 3/4 though the most common mark remained at 4.

This reflects a common theme across the paper were candidates struggle to add depth to responses concerning non-religious views.

This response was included to illustrate the work of a candidate at Level 1.

(c) Explain the ideas non-religious people have about the meaning and purpose of life.

(6)

One idea non-religious people have about the meaning and purpose of life is to simply enjoy it. This can be through travel. They believe this because we only live once, so why not enjoy it?

Another idea non-religious people have about the meaning and purpose of life is to start a family. This is because like other animals on earth, we have reproductive organs so we too can start a family.

Another idea non-religious people have about the meaning and purpose of life is to be successful. This is by getting a good education to get a good job and then retiring comfortably to enjoy your life.



This response was awarded Level 1, 3 marks.

The candidate in essence gives three simple ideas that a non-religious person may hold about the meaning and purpose of life. These are undeveloped, rooting it in level 1.

- Enjoy it.
- Start a family.
- Succeed.



Simple ideas cannot access Level 2.

This response was included to illustrate the work of a candidate at Level 2.

(c) Explain the ideas non-religious people have about the meaning and purpose of life.

(6)

One non-religious idea to the purpose of life is Plato's theory. This theory states that our purpose is to learn as much as possible about the universe before we die. Life is all about discovering and solving of unanswered mysterious, so our purpose in life is to learn about it.

Another non-religious idea to the purpose of life is the Jeremy Bentham theory. This theory is that ~~the~~ a human's purpose is to provide as many people with joy as one can. This would make for a kinder, more positive world, thereby creating a better world for future generations.

A third non-religious theory to the purpose of life is humanism. Humanism is the idea that each of us has the ability, responsibility, and right to shape our own direction and purpose in life individually. Everyone has different talents, so why should all be bound to the same purpose?



This response was awarded Level 2, 5 marks.

The candidate considered the question by considering the hypothesis of three philosophical views, those of Plato, Bentham and Humanists. These were well developed leading to the award of a high Level 3 mark.



Good use of philosophers' work.

## **Question 4 (d)**

This question considers the issue of whether religious people should use contraception.

The question was considered as of moderate difficulty with a mean of 5/12, the most common response gained 6 marks.

Happily fewer candidates confused contraception with abortion by comparison to 2019.

This response was included to illustrate the work of a candidate at Level 1.

(d) "Religious people should never use contraception."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Contraception is used when a woman does not want to be pregnant after sexual intercourse.

Religious people should never use contraception because it is considered to be a sin. Christians believe <sup>that</sup> using contraception is not allowed in Christianity. Some believe that it is murder.

~~be given~~  
Christians believe that no one is allowed to use contraception in Christianity. Christians believe that God wants us to fill the world. Christians believe that contraception should be illegal and that no one should be given when going to buy. The government should not allow it contraception at all.

Christians believe that even in marriages contraception should not be taken. Using contraception in marriages ~~is~~ should not be allowed. Because it is against the law of God.

Christians by all means should not use  
contraception and they should not advise  
anyone to use contraception. Christians  
should be teach the young ones not to  
to use contraception.



**ResultsPlus**  
Examiner Comments

This was awarded Level 1, 2 marks.

The candidate responds from a Christian perspective which is entirely opposed to contraception in any circumstances. They offer a limited number of relevant beliefs and values. These include the idea that it is considered sinful, even in marriage, as God wants Christians to fill the world. These ideas are not developed or explained. The candidate fails to offer an alternative view leading to the award of Level 1.



**ResultsPlus**  
Examiner Tip

Beware of repetition.

This response was included to illustrate the work of a candidate at Level 2.

(d) "Religious people should never use contraception."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

I agree with the statement.

According to Christianity, one of the Ten Commandments is 'Do not kill'. Some contraceptives have abortion effects and ~~the~~ would be a form of murder that God prohibits. Those contraceptives also are against the sanctity of life. Each fertilised ovum has the chance of becoming a human, which should never be aborted ~~as~~ as God destined for this ~~concept~~<sup>conception</sup> to happen and its life is holy.

Moreover, contraceptives separate the unitive and procreative purpose of marriage. In Christianity, a marriage is the only way to have sex, with ~~the~~<sup>a</sup> purpose being procreation. The use of contraceptives only enables couples to be unitive but not procreative.

Furthermore, ~~Furthermore~~ natural contraception methods require a large amount of love and ~~the~~ care for the female partner ~~so~~ such that ~~the~~ the male partner is concerned for ~~the~~ his partner's health and wellbeing. The male partner has to refrain from having sex during ~~the~~<sup>his</sup> partner's

most fertile periods. This not only does not separate the unitive and procreative aspects of sex, but also enhances the couple's love for each other. ~~the~~

Some may say that contraceptives prevent the spread of STDs and should be used by all people. However, STDs are transmitted mainly due to sexual promiscuity and this is prohibited in Christianity, ~~he~~ and marriage is the only acceptable way for a Christian to have a sexual relationship. ~~Religious pe~~ People would also check if they have STDs before entering a marriage, hence the possibility of transmitting STDs between Christian couples is very low or even ~~non-existent~~ non-existent.

Religious people such ~~as~~ as Christians should follow their religion's teachings and never use contraceptives. However non-religious people who ~~have~~ may have a higher chance ~~of~~ contracting STDs ~~should~~ <sup>can</sup> use contraceptives to protect themselves. Hence I agree with the statement.



This response was awarded level 2, 6 marks.

The candidate considers the agree side of the debate well, giving a well developed chain of reasoning linking a number of key Christian ideas about the importance of procreation. This demonstrates elements of Level 3 performance. Sadly this is not sustained in the disagree argument which depends solely on the dangers of spreading STDs. The candidate does offer some criticism of this argument by suggesting that contraception is only required if a person has an STD and Christians should not be promiscuous. This judgement also contains elements of Level 3 though it is not applied throughout the response and is not carried into a disappointing conclusion which simply repeats the arguments suggested in the body of the response.

Using the best fit model the elements of Level 3 performance were not sufficient to balance lack of a strong alternative view, restricting the candidate to Level 2.



A balanced discussion is vital.

## Question 5 (a)

This question considers the benefits of reforming criminals. Approximately one third of candidates attempted this question in preference to question 6.

The question was judged to be easy with a mean mark of 2/3 and a most common response of 3. Most candidates suggested that the benefits of reform included the gains made by reintroducing the offender to society and the deterrent effect on both re-offenders and others who may have turned to crime.

There was no requirement for a religious perspective.

This response was included to illustrate the work of a candidate who achieved full marks.

5 (a) Identify **three** benefits of reforming criminals.

(3)

1 They will not commit their crimes again

2 They will become better people

3 gives them a second chance



The response was awarded 3 marks for 3 valid benefits.

- They will not commit their acts again (1).
- They will become better people (1).
- It gives them a second chance (1).



Distinctly different.

## Question 5 (b)

This question addressed the issue of how religion may act as a source of conflict.

It was judged to be an easy question with a mean mark of 3/4, with the most common mark as 4.

Few candidates experience any difficulty with this question with many focusing on conflicts caused by a common belief in a holy land, or differences in belief provoking conflict at a community level.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Outline **two** ways religion may lead to conflict.

(4)

- 1 Religion may lead to conflict if there are disagreements between laws of various religions. arguments can occur and people will judge religious traditions and culture.
- 2 Furthermore if the land a religious person lives in does not allow them to keep its laws given to them by god such as if a <sup>religious</sup> Jewish person is not allowed to keep shabbat it may potential lead to ~~conflict~~ <sup>conflicts</sup>.



**ResultsPlus**  
Examiner Comments

This response was awarded 4 marks for 2 developed ways.

- If there are disagreements between laws of various religions arguments can occur (1) and people will judge other's religious traditions and cultures (1).
- If the land a religious person lives in does not allow them to keep the laws given to them by God (1), such as if a religious Jewish person is not allowed to keep Shabbat (1).



**ResultsPlus**  
Examiner Tip

Examples often make good development.

## Question 5 (c)

This question considers religious views of capital punishment, specifically with reference to why some religious people support its use.

It was judged to be of moderate difficulty with a mean mark of 3.11/6, the most common mark was 4.

Candidates who did well at this question were very aware of the fact that it refers to those within the religion who support the use of capital punishment. Those who struggled often included the arguments against capital punishment, these could not be credited.

This response was included to illustrate the work of a candidate at Level 1.

(c) Choose **one** religion. Explain why some of its followers support the use of capital punishment.

(6)

Christians have a variety of views towards capital punishment. ~~Some~~ The Bible supports capital punishment saying that "Whoever sheds the blood of man by man shall his blood be shed". Suggesting that if you have ~~not~~ killed someone reciprocal justice suggests you should be killed.

However Jesus was against reciprocal justice and believed that people should be reformed and not punished in the same way to what they did to a person. Christians also believe in sanctity of life capital punishment can be seen to go against sanctity of life as it is the killing of people by people and Christians believe that ~~only~~ only god should decide when a life ends therefore capital punishment goes against god and is wrong so shouldn't be allowed.



This response was awarded Level 1, 2 marks.

The candidate made an admirable start with the first paragraph suggesting the the bible supports the use of capital punishment, simply developed by a relevant quotation. The second paragraph by contrast considers why Christians are opposed to capital punishment. This could not be credited leading to the award of Level 1.



Read the question carefully.

This response was included to illustrate the work of a candidate who achieved full marks.

(c) Choose **one** religion. Explain why some of its followers support the use of capital punishment.

(6)

Christians may agree with capital punishment because god taught the idea of lex talionis. In genesis, he taught that 'whoever sheds human blood, by humans shall their blood be shed'. Therefore, it follows that if a murderer killed someone, they should too be killed ~~as~~ as retribution for their crime. Furthermore, Jesus at times showed righteous anger and violence, hence ~~we~~ we also can sometimes. In the new testament, Jesus killed a fig tree simply because it bore no fruit. Furthermore, Jesus chased merchants in a temple with a whip because they were dishonouring god (Matthew 21:12). This shows that we are allowed to follow Jesus and also show violence towards a criminal ~~Be~~ because in him there is no sin (1 John 3:5). Therefore, it is permissible to kill a criminal if they dishonour God. Furthermore, capital punishment may sometimes be the most loving thing to do for the general public as it may protect society. Christians should always care of people as it follows the teaching of Agape. Therefore, capital punishment is loving and moral when it protects the public.



The response was awarded Level 2, 6 marks.

The candidate used a range of Christian teachings to justify the use of capital punishment. These included 'an eye for an eye', the righteous anger of Jesus and the concept of agape love in relation to capital punishment as a form of protection for wider society. The use of religious terms was appropriate and the candidate demonstrated understanding of both the religious views and their use in this context. The explanation of the beliefs was comprehensive and their links to capital punishment made explicit. This led to the award of full marks.



An excellent example.

## **Question 5 (d)**

This question focuses on the universal problem of bullying, asking candidates to consider whether it is possible to prevent it.

It was judged to be of moderate difficulty with a mean mark of 5/12 and a most common mark of 5.

The majority of candidates approached this from a Christian perspective. Most managed to give reasons why it can be prevented against the idea that it is an aspect of human nature and therefore unstoppable.

This response was included to illustrate the work of a candidate at Level 2.

(d) "It is impossible to prevent bullying."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Bullying is impossible to prevent due to modern technology. Children are able to cyber bully someone using a fake account and will never be caught. As a result social media is beyond our control so it is impossible to stop bullying online.

Also children see adults bully so believe its okay to bully. For example after the Euros final in 2021, the black players were hurled racist language. Therefore until all adults behave and mature, children believe they can bully <sup>Also</sup> as well as a parent is supposed to teach whats right from wrong.

However Judaism believes education can stop bullying. Jewish children are taught from a young age to love <sup>(Tovah)</sup> their neighbour like thyself. As a result children are aware not to bully and are constantly reminded of this law by their parents and teachers in school which prevents bullying.

Also bullying can be prevented through the use of childrens TV Shows and celebrities. Disney movies such as Beauty and the beast have messages about Bullying as Belle is bullied by the townspeople but ends up becoming a princess. Therefore by learning about the negative consequences of bullying children are able to understand (by watching a movie / TV Show) that bullying is wrong.

In conclusion I believe it is possible to prevent bullying by educating children.



**ResultsPlus**  
Examiner Comments

This response was awarded Level 2, 6 marks.

The candidate suggests original and well-considered reasons why bullying cannot be prevented. These include the impact of modern technology in allowing perpetrators to remain anonymous, the examples provided by adults such as the racist abuse of black footballers. These were effectively contradicted by Jewish views based on 'Love thy neighbour' and the power of education and the ability of the media to change a child's perspective. These chains of reasoning suggested Level 3 performance. This was counteracted by the lack of any evidence of judgement of appraisal and a very weak conclusion which was simply a personal opinion. This restricted the mark to Level 2 as a best fit judgement.



**ResultsPlus**  
Examiner Tip

Conclusions are key.

This response was included to illustrate the work of a candidate at Level 3.

(d) "It is impossible to prevent bullying."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

inevitable  
upbringing

teaching  
Quran  
against  
consent

(12)

Some non religious people would agree that it is impossible to prevent bullying. This is because bullying can be caused by your upbringing, <sup>psychological</sup> ~~physical~~ determinism, so a person has no choice if they're a bully, so it is inevitable. This is a weak argument because others believe that we have free will to make our own decisions and not everything is determined by factors such as our environment and upbringing, so bullying can be prevented since you can change the way you behave.

Others <sup>christian</sup> may believe that it's impossible to prevent bullying because bullying can be caused by jealousy and jealousy is a sin. We are all naturally inclined to sin because of Adam and Eve at the fall, where our relationship with God was damaged, so we naturally are jealous, which leads to bullying being a natural instinct. This is a weak argument because non religious people would agree that there are not such things as sins, since they're a religious concept, so bullying can't be a natural instinct, and if we teach them how to behave properly and be kind, ~~there's~~ ~~teaching~~ bullying can be prevented.

On the other hand, ~~the~~ fundamentalist Christians believe that bullying can be prevented by following and being guided by Bible teachings such as 'love thy enemy' from the sermon on the mount and 'do to others <sup>as</sup> you want done to

you'. By following these teachings, bullying can be prevented as they promote love and kindness which overrules bullying. This is a strong argument because Fundamentalist Christians believe the Bible is the Word of God so has complete authority, so therefore has the power to show people to be kind, thus preventing bullying.

Quakers would also agree that bullying can be prevented. This is because they ~~believe to~~ use their conscience when making decisions, and the conscience is the voice of the Holy Spirit, and is God given so is correct and ~~promot~~ no good can conscience can ~~act discriminatorily~~ discriminate or bully so if we all listen to our consciences, bullying can be prevented. This is a strong argument because Quakers spend a lot of time thinking about their conscience and praying sincerely so it is true and correct, also because it's God given and God is omniscient.

I disagree with the statement so

In conclusion, I ~~most~~ agree with the Fundamentalist view that following Bible teachings can help prevent bullying because the Bible is the Word of God. However the argument I ~~most~~ disagree with is the <sup>psychological</sup> ~~hard~~ determinism view that bullying is inevitable as it's caused by your upbringing, ~~but~~ because it's not ~~the~~ <sup>decisions</sup> you have free will to make ~~decisions~~ so bullying isn't inevitable.



This response was awarded Level 3, 9 marks.

The candidate used well developed understanding of religion and belief to make coherent and logical chains of reasoning that considered different viewpoints including a religious perspective. Each of these points was judged and critically deconstructed leading to their justification as either strong arguments that can be upheld, or weak arguments that may be over ridden. The conclusion was by far the weakest area of the response. The candidate did attempt to justify the opinion by pointing out the argument they most agreed with and the argument they considered to be of least value. In that sense it could be regarded as at least partially justified.

In order to reach Level 4 this level of judgement and appraisal need to be sustained into the conclusion in order to develop a fully justified conclusion.



Half the marks are for appraisal, use them.

## Question 6 (a)

This question considers beliefs about capital punishment.

It was judged to be an easy question with a mean mark close to 3, the most common response gained 3 marks.

There was no requirement for a religious perspective.

This response was included to illustrate the work of a candidate who achieved full marks.

6 (a) Identify **three** beliefs about capital punishment.

- 1 It is wrong because it goes against the sanctity of life (3)
- 2 It is a good way to deter criminals from committing a crime
- 3 It is an inhumane system because the methods are often cruel and unnecessarily painful



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for 3 valid beliefs.

- It is wrong (1) (because it goes against the sanctity of life).
- It is a good way to deter criminals (1).
- It is an inhumane system (1).

In the first instance the mark was awarded after the belief, namely that capital punishment is wrong.



**ResultsPlus**  
Examiner Tip

Don't do more than you need.

## Question 6 (b)

This question focused on the differences between sins and crimes.

It was judged to be an easy question with a very high mean mark, with the most common mark being 4.

Few candidates struggled with this. The most common responses suggested that sins offended God's laws and crimes are set by governments, or with the idea that sins are universal and unchanging whilst crimes can change according to the will of the people.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Outline **two** differences between sins and crimes.

(4)

- 1 crimes are always punishable by law, but sins are not always illegal
- 2 sins are always ~~always~~ ~~always~~ moral outlined by religious texts, while crimes are decided upon by humans



**ResultsPlus**  
Examiner Comments

This response was awarded 4 marks for two developed differences.

- Crimes are always punishable by law (1), sins are not always illegal (1).
- Sins are outlined by religious texts (1), crimes are decided upon by humans (1).



**ResultsPlus**  
Examiner Tip

Don't go further than you need.

## Question 6 (c)

This question focuses on religious attitudes to bullying.

It was judged to be of moderate difficulty with a mean mark of 3/6, the most common response gained 4 marks.

All religions are firmly opposed to bullying in all its forms. Some candidates tried to give a religious justification for bullying, without success.

This response was included to illustrate the work of a candidate at Level 1.

(c) Choose **one** religion. Explain its attitude towards bullies.

(6)

In judaism bullies are not acceptable. in judaism ~~bullying~~ <sup>bullying</sup> is ~~gona~~ doing harm to someone else and thats not accepted in judaism

Sometimes there are bullies who dont want to hurt us but are doing it to get their <sup>anger</sup> and emotions out on other people. Judaism though, has no tolerance for bullying

In judaism, bullies should get consequence but not capital punishment since thats not allowed in judaism and is illegal but should get punishments for their actions



This response was awarded Level 1, 3 marks.

The candidate essentially gave a series of simple reasons why bullying is unacceptable in Judaism. Those suggested were that it harms others, or perhaps because the bullies are reacting to events in their own lives. Finally the candidate suggests that bullies should be punished.



Level 2 requires more exemplification.

This response was included to illustrate the work of a candidate at Level 2.

(c) Choose **one** religion. Explain its attitude towards bullies.

(6)

(Christianity)

- Christians believe that bullies are bad because everybody is equal and the act of bullying is discriminating someone you believe is weaker than you.

- They also believe bullying is wrong because it goes against the religious law "Love your neighbour as you love yourself" and so they see bullies as ungodly.

- Bullying is a ~~scam~~ sin that can sometimes lead someone to kill themselves so if you bully someone and they die you are seen as a killer who has taken the life of an innocent person.



This response was awarded Level 2, 4 marks.

The candidate offers a number of reasons why Christians find bullying unacceptable. Each of these is very simply developed. For example, in Christianity everyone is equal, developed by you are discriminating against someone who is weaker than you. It is this very basic development that elevates this to the bottom of Level 2.



The more information the better.

## Question 6 (d)

This question addresses the issue of whether religious people should be peacemakers.

It was judged to be of moderate difficulty with a mean mark of 5/12, the most common mark was 6.

The concept of peace is important in all religions however it is equally true that in many religions the followers have, historically, been required to take up arms to defend the faith. Candidates often chose to compare the teachings of a particular faith in support of peace with those that suggested conflict may sometimes be required.

This response was included to illustrate the work of a candidate at Level 1.

(d) "Religious people should be peacemakers."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Religious People should be peacemakers as in Islam, the word Islam means peace so the whole meaning of Islam is peace. In Islam, muslims are prohibited to doing any type of sins that could lead to conflict or start an argument with anyone.

Many people argue that their religion is true and its the only religion and this leads to many arguments between people. This should be avoided as religious people worship their god and they shouldn't do anything that'll affect them in the afterlife.

Religious people should stop conflict when they see it as religious people should make peace between humans.

In Islam, muslims don't argue with people even if their correct so they don't start arguments with anyone.



This response was awarded Level 1, 3 marks.

The candidate gives a series of simple reasons to agree with the statement from an Islamic perspective. These revolved around the theme that Muslims should avoid conflict by not committing sin to provoke conflict, by focusing on worship and their own place in the afterlife and by stopping conflict if they see it.

This fulfilled the requirements for a Level 1 response by demonstrating understanding of religion and belief and concluding that Muslims should not even argue even if they are in the right. The absence of an alternative view or any development limited this to Level 1.



Always give two sides to the argument.

This response was included to illustrate the work of a candidate at Level 2.

(d) "Religious people should be peacemakers."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

For most religious people, living a pacifist lifestyle is key but not essential, and to live as an absolute pacifist who works for peace is difficult in <sup>modern</sup> society.

In Christianity, pacifism is a central teaching and mentioned in the Beatitudes: 'Blessed are the peacemakers' (Matthew 5:9), and so peacemakers are very well respected in the Christian community. Making peace can often be difficult due to large-scale conflicts being out of control of common people, but even small acts of making peace such as stopping a bully are strongly encouraged in Christianity. Spreading peace is also just the compassionate thing to do regardless of faith, and although it can sometimes be difficult it is never wrong to be peaceful in the eyes of God. Christians also believe all humans were created in the image of God (Genesis 1) and so it is important to be peaceful to avoid harming God's creation. Furthermore, ~~peace~~ bringing peace ~~for~~ will help evoke happiness in people and considering Galatians 5:22 says 'the fruits of the spirit are love, joy, peace, kindness' this is key to Christians.

However, some Christians may be incapable of bringing peace. Those who suffer from various sorts of disability will not be able to be peaceful, and those who don't understand it - children, and mentally unable people - will not be able to be peacemakers. Furthermore, modern warfare causes issues of conscription where Christians are forced to be violent and fight, preventing the possibility for absolute pacifism without going against the country, but this allows for contingent pacifism, so it is not too problematic. Working for peace also can be ineffective and not worth our time, as injustice will exist in many places and after working for peace could be going against the ideologies of that country, putting one's own life in danger and potentially others too. The Anglican Pacifist Fellowship is a peacemaking group that aims to bring peace to many people, however, their projects are usually <sup>regarding</sup> small scale disputes in villages and so have little impact on the greater community.

To conclude, all religious people should try to work for peace but it is acceptable if it is not possible for them to.



This response was awarded level 2, 6 marks.

The candidate gives well developed reasons for both sides of the debate with simple chains of reasoning. The presence of evidence of Level 3 performance is offset by the lack of judgement offered for the arguments. Some arguments clearly have more weight than others. The idea of conscription, for example, clearly generates a moral dilemma for Christians who feel obliged to go to war if required by the country, but reluctant to take up arms as pacifism is encouraged by their faith. This was epitomised by the Quakers during World War Two many of whom served as conscientious objectors in roles that did not require them to take up arms. Some consideration of issues such as these would have helped the candidate achieve Level 3. Perhaps most significantly the judgement of which side offers the most persuasive argument could have been explored in the conclusion rather than simply saying Christians should try to be peacemakers but it is acceptable if you can't.



Use examples as illustrations for development.

## Question 7 (a)

Question 7 and Question 8 were the most evenly divided pair of questions on the paper. Slightly more candidates attempted Question 8 by comparison to Question 7.

The question focuses on how those of a different race should be treated.

It was judged to be an easy question with a mean mark of nearly 3, the most common mark was 3.

Few candidates struggled with this. Some candidates chose to approach it from a religious perspective, but this was not required. Many candidates suggested those of a different race should be treated with kindness and compassion since all are made by the same God, giving variations on this equality of treatment for their remaining ways.

This response was included to illustrate the work of a candidate who achieved full marks.

7(a) Identify **three** ways those of a different race should be treated.

(3)

1 Equal rights

2 They allow to do work.

3 They treated as same as others.



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks.

- Equal rights (1)
- Allowed to work (1).
- Treated the same as others (1).



**ResultsPlus**  
Examiner Tip

These are clearly ways rather than beliefs or teachings.

## Question 7 (b)

This question concerns how religious people should treat the poor.

It was judged to be an easy question with a mean mark of 3/4. The most common mark awarded was 4.

Few candidates had difficulty with this question. The more able candidates gave clear, accurate teachings from their chosen religion developed by an explanation of how they apply to the poor. Those candidates who found it more difficult gave simple reasons or generic teachings.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Choose **one** religion. Outline two teachings about the treatment of the poor.

(4)

1. In Christianity, God teaches us to 'treat others how they would do unto you', telling us to treat poor people with charity lest we fall into the same situation. An example of charity would be donating to the poor.
2. In Christianity, God also teaches us to 'look at the plank <sup>plank</sup> ~~speck of dust~~ in your eye instead of pointing out ~~the~~ the speck of dust in another's', telling us to focus on our <sup>shortcomings</sup> ~~own shortcomings~~ instead of treating those less fortunate than us with disregard and mockery.



This response was awarded 4 marks for 2 developed teachings.

- In Christianity, God teaches us to 'treat others how they would do onto you', telling us clearly to treat poor people with charity (1) lest we fall into the same situation (1).
- God teaches us to 'look at the plank in your own eye instead of pointing out the speck of dust in another's' (1). Telling us to focus on our own shortcomings instead of treating those less fortunate than us with disregard and mockery (1).

The teaching in the first paragraph is misquoted and was not credited. We are not asked to treat others in the same way they treat us but rather how we would like others to treat us. Fortunately the response could be credited elsewhere. This particular misquote continues to persist.



Treat others how you want to be treated.

## Question 7 (c)

This question considered the views of religious people on living in a multi-faith society, specifically why they may not want to live in that environment.

It was judged to be of moderate difficulty with a mean mark of 3/6, the most common mark awarded was 4.

It was pleasing to note that fewer candidates conflated race with religion. A large majority of candidates confined their responses to consideration of why religious people may prefer to live amongst those who share their beliefs. Some weaker candidates struggled to suggest any valid reasons for this, though most suggested simple concerns such as it may weaken their own faith or cause their children to question the family faith.

This response was included to illustrate the work of a candidate who failed to gain marks for this question.

(c) Explain why some religious people may not want to live in a multi-faith society.

(6)

~~The reason~~ Some religious people may not want to live in a multi-faith society because its against their law to live together.



This response was awarded 0 marks. There were no valid reasons why people may want to live with those who share their faith.

The candidate suggested that it may be against their law to live together. Whilst there are religious laws that forbid, or at least discourage, inter-faith marriage, I know of no rule that suggests you cannot live in an area that has people of other faiths.



Reasons must be true.

This response was included to illustrate the work of a candidate at Level 2.

(c) Explain why some religious people may not want to live in a multi-faith society.

(6)

Some religious people may not want to live in a multi-faith society because they feel that their religions might be undermined or overlooked in society, which does not grant religious people pluralism as they may feel uncomfortable practicing their certain religions. A multi-faith society may favour one religion more than another which is extremely unfair and unjust.

Additionally, religious people may not want to live in a multi-faith society because they may feel that a lot of prejudice and discrimination may arise from different faiths having to live with one another. Some people may not be used to certain customs or traditions of other religions. For example communal prayers in Christianity or worshipping more than one God in Buddhism. This could lead to discrimination.

Adding on, religious people may not want to live in a multi-faith society because if they were to raise a family, then their children may not be very passionate about their brought up religion because they are exposed to so many different religions and perspectives and may potentially ~~want~~ want to convert, meaning that the indoctrination would fail.



This response was awarded level 2, 5 marks.

The candidate offers three well developed reasons to support this view. Firstly that the religion may be undermined or overlooked, leading them to feel uncomfortable practicing their faith. Society may favour one religion over another which is both unfair and unjust. Secondly they may feel at risk from prejudice or discrimination. People may not be used to aspects of their religion which may lead to discrimination. Finally raising a family may prove difficult, if children are exposed to other faiths they may become less passionate about the family religion or even wish to convert.

Whilst some of the development, particularly in paragraph two, is quite weak the candidate clearly fulfils the requirements for the award of Level 2 and the range of topics considered shows both depth and breadth leading to the award of 5 marks.



Depth and breadth are key.

## Question 7 (d)

This question concerns attitudes towards freedom of speech as a basic human right.

It was judged to be of moderate difficulty with a mean mark of 4/12, the most common mark was 5.

The fact that the most common mark was 5 for this question may reflect the fact that historically the final section has often been the weakest section. For some candidates this is a matter of time management, as a proportion find themselves running out of time at the end of the examination. For others it may be the case that they are tired after a long exam when they have not previously been under examination conditions. Most candidates were able to give examples of situations where freedom of speech could be perceived as dangerous and contrast these with the benefits of free speech before reaching a conclusion.

This response was included to illustrate the work of a candidate at Level 1.

(d) "Freedom of speech is dangerous for society."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Some people believe that every human should have the freedom of speech and can share their opinion with the world whether someone likes it or dislikes it. This freedom of speech is a basic human right in society ~~is~~ nowadays.

However in Islam people are allowed to say whatever they want and they can share their opinion but it should not cross a limit. It should not cross the limit by saying something wrong about the prophet or Allah (S.W.T).

In conclusion, Freedom of speech is a good thing ~~and~~ because everyone should be able to share their opinion but in Islam it should not cross a limit and you should be very careful with your words. It is not really dangerous for society.



This response was awarded Level 1, 3 marks.

This is essentially a simple for/against/conclusion. To disagree the candidate suggests that people should have freedom of speech because it is a basic human right. To agree the candidate suggests freedom of speech should be limited to avoid saying anything wrong about the prophet or Allah. The candidate then concludes that Muslims should be very careful with their words but it is not really dangerous for society. The lack of development coupled with a failure to consider the question in the context of wider society limits this to Level 1.



Read all of the question.

This response was included to illustrate the work of a candidate at Level 2.

The mark awarded to the candidate was limited by the lack of a religious perspective required by the question rubric.

(d) "Freedom of speech is dangerous for society."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

Freedom of speech at its extremes is dangerous for society.

Some argue that all beliefs must be tolerated. Change is achieved only through supposedly outlandish beliefs being expressed, and thus freedom of speech is necessary. Furthermore, a country in which the government has the authority to regulate speech is more susceptible to despotism. It is also difficult to draw the line on the point at which some speech becomes unacceptable, and thus making a law would be arbitrary as well as dangerous. It does seem convincing to say that freedom of speech should know no legal bounds; however, societal action would still be a good thing. In response to those who argue in favour of total tolerance, Karl Popper introduced his paradox. He said that an irrational viewpoint pertaining to an unfounded absolutism with neither empirical support nor coherence with modern societal ideals has no place in a discussion. If we tolerate absolutist views that are impossible to reason with, such as Marxism, Jihadism, or racism, we end up in a 'dictatorship of intolerance' whereby we are forced to allow beliefs impossible to engage with to have a platform. This would be dangerous for society, more so than a mildly intolerant atmosphere,

The threats of which are aforementioned.

Freedom of speech in extremes can also be dangerous for minorities. Hate speech, done from an ignorant position which exists on one of Popper's outlined absolutes, can cause mental health damage and incite violence against certain people. For example, anti-~~Chinese~~<sup>Chinese</sup> hate speech at the beginning of the coronavirus pandemic saw an increase in anti-Asian violence. On the other hand, someone might appeal to Mill's Harm Principle to say that, whilst the violence is certainly bad, the speech preceding it caused no physical harm and was therefore within the speaker's private sphere. However, the influence of the speech on the violence is doubtless when criminals' backgrounds are investigated. Furthermore, by a utilitarian application of the Hedonic Calculus, one may conclude that the harm both directly caused by the speech and indirectly caused through its role in inciting violence is greater than that caused by either a societal or legal restriction of hate speech.

Therefore, to conclude, whilst arguments in favour of freedom of speech are mostly strong, it can be dangerous when extreme and absolutist views are treated.



This response was awarded Level 2, 6 marks.

The candidate gives convincing chains of reasoning for both sides of the argument well supported with philosophical, rather than religious, reasoning. There is evidence of critical deconstruction of the arguments to present both the risks and benefits of both scenarios. The candidate then reaches a conclusion that whilst the arguments in favour of freedom of speech are mostly strong, it can be dangerous when absolutist and extremist views are tolerated. Under normal circumstances this would clearly be worthy of a Level 3 mark however the complete lack of a religious view, contravening the requirements of the question, limit it to level 2.



Remember religion.

## Question 8 (a)

This question considers non-religious beliefs about racial harmony.

It was judged to be an easy question with a mean mark of 2/3, the most common mark awarded was 3.

Few candidates had issues with this question most suggesting ideas such as it enables people to live together peacefully and it benefits society.

The question specifies they should be non-religious beliefs and some candidates lost marks by including religious teachings that support racial harmony.

This response was included to illustrate the work of a candidate who achieved full marks.

8 (a) Identify **three** non-religious beliefs about racial harmony.

(3)

1 It's beneficial to the world.

2 without it there will be conflict

3 It's good as we should all live together in peace



**ResultsPlus**  
Examiner Comments

This response was awarded 3 marks for three simple beliefs.

- It is beneficial to the world (1).
- Without it there will be conflict (1).
- It is good (1).

The development of the final belief led to it showing evidence of repetition of point 2. The presence of a clear statement in point 3, distinct from what had gone before, allowed it to be credited.



**ResultsPlus**  
Examiner Tip

Be careful of repeating your point.

## Question 8 (b)

This question requires candidates to consider the reasons why some religious people may disagree with some human rights. They were expected to approach it from the perspective of one religion.

It was judged to be an easy question with a mean mark of 3/4, the most common mark awarded was 4.

Many candidates answered this very confidently. Responses often considered freedom of speech and many considered it in the light of women's rights to equality of opportunity.

One mark was awarded for a valid human right and the second mark for the explanation of why that right may cause issues for religious people.

This response was included to illustrate the work of a candidate who achieved full marks.

(b) Choose **one** religion. Identify two reasons why some of its followers may disagree with some human rights.

(4)

1 Catholics may believe the right to education for all is unnecessary as women are meant to be wives and mothers which is not taught at schools.

2 Some Christians may believe that the right to ~~protest~~ <sup>free speech</sup> and protest isn't necessarily a good thing as it can disrupt peace and order in society which is something that is held in high regard in the bible.



This response was awarded 4 marks for 2 developed reasons.

- Catholics may believe that the right to education for all is unnecessary (1), women are meant to be wives and this is not taught at school (1).
- Some Christians may believe that the right to free speech isn't necessarily a good thing (1), as it can disrupt peace and order in society (1).



Make sure you know the human rights.

## Question 8 (c)

This was a non-religious question asking candidates to consider non-religious attitudes to the treatment of the poor.

It was judged to be of moderate difficulty with a mean mark of 4/6, the most common mark was 4.

Perhaps inevitably at the end of the paper, some candidates gained 0 marks by focusing on religious views. Many, by contrast, asserted humanist views, confident that this was a non-religious perspective.

Those who avoided the trap of showing off their religious knowledge referenced ideas such as the need to work for a more equal society and the 'accident of birth' that leaves some in poverty through no fault of their own.

This response was included to illustrate the work of a candidate at Level 1.

(c) Explain different non-religious responses to the treatment of the poor.

(6)

We should look after them and use charity to support them as much as possible. They got unlucky in life and deserve to be helped.

We should ignore them. They deserve to suffer as they have been lazy and ended up poor as a result of their poor choices.

We don't have a duty to help them, but the government should use our taxes to help the poor.



This response was awarded Level 1, 2 marks.

The candidate gave a series of simple reasons suggesting on one hand that the poor are unlucky and deserve to be helped and on the other they should be ignored since they have been lazy. Non-religious people have no duty to help the poor as this is a government responsibility.



Manage your time wisely.

This response was included to illustrate the work of a candidate who achieved full marks.

(c) Explain different non-religious responses to the treatment of the poor.

(6)

Marxists would believe that the poor should not be helped through charity. This is because we should aim for a non-exploitable, fair society, however at the moment that is not the case as there are large economic inequalities. They believe that we should not help the poor because helping the poor will make their quality of life better without addressing the great problems of ~~inequality~~ inequality within our society. By bettering their situation we are bettering the problems of inequality without addressing the root causes of the poverty. Therefore, we should not help the poor unless it is through an international institutional change of systematically oppressive systems and society.

Liberarians believe that we should help the poor as a matter of conscience and morality, however ~~the~~ the rich should not face redistributive taxation. This is because they believe that ~~objects~~ we own ~~objects~~ ourselves and when objects are mixed in with our labour, they become an extension of ourselves, therefore we rightfully own the objects as well. Through redistributive taxation ~~we~~ they believe that what they own is effectively being stolen from them. Therefore they believe that although ~~the~~ people should help the poor if they wish to, they should not be taxed to help the poor as it connotes theft.



This response was awarded level 2, 6 marks.

The candidate gives an account, without reference to religious views, from Marxist and Libertarian perspectives. This considered the need to change society since charity may help an individual but doesn't address the systemic change needed to help everyone. This also proposed that helping the poor should be a matter of conscience and morality and an individual choice. It should not be achieved by placing punitive tax burdens on those who deserve the right to use the fruits of their labours as they see fit.

It is perhaps more difficult to effectively use the c) mark scheme for a non-religious question however the level 2 criteria can be adapted to fit the question. This would allow a marker to consider the following aspects of the response;

- Use of relevant terms is appropriate and shows understanding (AO1).
- Explanation of relevant beliefs and values is comprehensive (AO2).
- Explanation of the significance of beliefs and values is comprehensive (AO2).



Widely held non-religious perspectives can prove useful.

## Question 8 (d)

This response focused on gender equality in society.

It was judged to be of moderate difficulty with a mean mark of 6/12, the most commonly awarded mark was 6.

Many candidates produced responses that were heavily focused on gender equality, and inequality, in religious communities. Although religious communities are part of wider society it was disappointing to see such little regard for the impact of improvements in gender equality in wider society. Those candidates who dealt well with this question often considered gender equality in society as a whole, giving examples where women's rights are protected by law, contrasting this with the more traditional view of a woman's role as espoused by some religious communities. Those who did less well often considered the traditional religious view with a more liberal religious view, giving little or no consideration to what happens in wider society. Non-religious views were often also referenced.

This response was included to illustrate the work of a candidate at low Level 2.

(d) "Men and women are equal in society."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

A non-religious ~~people~~ person may agree with the statement as ~~men and women~~ society accepts men and women as equal. Both men and women have the right to vote thanks to the Suffragettes that made an impact until 1918 when woman equality was announced. When it comes to job wages (football) the total income is equal to the total outcome. Yes, men get paid more than women in football but that's because the demand/income for mens football is more than woman. If men/woman had same support/demand/ income they could receive the same outcome.

Orthodox Jews may disagree with the statement as women are not allowed to lead a minyan or read from the Torah. Men and woman cannot sit next to each other in a synagogue.

Reform Jews may disagree with the statement as men and woman ~~are~~ are equal but have different roles. In a reform synagogue men and woman can congregate together.



This response was awarded Level 2, 4 marks.

The agree argument proposed by the candidate suggests that society regards men and women as equals, both have the right to vote. This assertion is criticised using the payment received by male and female footballers though the candidate is happy that this will improve as the demand for women's football increases. This provides simple development of the initial idea.

The disagree argument is focused on religious views from the Jewish community with the position of both Orthodox and Reform Jews briefly recounted.

The response then simply stops whether as a result of time running out or because the candidate had nothing to add is difficult to determine.

The presence of simple development in the initial paragraph elevates this to Level 2. However the weak alternative view and the absence of a conclusion or any form of judgement of the arguments limits it to four marks.



Take care with time management.

This response was included to illustrate the work of a candidate at the top of Level 2.

(d) "Men and women are equal in society."

Evaluate this statement, showing you have considered different points of view.  
In your answer you should refer to at least one religion.

(12)

A religious person may agree with this statement as the Torah tells us that 'everyone is created in God's image'. Therefore, if one gender is treated as inferior, that implies that the people of that gender were badly made by God and that would not be following Judaism and would be challenging God as omniscient ~~and~~. Furthermore, the Torah says to 'love your neighbour as you love yourself' meaning everyone should be treated with kindness and respect ~~in regard~~ regardless of their gender.

However, a religious person may disagree with the statement as ~~whilst~~ whilst men and women should be equal in society, they aren't and women are frequently treated as second ~~class~~ class citizens, expected to only make and raise babies. This is shown in the fact that God, an omnipotent, genderless being is referred to with the pronoun 'him' suggesting the pronoun 'her' cannot be used to refer to a powerful being suggesting women

are weak and therefore men and ~~women~~ women are unequal in society.

On the other hand, a <sup>non-</sup>religious person may agree with the statement due to the law that states men and women must be treated equally and the human rights act that shows that ~~all~~ people, regardless of their gender have a right to employment, marriage and life.

~~However~~, a non-religious person could also disagree with the statement due to the studies that prove the existence of 'pink tax'. This <sup>shows</sup> products that are marketed to women costing more.

For example ~~like~~, razors marketed to women cost more than razors marketed to men. This ~~shows~~ shows how men and women are not equal in society as women ~~are~~ are being made to pay more for the things they buy.

In conclusion, I disagree with the statement. I think men and women should be equal in society, however, this is not the cause and there are many instances in <sup>which</sup> men are women are <sup>shown to be</sup> unequal in society. (Total for Question 8 = 25 marks)

unequal in ~~society~~ society, one of which is 'pink tax'.

TOTAL FOR PAPER = 100 MARKS



This response was awarded Level 2, 6 marks.

The candidate provides developed reasoning for both sides of the debate, with simple chains of reasoning. This suggests limited Level 3 performance. This is balanced, as with the work of many candidates, with a lack of any evidence of judgement of the quality of the arguments offered. The conclusion is a personal opinion. Although this opinion is consistent with the arguments offered it cannot be described as in any sense an evaluative conclusion. This leads to a best fit consistent with the top of the range of marks available for Level 2.



Take time to go beyond a developed for and against.

## **Paper Summary**

It is evident by comparison with the work of candidates in 2019 that the responses offered by candidates, particularly in c) and d) questions, have improved markedly. A small but significant percentage have started to make judgements of the quality of the arguments offered. These improvements now need to be continued into the conclusion in order to begin to generate evaluative conclusions, that are justified on the basis of the arguments presented.

Some candidates continue to struggle with questions that require only non-religious views and few manage to achieve the higher levels using philosophical concepts rather than religious ones.

## **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>

