

# Examiners' Report

## June 2019

### IGCSE Religious Studies 4RS1 01

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# Introduction

This is the first year of examining for the newly launched International GCSE 9-1 in Religious Studies. There are some very significant changes to the previous specification in examination structure, with the move from one paper to two. Whilst much of the familiar content is still there it has been restructured and reorganised into a two examination system.

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 consider non-religious views.

There are four key topic areas. Centres can choose to teach only from the basis of one religion or cover a range of perspectives from more than one faith.

The topics covered include:

- The Universe, Creation and the Place of Human Beings.
- Life and Death.
- Peace and Conflict.
- Rights, Equality and Social Justice.

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

There were some significant changes to the question structure. It is hoped that the reports from Paper 1 and Paper 2 and the exemplar material which is being prepared will help Centres teach the skills required to ensure success.

## Question 1 (a)

Section 1: The Universe, Creation and the Place of Human Beings.

Question 1a: Identify three examples of selfishness.

In identify questions candidates are expected to suggest three brief responses to the question.

The question is based on specification bullet point 1.3.

In identify questions candidates are expected to suggest three brief responses to the question.

Candidates were expected to suggest three behaviours that could be regarded as selfish. Candidates are not expected to give long detailed responses and are not penalised for one word answers.

This response is included as an example of a candidate who struggled to think of examples.

1 (a) Identify **three** examples of selfishness. (3)

1 Not ~~if~~ giving being charitable when possible eg. when you have a lot of wealth, you can give it to the poor.

2

3



The candidate was awarded 1 mark.

- Not being charitable.



The additional information provided by the candidates develops and explains the idea but does not add to the value of the answer.



This response was included to show the dangers of repetition.

1 Self interest.

2 Self love

3 Self care.



The candidate was awarded 2 marks.

- Self interest.
- Self love.

All three of the attributes suggested were regarded as aspects of the same thing. However self interest and self love were taken to be sufficiently different to warrant 2 marks. Self care however was regarded as repetitious.



Give three distinct points.

This response was included as representative of those candidates achieving full marks.

- 1 Not donating money to ~~these~~ those in need when you have more than enough.
- 2 Not sharing your textbook with your classmate when they forgot to bring their own.
- 3 ~~Finish~~ <sup>Finish</sup> Eat all the food without asking others if they have had enough



The candidate was awarded 3 marks.

- Not donating money to those in need.
- Not sharing your textbook with your classmate.
- Finish all the food without asking if others have had enough.

The candidate gave 3 examples of instances of selfishness.



Additional information is not required.

## Question 1 (b)

Question 1b: Outline two reasons why some people are atheists.

The question is based in specification bullet point 1.6.

In b questions candidates are expected to give two developed reasons. One mark is awarded for each simple reason with a second mark available if the reason is developed. Developments must add to the value of the reason whilst still answering the question posed. Many candidates offered clear ideas on the subject of atheism. In a secular question like this there is no requirement to include a religious perspective.

This response was included to illustrate the work of a candidate giving two simple reasons.

(b) Outline two reasons why some people are atheists. ✕

(4)

1 One would be that there is no scientific proof of God therefore  
don't believe in God and is an atheist.

2 They ~~have~~ <sup>man</sup> have suffered a lot and lost the faith in God  
and think if there's suffering in the world God does not exist.

Were not brought up to believe in God ~~therefore~~ or despise God therefore  
an atheist.



The candidate was awarded 2 marks.

- No scientific proof of God (1).
- Not brought up to believe in God (1).

The attempted development of the first point was not credited since it did not develop the idea that there is no scientific proof of God. The attempted development of the second point was not credited as it was a third simple reason. In b questions a maximum of two reasons can be credited. In this example the reason which was scratched through and therefore not marked was actually an example of a developed reason and would have gained the candidate an additional mark.

- They have suffered a lot in the past and lost their faith (1), developed by, if there is suffering in the world God cannot exist (1).



Practice developing your reasons.

This response is included as an example of a candidate who developed one reason successfully.

1 Some people are atheists because they say that there is not enough scientific evidence for the existence of God.

2 Some may argue that everything that has happened is due to science and no God is behind the creation of anything. Since everything is proven already by science.



The candidate was awarded 3 marks.

One simple and one developed reason.

- There is not enough scientific evidence for the existence of God (1).
- Everything that happened is due to Science (1), developed by, no God is behind the creation since everything is proven already by science (1).



Aim to give two developed reasons.

This response was included as representative of the many candidates who successfully developed two reasons to gain 4 marks.

(4)

- 1 There is no ~~empirical~~ <sup>empirical</sup> proof for the existence of God and there is more evidence - such as the Big Bang - ~~such as~~ indicating that there is no God.
- 2 Teachings in the Bible seem unrealistic - such as Jesus' miracles - and ~~also~~ <sup>confusing</sup> ~~contradictory~~ - such as the Trinity - and also against <sup>modern</sup> ~~liberal~~ values - such as teachings on homosexuality.



The candidate was awarded 4 marks.

- There is no empirical proof for the existence of God (1), developed by, there is more evidence, such as the Big Bang, indicating there is no God (1).
- Teaching in the Bible seems unrealistic (1), developed by, such as Jesus' miracles (1).



Examples often provide very good development.

## Question 1 (c)

Question 1c: Choose one religion and explain how its followers explain the existence of suffering in the world.

This is taken from specification bullet point 1.7.

In this paper c questions are marked according to Levels rather than a point marking system. In those questions which ask for the beliefs or teachings of one religion the candidate must make it clear which religion is being discussed.

This response was included as an example of a high level 1 response.

(c) Choose **one** religion and explain how its followers explain the existence of suffering in the world.

(6)

According to Islam 'Life is a test' from Allah and suffering is the part of this test. Muslims believe that Allah omnibenevolent and loves his creation alot even then if suffering exists in the world so Allah must be testing us in this life through the suffering that we come to him for help or we go astray. It is said in the Hadith that: 'A true believer is the one who seeks help from his lord when there is suffering and thanks Him when there is happiness'.

So following this Hadith Muslims don't fear from they just seek help from Allah as they know suffering is a way of testing them and their Iman in this life.



The candidate was awarded Level 1:3 marks.

Please consider the Level 1 marking criteria.

- The candidate used appropriate religious terms and clearly identified the religion being discussed.
- The relevant beliefs and values were satisfactorily explained, though only one explanation was suggested.
- There was a partial explanation of the significance and influence of the beliefs.

The candidate therefore provided a useful summary of one idea a Muslim may use to explain the existence of suffering in the world.



Aim to consider other possible explanations.



This response is included to illustrate the work of a candidate who took the opposite approach from a Christian perspective. This candidate offered a wide variety of possible explanations but all were treated in a fairly superficial fashion.

### Christianity:

There are many causes for suffering according to Christianity. Suffering can be caused by moral evil (the sinful actions of man) and the natural evil (<sup>destructive</sup> forces of nature). Often it can be argued that either of these can insinuate the other. This has led many to believe that God is not as He claims to be - He is not <sup>either</sup> omniscient, omnipotent, omnibenevolent and so forth - or He doesn't exist. This in turn led to further arguments justifying His actions and existence. ~~Proper~~ This world of trials serves as preparation for paradise (St. Irenaeus); that the trials simply strengthen our faith; the perspective argument - that God, who transcends time knows the outcome of everything and has it under control, and amongst many other reasons.

Suffering can be seen as the testing of silver - purified 7 times - symbolizing that suffering is for our own good, serving as a test of faith.

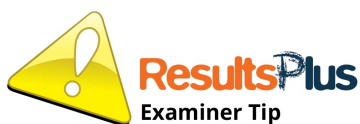


The candidate was awarded Level 2: 4 marks.

Please consider the Level 1 and Level 2 marking criteria.

- The use of religious terms is appropriate and shows understanding (Level 2).
- Description of the beliefs and values is satisfactory (Level 1).
- The explanation of the significance of the beliefs is superficial (Level 1).

The best fit mark for this response is therefore Level 2: 4 marks.



Aim for a balance between breadth and depth.

This response was included to illustrate the work of a candidate who got the balance between depth and breadth right.

Many Christians explain the existence of suffering as a test from God. In the book of Job, God <sup>lets Satan</sup> give him lots of physical suffering in order to test his faith. Throughout his suffering Job is faithful, this shows the importance of suffering in order to prove our faith.

Furthermore, many Christians see suffering as a chance to be selfless and show compassion. This is seen when Jesus died on the cross as he endured suffering in order to save us from our sins.

Finally many Christians argue that God is omnipotent and so therefore Christians should not question His will. Suffering might be God's plan.



The candidate was awarded Level 2: 6 marks.

The candidate fulfilled the requirements for Level 2 by considering a range of possible explanations for the existence of suffering. Each idea was developed to an appropriate degree.



Aim to develop your explanations to add value.

## Question 1 (d)

Question 4d: 'There is only one God.'

Candidates are required to evaluate the statement showing they have considered different points of view and mentioning at least one religion.

This question is based on specification bullet point 1.5.

In d questions whilst the views of humanists and atheists can be used to give perspective they do not count as a religion so do not fulfil this aspect of the question rubric. A response which only considered atheist and humanist views could not access more than 6 marks.

Few candidates chose to use this as an opportunity to debate the monotheism/polytheism equation with most choosing to take a one God/no god approach.

This response was included as typical of a Level 1 response.

(d) "There is only one God."

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

(12)

Islam

"There is ~~no~~ no God (~~Allah~~) but Allah and ~~His~~ prophet Muhammad (P.B.U.H) is the messenger of Allah" this verse kalimah over here mentions that there is no God but Allah, means Allah is the one and no other gods are there. There are many religions who make their own god and make many of them, such as Hinduism and Buddhism. Many people don't believe in one God, in Hinduism they have more than one God and so they don't believe in one God.



The candidate was awarded Level 1: 2 marks.

Please consider the d response marking guidelines for Level 1.

- The candidate makes a clear statement of faith from Islam showing isolated elements of understanding of religion and belief.
- This is simply contrasted with the polytheistic religions.
- There is no attempt at judgement.

As a result the best fit mark for this response is Level 1:2 marks, for one basic idea on each side of the debate.



Try to consider a wider range of opinions in more depth.



The work of this candidate was included to demonstrate the level of expectation for a Level 2 response.

There is only one God because in 1 if God is the creator of everything he must be powerful. ~~and so~~ In Islam, it teaches us that there is only one God, Allah who created <sup>everything</sup> ~~the world~~ in 6 days and he took the 7th day to rest. This shows how powerful Allah is. ~~and how~~ If there were more than one god then how will they have the characteristics of a God like omniscience and omnipotence. How will the acts of Gods ~~make~~ be made significant then humans if there is more than one God. It's also part of the Sunnah to believe that there is only One God (Allah).

There is more than one God because it makes sense that each God has a role like Greek ~~mythology~~ mythology where they believe in the God of water, thunder, love, hate, war. It makes these ~~god~~ Gods significant in their own way and give ~~the~~ the Gods a specific role. ~~So~~ If there was one God, then Allah must've created the world together because the world has become so advanced ~~with~~.

In Conclusion, There is only One God because ~~it's~~ it's part of the Sunnah and if Allah didn't have the strength and had helpers, it will just show that he is weak and he needed helpers to build this world.



The candidate was awarded Level 2: 5 marks.

Please consider the Level 2 criteria by comparison to the Level 1 candidate.

- There is limited understanding of religion and belief with Islam contrasted to the many Gods of Ancient Rome. (Level 2)
- It considers a wider range of elements with some attempt at development. (Level 2)
- There is a brief judgement which is not evaluative but rather a statement of belief. (Level 1)

The best fit mark is therefore Level 2:5. To improve to 6 marks the candidate needs to begin to appraise the quality of the arguments offered in order to reach a conclusion.



The concept of one God allows for focus on a single entity, something that Polytheism does not permit, and this has been used by Abrahamic religions throughout history to gain followers. This can, however, have the flaw of that one God ~~being~~<sup>be</sup> difficult for common people to relate to, ~~or~~ which causes people to find faith difficult in some instances.

Ancient Greek Polytheism allowed for the worship of several, anthropomorphic, deities that people could focus on in terms of relevance (farmers prayed to the harvest Goddess Demeter). This ~~was~~<sup>did</sup>, however, cause problems for unity and caused gatherings to be more commonplace than in Christianity.

~~Other~~ The ten commandments, followed by Catholics and other abrahamic teachings, state that, "Thou ~~must~~<sup>shalt</sup> not worship false idols," and have since become exclusivist in nature. Many Christians are evangelical, believe theirs is the one true faith, or are at least ~~more~~ inclusivists, accepting other religions views but stating they aren't as good.

Overall, ~~the~~ monotheism promotes a status of exclusion and is as flawed as polytheism. Atheists and agnostics choose to completely disregard the statement, "there is only one God," and do not ~~agree with the~~<sup>agree with</sup> statement, since their beliefs oppose it. Though, Christ did state, "the only way to the father is through me," thereby marginally justifying Christian attitudes of exclusivism.



The candidate was awarded Level 3:7 marks.

This candidate took a more philosophical approach to the question by considering aspects of monotheistic faiths in comparison to polytheistic faiths.

Please consider the Level 3 marking criteria.

- Demonstrates accurate understanding of religion and belief, though over a narrow range of considerations.
- Begins to deconstruct religious issues from different viewpoints.
- There is limited appraisal of the quality of the arguments leading to a conclusion that is not fully justified.

The best fit mark is therefore 7. In order to improve this response the candidate would benefit from considering other aspects of the question and add value to the appraisal and conclusion.



Focus on appraisal and evaluation.

## Question 2 (a)

Section 1: The Universe, Creation and the place of Human Beings.

Candidates can only answer question 2 if they have not answered question 1.

Question 2a: Identify three ways humans can protect the environment.

This is based on specification bullet point 1.1.

It does not require any religious teaching simply three things a person may do to protect the environment.

This response is included as an example of a candidate who struggled to find relevant ways.

**2 (a) Identify three ways humans can protect the environment.**

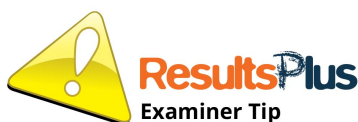
(3)

- 1 Human beings can protect the environment by allowing criminals to be punished.
- 2 Human beings can protect the environment by reducing any form of pollution.
- 3 Human beings can also protect the environment.



The candidate was awarded 1 mark.

- Reducing any form of pollution.



Examples provide useful ways.

This response is included as an example of a mid range candidate.

- 1 recycling
- 2 electric cars or public transport
- 3 donate to charities



The candidate was awarded 2 marks.

- Recycling.
- Electric cars or public transport.

There are many charities that do support environmental projects but this would need to be more specific to gain the third mark.



Remember to link answers to the question.

This response was included as representative of those candidates who gained full marks.

1 Recycle waste

2 Don't cut down trees

3 Stop burning fossil fuels



The candidate was awarded 3 marks.

- Recycle waste
- Don't cut down trees.
- Stop burning fossil fuels.

Three concise valid ways.



You don't need long explanations.

## Question 2 (b)

Question 2b: Outline two religious beliefs about free will.

This question is taken from specification bullet point 1.4.

In this question the candidates could use generic religious views or views specific to one or more religions. However they could not use non-religious beliefs.

This response is included as a basic response to the question.

(b) Outline **two** religious beliefs about free will.

(4)

1 God gave everyone free will to choose  
good or evil

2 God knows everything including what you have done,  
what you are doing and what you will do



The candidate was awarded 1 mark.

One simple reason.

- God gave everyone free will to choose good or evil (1).

The omniscience of God was not credited since the information was not used to answer the question.



Link your beliefs to the question, what does this have to do with free will?

This response was included as an example of a candidate who developed one of the two reasons.

- 1 Christians believe God has given everyone free will
- 2 Christians believe mankind uses free will wrongly, for example as in 'the fall'



The candidate was awarded 3 marks.

One simple and one developed reason.

- Christians believe God has given everyone free will (1).
- Christians believe mankind uses free will wrongly (1), developed by, for example in 'The Fall'.



Examples provide useful development.

This response is included as an example of a candidate achieving full marks.

- 1 Some Christians believe humans have free will as in Genesis God tells Adam and Eve they may eat from any tree except one, but they chose to eat from the forbidden tree, highlighting that humans freely chose what they do.
- 2 Christians believe that God is outside of time and God is omniscient meaning that God knows everything that will ever happen, meaning all actions are predetermined and therefore cannot be free, so humans do not have free will.



The candidate was awarded 4 marks.

Two developed reasons.

- In Genesis God told Adam and Eve they could eat from any tree except one, but they chose to eat the forbidden fruit (1), developed by, highlighting that humans freely choose what they do (1).
- Christians believe God is outside of time and is omniscient meaning that God knows everything that will ever happen meaning that all actions are predetermined (1), so humans do not have free will (1).

In this case the candidate linked God's omniscience clearly to beliefs about free will enabling it to be credited.



Aim for two concise developed reasons.



## **Question 2 (c)**

Question 2c: Choose one religion and explain what its followers believe about the creation of the universe.

This is based on specification bullet point 1.1.

This question specifically highlighted the creation of the universe rather than the creation of human beings. Many students focussed on the creation story of a faith rather than considering the creation of the universe. It is a religious question so candidates should confine their response to the beliefs of one religion.

This response is included as an example of a candidate achieving Level 1.

In this case the candidate approached the question as though it was a d question and tried to give alternative, non-Muslim views. These could not be credited meaning half of the response is irrelevant and what is left is very simple.

(c) Choose **one** religion and explain what its followers believe about the creation of the universe.

(6)

In Islam, Muslims believe that Allah created the universe in seven days.

However, some people say that the universe was created by a big bang. Most people argue that if the universe was created by a big bang then who created humans.

Most Muslims believe that the world had to be designed by some greater being; Allah as the universe is too detailed. ~~to to~~ Some people still argue that if God created the universe then something must have created God as well.

Some people go to the extent of saying that the universe's origin is too complex for anyone to figure out but humans had evolved from apes, hence resulting to what we are today. Yet, Muslims believe that Allah is the creator of the universe as he created the first humans; Adam and Eve.

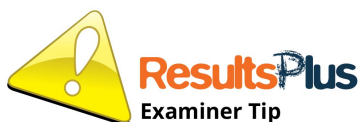


The candidate was awarded Level 1: 2 marks.

Please consider the Level 1 criteria.

- The candidate uses some religious terms.
- The relevant content and beliefs is satisfactory, but much of the content is not relevant.
- The explanation of the significance of the beliefs is superficial.

The best fit mark is therefore Level 1, 2 marks.



Read the question carefully and do what is says.

(6)

Christian follow<sup>er</sup>s believe that God created the universe. The creation myth is as follows: In the beginning there was God. On Day One he formed the heavens and earth; Day Two was the light and dark; day three was the sea and the sky; day four was fish in the sea and birds in the sky, day five God created all the plants on earth; and on day six the animals and finally humans were created. On Day Seven God rested. Fundamentalists and Literalists take the creation myth to be fact, while conservative and Liberal Christians take it to be a story to show how God created everything and that it should not be taken literally.



The candidate was awarded Level 2: 4 marks.

The candidate gives an account of the biblical order of creation which is largely accurate. However a consideration of the different ways in which Christians choose to interpret the story lifts the response into level 2.



Telling the creation story doesn't explain belief.

This response was included as representative of those candidates achieving a high Level 2. This candidate chose to consider the philosophical basis for Christian belief in a divine creator.

Some Christians believe that in the ~~teleological~~ teleological argument, which concludes that because the universe is so intricate and complex, it must have an ~~the~~ intelligent designer superior to humans: God. William Paley used the watchmaker analogy to support this, saying that if a watch was found alone in an uninhabited place, because it is so intricate <sup>there</sup> must have been a watchmaker, and because the universe is so much more complex, ~~that~~ <sup>there</sup> too must also have ~~be~~ been a worldmaker: God. ~~Other Christians~~ ~~believe~~ Young Earth Creationists believe that the Creation Story is completely true and that evidence for evolution, such as fossils, were put on Earth by God as a test of our faith, using Genesis ~~but~~ to support their beliefs, which states that, 'In the beginning, God created the heavens' and 'God saw what he had made and it was good'. Other Christians believe in the Cosmological argument, which concludes that there must have been a first cause, a prime mover which is God, using the Domino Theory to represent the concept, comparing God to the being that pushes over the first domino, setting off the chain of events, like how God caused the Big Bang, perhaps.



The candidate was awarded Level 2: 6 marks.

Please consider the Level 2 criteria.

- Use of religious terms is appropriate and shows understanding of the concepts.
- The explanation of relevant religious beliefs is comprehensive.
- The explanation of the significance of the beliefs is also comprehensive.

The candidate therefore fulfilled the requirements for Level 2 and was awarded 6 marks.



The basis of belief is more than a creation myth.



## Question 2 (d)

Question 2d: 'Everyone has an immortal soul.'

Candidates are required to evaluate the statement giving alternative view, one of which should be a religious view.

Many candidates approached this with enthusiasm, providing a range of alternate perspectives. As with the entire paper the most commonly utilised religions were Christianity, Islam and Judaism.

This response is included as indicative of the work of a Level 1 candidate. In this case there is a very limited reference to an alternative view.

(d) "Everyone has an immortal soul."

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 said that "everyone has an immortal soul." According to Christians, they believe that human body is mortal. However, their soul have their immortality. Which means that although a human died, their soul can still live eternally.

They believe that after human are dead, they will have their after life. people who are good, ~~with~~ their soul can go to heaven and stay with god. people who are not that bad but not truly good ~~will~~ will stay in purgatory, and people who are evil, their soul will stay in hell and suffer.

According to the Bible, when <sup>the for</sup> the second coming of Jesus has arrive, every soul will be raised and have a final judgement. people who are good can have a resurrected body and live eternally.

However, some may argue that people who died is died, they can no longer resurrect.

In conclusion, I believe that everyone has an immortal soul.





The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- There are limited elements of understanding of Christian belief. (1+)
- A limited range of elements are considered from one perspective.
- The conclusion, whilst consistent with the argument generated, is merely a statement of belief. (1-)

The candidate therefore fulfilled Level 1 as a best fit.



Don't neglect the alternative perspective.

(12)

I disagree with the statement, I believe we don't have an immortal soul.

Others may disagree though. Some religious people believe the soul and body are two different things, but they are linked together until death. When we die they believe the soul leaves the physical body and enters heaven. Hindus ~~are~~ believe when you die you are re-incarnated until you ~~reach~~ gain enough karma to reach Moksha. Secondly Fundamentalist Christians believe that we will go to heaven because 1 in the Bible it says "Sit at God's Right Hand" there are also numerous mentions of eternal life like when the rich young man asked how he could get eternal life. This means the soul must be immortal. Finally because of Jesus' resurrection Christians believe there must be an afterlife. As Jesus rose after being dead it proves the soul must be immortal.

On the other hand Humanists believe that when you die, you are gone. They don't believe in the soul as there is a lack of scientific proof. Stephen Fry is a Humanist who believes this. Secondly Physicalism is the belief there is nothing more than the present. This means there is no such thing as the soul as it isn't a material thing.

therefore the Soul doesn't exist. Finally the Soul is thought to be associated with religion as the Soul is thing that goes to Heaven or Hell. However due to huge Scientific developments ~~the~~ people are <sup>beginning to stop</sup> ~~stopping~~ to believe in religion and also the Soul.

In Conclusion ~~there is~~ there isn't an ~~impor~~ immortal Soul. Some people ~~to may~~ believe that our brain is our Soul, but not immortal, but from the evidence presented I don't believe there is an immortal Soul.



The candidate was awarded Level 2: 6 marks.

Please consider the Level 2 marking criteria.

- The candidate demonstrates limited understanding of religion and belief, contrasted with humanist views.
- There is an attempt to deconstruct religious information and connect the elements together.
- There is limited evidence of reasoned judgements, primarily in the conclusion, leading to a conclusion that is not fully justified.

The candidate has therefore fulfilled the requirements for Level 2 and was awarded 6 marks.



Focus on making judgements of the value of the arguments presented.

This response is included as an example of a Level 3 response.

(d) "Everyone has an immortal soul."

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

(12)

Catholics would ~~disagree~~ agree that everyone has a mortal soul because the Bible states that we will be born into the Kingdom of Heaven after purgatory where our sins will be removed by the 'cleansing fire'. This means that after death, our souls continue to live on ~~as~~ in Heaven just as the Bible said it would. Therefore, everyone has an immortal soul because ~~after~~ Catholics believe that the soul ~~will either~~ of a person will be sent to either Heaven or Hell.

Physicalists would disagree with the statement because they believe that nothing exists apart from the physical world and thus the belief of a soul itself is incomprehensible. This is because there is no empirical evidence which proves the humans have a soul, nonetheless a soul which is immortal. Furthermore, they believe that we can only be sure of what we know through our senses and there is no factual way to determine the existence of a soul. Therefore, everyone does not have an immortal soul because there is no proof that souls exist.

Plato's Theory of the soul would support this statement because Plato believed in dualism. That the soul was the essence and the spiritual part of the person, and continued to live on even when the body has perished. This means that after a person dies, ~~they continue~~ their soul continues to live on without the physical body. Therefore, Plato would argue that the soul is immortal because he believed that the soul was the essence of a person that still continues to live even after the death of the body. This is a valid argument because I believe that the soul continues to live on after death as it goes to either Heaven or Hell.



However, Aristotle's Theory of the soul would not support this statement.

Just like Plato, Aristotle believed that the soul is the essence of a person but the soul does not continue to live on after the death of the body. This is called monism.

This means that the soul and the body are inextricably linked to one another and thus if one perishes so will the other. Therefore, Aristotle would argue that everyone does not have an immortal soul because the soul dies along with the body as they are connected to one another.

In conclusion, I believe that everyone has an immortal soul. This is because as ~~that~~ a Christian, I believe that the soul will go on to either Heaven or Hell after the body perishes. Furthermore, I find the theory of Plato regarding the soul is more convincing because the soul is the essence of a person. Therefore, the soul is immortal.



The candidate was awarded Level 3: 9 marks.

Please consider the Level 3 criteria.

- There is accurate understanding of religion and belief.
- There is an attempt to deconstruct religious arguments and evidence of logical chains of reasoning that consider different viewpoints.
- There are occasional judgements of the quality of the arguments though this is not consistent throughout.
- The conclusion is therefore partially justified.

The candidate has therefore fulfilled the criteria for Level 3.



Focus on developing appraisal and evaluation.

### Question 3 (a)

Section 2: Life and Death.

Question 3a: Identify three reasons why some non-religious people believe in life after death.

This is based on specification bullet point 2.1.

Most candidates had a clear idea of reasons why this may be the case. The most commonly used were ghosts, near death experiences and remembered lives. Unfortunately some candidates ignored the instruction that these were non-religious people and gave religious reasons that could not be credited.

This response is included as an example of a candidate who struggled to give 3 valid reasons.

3 (a) Identify **three** reasons why some non-religious people believe in life after death. (3)

- 1 One of the reasons why some non religious people believe in life after death is because of views given by scholars like Plato
- 2 Another reason is because it may reduce the fear of death and that there is always hope after death.
- 3



The candidate was awarded 1 mark.

- It may reduce the fear of death.

The first reason may well have some merit but it would need to be much more explicit to be credited.

This response was included as typical of the work of a mid range candidate.

- 1 Numinous experience.
- 2 Conscious, and they had NDE which means they had a near death experience.
- 3 Deja vu. They believe they have an afterlife



The candidate was awarded 2 marks.

- Near death experience
- Deja vu.

Since a numinous experience is specifically a sense of God this could not be credited for a non-religious person.



Be clear, non-religious people are not thinking of God.



This response was included as typical of those who achieved full marks.

1 ~~Resurrection of Jesus provides evidence for life after death~~

They fear death - wishful thinking

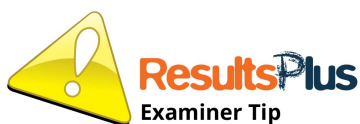
2 ~~religious experience~~ Near death experiences

3 Remembering past lives.



The candidate was awarded 3 marks.

- Fear of death - wishful thinking.
- Near death experiences.
- Remembering past lives.



Brief clear reasons are ideal.

### Question 3 (b)

Question 3b: Choose one religion. Explain two reasons why its followers believe it is important to reduce suffering.

This is based on specification bullet point 2.3.

Since it is a specifically religious question no credit can be given for humanist or atheist ideas and the candidate must indicate which religion is under consideration.

This response includes a representative of those candidates who failed to clearly link their response to reducing suffering.

(b) Choose **one** religion. Explain **two** reasons why its followers believe it is important to reduce suffering.

(4)

- 1 In Islam muslims believe suffering should be reduced as God made us and he should be the only one to end peoples lifes
- 2 Also they believe in ~~gree~~ <sup>are</sup> against euthanasia as they feel ~~the~~ <sup>people</sup> person ~~has~~ should not cause or assist in suffering.



The candidate was awarded 1 mark.

One simple reason.

- Only God should be able to end people's life (1).

The second reason was not credited since it could be argued that the primary role of euthanasia is to reduce suffering.



Link the reasons clearly to reducing suffering.

This response is included as an example of a candidate who only developed one of the two reasons offered.

- 1 Christians believe it is important to reduce suffering as it is the loving thing to do, And → and Jesus taught to love thy neighbour
- 2 Christians believe it is important to reduce suffering as they feel an all loving God would not want it's creation to suffer.



The candidate was awarded 3 marks.

One developed and one simple reason.

- It is the loving thing to do (1), developed by, and Jesus taught to love your neighbour (1).
- An all loving God would not want his creation to suffer (1).

The second reason could have been quickly developed using the example of the healing ministry of Jesus.



Teachings and examples are useful forms of development.

This was included as typical of a response achieving full marks.

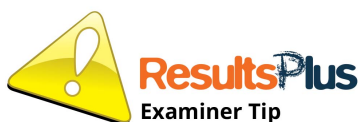
- 1 In Judaism, it's followers believe suffering should be ended as God decreed for man to 'love thy neighbour' which indicates that man should treat others with kindness.
- 2 Man is made in the image of God, and therefore by making another human suffer, you're directly going against one of God's creations.



The candidate was awarded 4 marks.

Two developed reasons.

- God decreed that man should 'love thy neighbour' (1), developed by, which means man should treat others with kindness (1).
- Man is made in the image of God (1), developed by, therefore by making another human suffer you are directly going against one of God's creations (1).



Two clearly developed reasons for full marks.

### Question 3 (c)

Question 3c: Explain the differing attitudes of religious people towards the issue of childlessness.

This is based on specification bullet point 2.8.

Rather unexpectedly many candidates chose to regard this as a question about celibacy and voluntary childlessness rather than childlessness with a medical basis.

This response was included to represent the work of those who had little understanding of the issue of childlessness for some religious people but rather focussing on contraception.

(c) Explain the differing attitudes of religious people to the issue of childlessness.

(6)

Some Christians believe that not having children is selfish, as God taught people 'to go forth and multiply' - so we should take account Gods teaching.

Other Christians believe that if you use some kind of contraception, ie a condom, then you are stopping Gods will and you are going against God.

Some other Christians believe that childlessness can cause ignorance, as you are only thinking about yourself, and the child you could've had could of had the cure for cancer or any other illness, not cured.



The candidate was awarded 1 mark for the isolated elements of understanding of religion and belief.



Be clear what the question is asking.

This response is included as an example of a level 1 response.

Muslims believe that Procreation  
Allah is the one who gives life  
and it is up to him if someone  
is childless. So, some of the  
religious people believe that it is  
All a test from god <sup>so no prob if a no child.</sup> & others however  
may believe that childlessness may  
be a punishment on earth for  
some people & some believe.  
People should try <sup>every way</sup> to conceive a child  
as procreation is important in their  
religion.



The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- There is limited understanding of religion and belief.
- A number of relevant issues are identified.
- The conclusion is merely a personal opinion.

The best fit mark for this item is Level 1:3 marks.



Focus on developing your explanations.



This response is included as an example of a candidate who approached this by considering religious explanations to the issue of childlessness.

Some people believe that our destiny is already written by God. They believe that it is upon God if he blesses a couple with children or not and it's ~~is prohibited~~ a part of God's plan and we should not interfere in it.

Other religious people argue that the sole purpose of marriage is to have children. They believe that if a couple cannot have a child it must be a medical problem and perhaps they can use scientific ways to have a child.

Also some people think that if you cannot have a child it means ~~God wants you to~~ ~~adopt one~~ you should adopt a child or scientific ways to ~~you~~ have a child is prohibited by God.



The candidate was awarded Level 2:5 marks.

Please consider the marking criteria for Level 2.

- The use of religious terms is appropriate and shows understanding.
- Explanation of relevant beliefs and attitudes is mostly comprehensive.
- The significance of the beliefs and values is mostly comprehensive.





Add depth to your explanations.

### Question 3 (d)

Question 3d: 'In order for life to have meaning and purpose a person must be religious.'

Candidates are expected to evaluate this statement with reference to different points of view and including the views of at least one religion.

Many candidates enjoyed this question as a means to compare and contrast the attitudes of religious people with those of humanists and atheists.

This response is included as an example of a candidate who gave a simple personal belief.

(d) "In order for life to have meaning and purpose a person must be religious."

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

(12)

Like christians that their life has a big meaning because they have got christ in their life. any thing they want in christ name they surely get it that is why everyone should involved themselves in christ for their life to have meaning and to follow the lord their God

When you ~~don't~~ don't follow the lord you ~~one~~ have many things which goe wrong in their lives everything they be try without puting God first it's always go wrong and some people will wonder why? — But the real reason reason is without God first everything is meaningless.



The candidate was awarded 1 mark for the description of a relevant belief.



Aim to add both depth and breadth to your answer.

This response was included as representative of the work of a low Level 2 candidate. The candidate was distracted by a consideration of the value of religion and rather lost focus on whether being religious gave life meaning and purpose.

On one hand, I agree. It's because religion teaches you morals and virtues. For example, Christians have the Decalogue to refer to. This way they can learn to be better people and have motivation to be good. And sometimes you just need ~~to be~~ hope ~~that~~ that there is a loving God who's waiting for you and pushing you to be better.

However, physicalists believe that being religious is just for the sake of hope and something to believe in, and not wanting to face reality. They believe that there is no ultimate reality. And everything you see, is all that exists. Therefore religion is just for the weak and has no meaning.

But I also agree. It's because religion gives people a community to look forward to and to trust. For example, Christians go to the church for rituals, like Eucharist. This makes people more welcoming and welcoming to others and love your neighbours, making life more meaningful.

~~Howe~~ On the other hand, I disagree. It's because ~~there~~ religion just causes conflict. For example, ISIS are violently ~~carrying~~ carrying out terrorist attacks, which kills thousands of people, in order to try and make the ~~the~~ whole world Islam. Therefore religion is dangerous as it cause ~~harm~~ harm.

as people will have the need to proselytise. This may only cause more problems, not make life meaningful.

In conclusion, I agree. It's because ~~not having a~~ believing in Christianity and praying can improve your relationship with God. For example, Jesus said, "Peacemakers will be rewarded the gift of Heaven." This motivates you to be a better person and Christian, so you'd make the world a more meaningful place.



This candidate was awarded Level 2:4 marks.

Please consider the Level 1 and 2 marking criteria.

- There is limited understanding of religion and belief in terms of the purpose of the question.
- Information is identified though not always clearly linked to the question.
- The judgement is supported by a generic statement leading to a conclusion that is not fully justified.



Keep your focus on the question.

In my opinion one does not have to be religious in order to have a purpose in life because the ultimate purpose in life is to live the best possible life one can by living the most happy one can (following Aristotle's Nicomachean ethics).

A Christian would argue that their beliefs help them to find a distinct purpose in life because their scripture and teachings (Bible) outline what they must do to fulfill the ultimate purpose - restoring one's relationship with God and going to heaven. Such outlining <sup>scripture</sup> like the ten commandments and the definitions of sin <sup>(and consequences of it)</sup> help a Christian to create a purpose (living a good moral Christian life) in order to follow their meaning of life (heaven).

On the other hand a non-religious believer may argue that our purpose in life falls at least onto a biological scale, to reproduce and thrive as a species. Such a Darwinist perspective is what argues for our purpose - to live a life which holds the meaning.



of dominance over competition and survival of our species. Such an argument would disagree with my opinion as I believe that in most cases one must achieve happiness to fulfill their purpose in life, which is not achieved solely by species development.

To conclude one does not have to have a religious purpose in order to have a meaning of life, but instead lead a life which fulfills one's goals, experienced to the fullest and has allowed one to achieve a state of happiness - somewhat agreeing with a Christian perspective providing that such a Christian achieves such a happiness by following their teachings (10 commandments, Biblical teachings).



**ResultsPlus**  
Examiner Comments

The candidate was awarded Level 3; 7 marks.

Please consider the Level 2/3 marking criteria.

- The candidate demonstrates accurate understanding of religion and belief across a narrow spectrum of views.
- There is evidence of attempts to deconstruct the religious material and link the arguments.
- There is a superficial attempt to appraise the evidence leading to a partially justified conclusion.

The best fit mark for this response is therefore Level 3: 7 marks.



Consider a wider range of potential elements that could add meaning to life.



## Question 4 (a)

Question 4a: Identify three possible consequences of divorce.

Most candidates found this very straightforward though a small minority gave possible causes of divorce rather than consequences.

This response was included as an example of a candidate who struggled to suggest any consequences.

4 (a) Identify **three** possible consequences of divorce.

(3)

1 If there are children, they may feel conflicted between parents.

2 Parents ~~for~~ ~~each~~ ~~other~~ ~~separately~~

3



The candidate was awarded 1 mark.

- Children may feel conflicted between parents.

This response is included as an example of a mid range response.

1 Children having an unstable family.

2 Mental health issues

3



The candidate was awarded 2 marks.

- Children have an unstable family.
- Mental health issues.

This response is included to represent the work of those candidates who achieved full marks.

- 1 ~~Child may~~ If the couple had children and divorces, children will suffer
- 2 ~~And~~ Re-marriage is possible after divorce so can have a re-constituted family
- 3 Suffering of some women financially if they may not be qualified for a job



The candidate was awarded 3 marks.

- Children will suffer.
- Can have a re-constituted family.
- Women may suffer financially.



Three succinct consequences.

## Question 4 (b)

Question 4b: Choose one religion. Explain two attitudes its followers hold about sex outside marriage.

This is a specifically religious question so non-religious views cannot be credited. Candidates must confine themselves to consideration of two attitudes from one religion as only one religion can be credited.

This response is included to demonstrate the work of a candidate struggling to articulate his views.

(b) Choose **one** religion. Outline **two** attitudes its followers hold about sex outside marriage.

(4)

1 Christianity believe that sex outside is a sin  
they ~~are~~ believe sex outside with marriage that is  
why <sup>God</sup> send out Adam and Eva and some believe that  
is not ~~so~~ for believers space when  
2 People believe is not good for woman to show her  
body when she not marriage is another sins.  
Christianity believe this a big sin she you doing it  
and its another way to respect your life time.



The candidate was awarded 1 mark.

One simple reason.

- Sex outside marriage is a sin (1).



Short clear sentences are best.

This response is included to represent the work of a mid range candidate.

- 1 In Judaism, we believe sex outside of marriage is forbidden because it is a waste of seed.
- 2 Judaism forbids the waste of seeds ~~because~~ because children are a gift from G-d.



The candidate was awarded 2 marks.

One developed reason.

- Sex outside of marriage is forbidden (1), developed by, because it is a waste of seed (1).

Unfortunately the attempted second attitude is a further development of the same attitude namely that wasting seed is wrong (same attitude) because children are a gift from God.



The two attitudes must be distinctly different.

This response is included as representative of a candidate who achieved full marks.

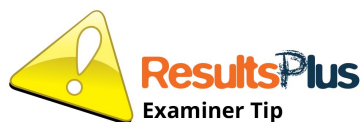
1. Pervert Christians believe that sex outside marriage is wrong as it defeats the purpose of having sex as outside of marriage is not a safe environment for a child to be raised.
2. Some Christians may accept sex outside of marriage however don't encourage or support it but are understanding with cases where people aren't able to get married due to things such as the church not marrying homosexuals.



The candidate was awarded 4 marks.

Two developed reasons.

- Sex outside marriage defeats the purpose of having sex (1), developed by, as it is not a safe environment for children to be raised (1).
- Some Christians accept sex outside marriage in cases where people aren't able to get married (1), developed by, since the church does not marry homosexuals (1).



Two clearly different attitudes presented.

## Question 4 (c)

Question 4c: Explain why family life is important for many religious people.

This is based on specification bullet point 2.7.

Many candidates were entirely fixated on the requirement for a family as a pre-requisite for children. This led to single issue responses which did not consider other reasons why families are important.

This response is included as an example of a mid range Level 1 response.

The candidate gives a series of brief ideas, with no development, to suggest why family life may be important.

(c) Explain why family life is important for many religious people.

It may allow them to have children in a church to be taught to be Christians and promote Christianity over generations. It also allow them to have sex and a partner to share their lives with. Marriage is a gift from God and it's very precious to form a family.



The candidate was awarded Level 1: 2 marks.

Please consider the level 1 criteria.

- There is limited use of religious terms.
- There is satisfactory description of beliefs and values.
- There is little explanation of the impact of the beliefs.



Add depth to your explanation.

This example is included as a basic Level 2 response.

Some christians may argue that ifamily life is important due to the promises made in a christian marriage. One of the promises <sup>is</sup> ~~are~~ to procreate, along with bring<sup>ing</sup> up your children in a christian house hold. God stated in the bible to 'go forth and multiply', ~~the~~ and since adultery is strictly prohibited, ~~is~~ <sup>starting</sup> a family life is essential in order to pursue God's wishes.

to some christians

Moreover, it is important that children are brought up in a christian house hold as this enables the child to be exposed to the teachings of christianity as much as possible. Parents can help reinforce christian values by praying together, reading the bible together and going to church together. All such would be hard to achieve if a family ~~was~~ was not started.



The candidate was awarded Level 2: 4 marks.

Please consider the Level 2 marking criteria.

- Use of religious terms is appropriate and shows understanding.
- Explanation of the beliefs and values is accurate, though only considers the importance of raising religious children.
- The explanation of this belief is comprehensive, but limited by the single issue response.





The candidate needs to consider other factors that make family life valuable to religious people.

This response is included as representative of the work of a candidate achieving full marks.

Family life is important for in Judaism as G-D said 'go forth and multiply' so as that can only be done with a full family, religious life for Jews must be important.

Family life for Jews must also be important as fathers in Judaism are obliged to teach their sons Judaism especially the oral Torah as it cannot be written down and must be preserved throughout the generations.

Family life for Jews must also be important as mothers in Judaism are traditionally the ones who look after homes and children in Judaism as the father provides for them, the mothers must use that to raise their children so family life is important for Jews as it revolves around both mother and father supporting the family.



The candidate was awarded Level 2: 6 marks.

The candidate provides a variety of distinct reasons why family life is important to religious people. They are firmly focussed within the faith and the explanation is comprehensive, showing both breadth and depth.





Variety and detail are both important.

## **Question 4 (d)**

Question 4d: 'Heterosexual relationships are the best model for society.'

Candidates are expected to evaluate the statement from a range of perspectives to reach a justified conclusion. Responses must include at least one religious perspective.

Many candidates contrasted religious attitudes to homosexual relationships with the attitudes prevalent in society. Some candidates found it very difficult to acknowledge any value in anything other than heterosexual relationships meaning that the alternative view was weak or, indeed, non-existent. Responses which do not consider an alternative view cannot be credited above Level 2.

This response is included as a Level 1 response.

The candidate gives a very clear account of Islamic teaching on the subject but offers little by way of an alternative perspective.

(d) "Heterosexual relationships are the best model 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)

~~I disagree to this statement because of many reasons.~~

~~Any kind of relationship like homosexual and Hetro~~

I agree to this statement because of many reasons.

Sexual relationship should be have according to the commands of Allah. Allah has created the order and condition that sexual relationship should be between man and woman and should only take

place after marriage. According to Islam Heterosexual relationship are the best model for society. It fulfil the purpose of marriage procreation. The main purpose of the marriage is to have children and upbringing them. I as a good muslim and true believer of religion Islam. All the other relationships such as homosexual is forbidden in Islam, and some muslim regards that they should be punished as and should be

give as a death penalty. This type of relationship also don't fulfil the main purpose of the marriage.

And other relationship like promiscuity, and adultery, pre-marital sex are also against the concept of religion Islam. These type of relationships are against the will of Allah.

some people may disagree with me because of some reasons,  
they will say it's their life and they should decide how  
to live and how to use.



The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- Demonstrates limited understanding of religion and belief.
- Identifies the key issue in terms of the teaching of Islam, but offers little by way of an alternative perspective.
- The judgement is supported by generic religious arguments to produce a conclusion which, whilst consistent with Muslim teaching, does not consider an alternative perspective.



Don't neglect the alternative view, even if ultimately it is incorrect!

This response is included as an example of the work of a Level 2 candidate.

This candidate effectively contrasted the religious perspective with a non-religious view to reach a personal conclusion rather than a conclusion rooted in the appraisal of the evidence presented.

Theists, especially ~~Christians~~ Roman Catholics, have very traditional and strict values and believe that only heterosexual relationships should be encouraged. They interpret the Bible literally and believe homosexuality is an abomination, according to the book of Leviticus. Roman Catholics ~~believe~~ accept and welcome homosexuals into their churches, however they believe these people should be encouraged to remain celibate. This is because God's purpose for relationships and marriage is to procreate, since it cannot be done by homosexual couples, then it is sinful and unnatural.

~~The~~ Atheists, however, believe quite the opposite. They <sup>are</sup> totally open to and accept the ~~the~~ homosexual relationships, which as a result led to a rise in civil partnerships and gay marriages. They ~~think all human~~ do not follow the teachings in the Bible, and believe everyone has the right to love, therefore homosexual ~~the~~ relationships are considered a norm by them ~~as they~~ and ~~are~~ are equal to heterosexual relationships in the society. They believe homosexual couples are now different from heterosexual ones as they can also adopt ~~the~~ and care for children as well as form families.

To conclude, although tradition Christians and Catholics still reject the idea of homosexual relationship and promotes heterosexual ones, the modern culture no longer ~~the~~ views heterosexual relationships as the best model, and I think the two types of relationship are at equal standing in the society today.

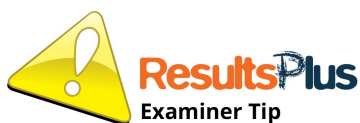


The candidate was awarded Level 2: 6 marks.

Please consider the Level 2 marking criteria.

- The candidate demonstrates accurate understanding of religion and belief, both Christian belief and non-religious views. (Level 3).
- There is limited evidence of the deconstruction of the religious arguments to link the various elements of the question. (Level 2-)
- Judgements are supported by a superficial attempt to appraise leading to a conclusion that is not fully justified. (Level 2)

The best fit mark for this candidate is therefore Level 2: 6 marks. To improve to Level 3 this candidate needs to work on developing the higher order skills of appraisal of evidence and evaluation.



Not all arguments are of equal weight.



I do not believe that heterosexual relationships are the best model for society.

Many Christians may argue that in Genesis God commands to 'go forth and multiply'. Therefore people must be in heterosexual relationships so that they can procreate. However I would argue that this command is no longer relevant in an overpopulated world. The command was given to Adam and Eve, so that the ~~world~~ world could be filled, now that the world is filled, this command is no longer relevant.

Some Christians may argue that anti-homosexual teachings in the bible demonstrate that homosexual relationships are wrong, and heterosexual relationships are the best model for society. Leviticus commands that 'you shall not lie with a man as with a woman for it is an abomination'. St Paul also calls homosexuality 'shameful'. However, a liberal Christian may argue that as the bible is written by flawed <sup>human</sup> Christians, these verses are simply not the word of God. Furthermore they contradict teachings on equality e.g. Galatians 3:28 teaches 'there is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus'. Therefore homosexual couples should be treated as equal to heterosexual couples.

A Catholic may argue that the natural purpose



of sex is procreation <sup>(natural law)</sup> and homosexual sex prevents this. If therefore disassociates the intimate act from the procreative act, and should not be the best model for society, as it is unnatural. <sup>Heterosexual relationships should be the only model for society.</sup> However I would argue that Genesis 1:27 teaches that we are all made in the image of God, including homosexual people. If God created homosexuality, then it must therefore be natural, so is a good model in society.

~~For~~ In conclusion, heterosexual relationships are not necessarily, as teachings on procreation are no longer valid. Furthermore, pro-heterosexual and anti-homosexual teachings in the Bible are ~~not~~ not necessarily infallible and contradict teachings on equality. Furthermore, homosexuality does not contravene natural law, as God created homosexuality. ~~That~~ Heterosexual relationships are not the best model for society, as homosexual relationships are an equally valid model.



The candidate was awarded Level 3: 9 marks.

Please consider the Level 3 criteria.

- This demonstrates accurate understanding of religious belief and attitudes.
- Religious information is deconstructed leading to logical chains of reasoning that consider different viewpoints.
- There are coherent and reasoned judgements of some, but not all of the elements in the question which lead to a conclusion that is partially justified.

To improve to Level 4 this candidate would benefit from further experience of evaluative conclusions.



Don't neglect valid criticism of the argument you favour.

## Question 5 (a)

Section 3: Peace and Conflict.

Question 5a: Identify three types of bullying.

This is based on specification bullet point 3.3.

Most candidates found this very straightforward. A small minority focussed on the causes of bullying rather than types of bullying.

- This response is included as an example of a candidate who struggled to define different types of bullying.

**5 (a) Identify **three** types of bullying.** **(3)**

1 Cyber-bullying

2 In-person bullying

3 Out-person bullying



The candidate was awarded 1 mark.

- Cyber-bullying.

The other two suggestions were not credited as the meaning was unclear.



There is no substitute for thorough revision.

This is included to represent the work of a mid range candidate.

- 1 Cyber bullying
- 2 Bullying carried out by school aged children
- 3 Bullying you because of your race, colour and also because of your religion bullying people due to them not having the same...



The candidate was awarded 2 marks.

- Cyber-bullying.
- Bullying by school children.

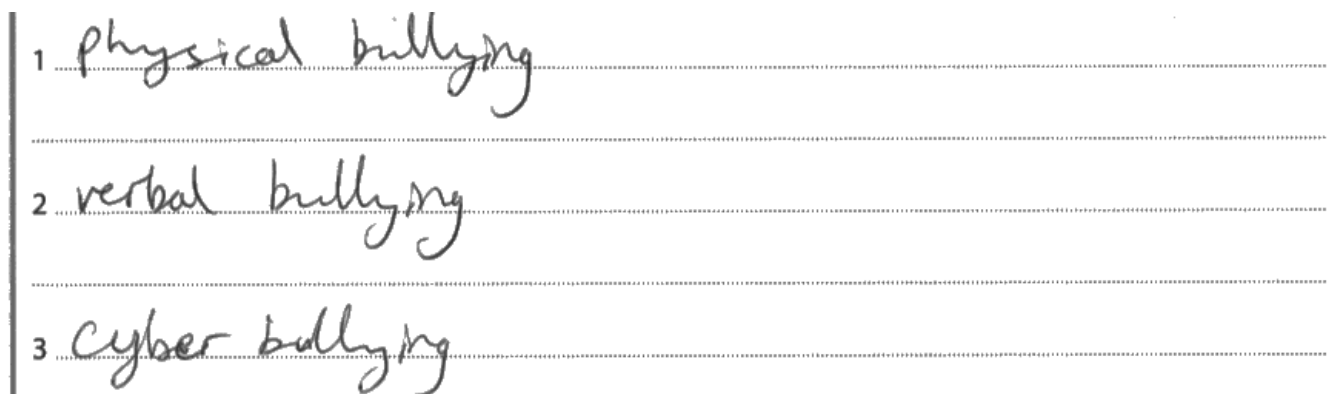
An acceptable final response would have been work-place bullying. However the candidate chose to suggest potential causes of bullying which could not be credited.



Read the question carefully.

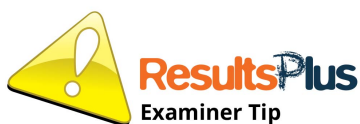
This response was included as representative of those candidates who achieved full marks.

This was by far the most commonly occurring set of responses.



The candidate was awarded 3 marks.

- Physical bullying.
- Verbal bullying.
- Cyber bullying.



Short and to the point.

## Question 5 (b)

Question 5b: Choose one religion. Outline two contrasting attitudes to war held by its followers.

This is taken from specification bullet point 1.1 Answers which only considered one attitude could not gain more than two marks.

Most candidates had no difficulty in contrasting those religious followers who are pacifist with those who accept that war is sometimes necessary. A small number of candidates unfortunately contrasted beliefs from two religions though they could only be credited for one religion. Non-religious views could not be credited.

This response is included as an example of a candidate giving simple reasons.

(b) Choose **one** religion. Outline **two** contrasting attitudes towards war held by its followers.

(4)

1 Islam. Islam means peace so war is not allowed in the religion.

2 ~~The fight~~ Islam says fight unless it is a self defence but war is not allowed otherwise



The candidate was awarded 2 marks.

Two simple reasons.

- Islam means peace so war is not allowed (1).
- War is only allowed in self-defence (1).



Aim to develop both reasons.

This response is included to demonstrate the work of a candidate who developed one of two reasons.

- 1 Some Christians believe that war is never justified as it does not follow the commandment of, "Thou shall not kill".
- 2 Some Christians believe that a war can take place if it was for a just cause.



The candidate was awarded 3 marks.

One developed and one simple reason.

- War is never justified (1), developed by, as it does not follow the commandment 'Do not kill' (1).
- War can take place if it for a just cause (1).

This could have been quickly developed by giving an example of a just cause, or a war fought for such a cause. Since the Commandment 'Do not kill' can be regarded as Jewish or Christian this was accepted as a religious response.





Use examples as development.

This response was included as an example of a candidate who gained full marks.

- 1 In Islam, ~~some~~<sup>many</sup> muslims believe that war is allowed in certain conditions (holy war, just war) especially if it is an act of ~~defence~~ defence and if the opposers are threatening Islam.
- 2 Some Muslims believe that war must never be allowed as Allah urges us not to kill innocent people, hurt crops etc and during a war, usually, all this is inevitable.



The candidate was awarded 4 marks.

Two developed reasons.

- War is allowed in certain conditions (1), developed by, especially if it is an act of defence (1).
- Wars must never be allowed (1), developed by, as Allah says not to kill innocent people (1).



Give the attitude then explain why some religious people hold that attitude.

## Question 5 (c)

Question 5c: Explain why some people think reform is the most important form of punishment.

This is based on specification bullet point 3.5.

There were, perhaps inevitably, those candidates who confused reform with one of the other purposes of punishment, most often reform.

This could be answered from an entirely religious perspective, entirely from a secular perspective or as a mixture of the two.

Many candidates discussed the importance of forgiveness as a religious concept. This was often not creditworthy as it wasn't linked back to the importance of reform as a purpose of punishment. In many ways if the offender has been forgiven there would be no need for any form of punishment.

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

(c) Explain why some people think reform is the most important aim of punishment.

(6)

From the Christian point of view, they are taught by Jesus that they should love their neighbour as they love themselves. ~~The~~ Jesus has also taught that we should forgive our enemies not only 7 times, but seventy seven times. The aim of punishment should be reformation, which is allowing the people who have committed crimes to repent on their mistakes and change themselves. Christians believe that they should forgive everyone, even though they have committed serious sins.

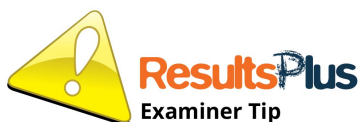


The candidate was awarded Level 1: 2 marks.

Please consider the Level 1 marking criteria.

- The candidate uses some religious terms appropriately though not all the material is relevant to the question.
- The description of the relevant belief is mostly satisfactory.
- There is little explanation of how the beliefs used encourage reform as the means of punishment.

The candidate does not completely satisfy the demand for a Level 1: 3 mark response so 2 marks were awarded.



Link your beliefs back to the purpose of the question.

This is included as an example of a candidate achieving Level 2.

Reform is the most important aim of punishment as it allows people to change from ~~bad to good~~ bad to good.

Hashem and the Jewish community believe everyone deserves a second chance.

If someone was sent to prison then they should be able to get counseling inside as otherwise when they come out of prison they may continue to commit crimes. This why with reform as a punishment it allows people to change and become good people.

Hashem forgave the Jewish people when they prayed to the golden calf after making a mistake so therefore we should be able to <sup>get the</sup> chance to be forgiven.



The candidate was awarded Level 2: 4 marks.

Please consider the Level 2 marking criteria.

- Use of a limited range of religious terms is appropriate and shows understanding.
- There is some explanation of the relevant beliefs and values.
- There is some explanation of their significance in making reform an important function of punishment.



Add depth to the explanation, linking them to the importance of reform.

This response is included as an example of a strong Level 2 response.

It is very clearly focussed on reform giving a range of developed reasons demonstrating its importance. Whilst it is not based in a faith it does answer the question effectively, and these are all views many people of many religions hold.

Reform is the most important aim of punishment because it allows people to integrate back into society so they can contribute positively and make the world a better place. Secondly, it discourages reoffending which helps to reduce crime rates in addition to <sup>the reduction of</sup> inflicting suffering on other people. Finally reform is the most <sup>important</sup> aim of punishment because it helps people understand what they did was wrong and correct their morals, especially if their parents never taught them that stealing and murder are wrong, for example.



The candidate was awarded Level 2: 6 marks.

Please consider the Level 2 marking criteria.

- The use of relevant terms is appropriate and shows understanding.
- Explanation of relevant beliefs and values is concise and comprehensive.
- Explanation of their significance is comprehensive.



Focus clearly on the key command words from the question.

## Question 5 (d)

Question 5d: 'Capital punishment is never justified.'

Candidates are expected to evaluate the statement by considering different points of view, (one perspective must be religious) in order to reach a justified conclusion.

This is based on specification bullet point 3.6.

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

(d) "Capital punishment is never justified."

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

(12)

In Islam we believe that the being who gave you life is the one who can take it away from you. That is why capital punishment will never be justified but for other crimes others believe that death will be a suitable punishment which brings in the doubt of should you let a child murderer or girl molester live. For those crimes people believe that death should be the final verdict but as a muslim I believe that it is only Allah who takes away a life and that for even the worst crimes a more suitable punishment should be given to the criminal and not death.

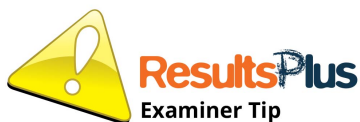




The candidate was awarded Level 1:2 marks.

Please consider the marking criteria.

The candidate offered a simple reason on each side of the debate from a Muslim perspective, namely that Allah should be the only one to take life set against the idea that some crimes are too heinous for the perpetrator to live. The conclusion merely restates the candidate's original position.



Add depth and breadth to the response.

This is included as an example of a mid range Level 2 response.

~~I disagree that "capital punishment is never justified"~~

~~Firstly, capital punishment can restore peace and conflict in the community~~

I agree the statement that "capital punishment is never justified"

Firstly, according to the Ten commandments, the 5th commandment is "do not kill". If ~~capital~~ capital punishment involves the killing of a criminal <sup>that</sup> they think is unforgivable. However, the criminal will be killed, violating the 5th commandment "do not kill".

Secondly, God teaches us to forgive and repent. Even though the criminal might have done a crime that cannot be forgiven, God teaches us to forgive and give a chance to the criminal to turn over a new leaf. Moreover, God also teaches us to repent. God understands that we all commit sin, but if we repent, we are allowed under his roof. Just like Paul, he once was a persecutor of religious people, however, he repented and became a follower <sup>of Jesus</sup> of God.

Thirdly, capital punishment is irreversible. Once the criminal is being killed, there is no chance for the person to "come back to life". So, capital punishment should not be done to reduce the chance of killing an innocent.

However, ~~for~~ some people argue that capital punishment should be justified. They believe that capital punishment can help reduce fear in the community. Killing of a criminal like, for example, have murdered people, can help reduce fear in the community of being murdered by that person, which helps restore conflict and peace in the community.

Secondly, capital punishment should be justified because people believe that it can act as a deterrent for the society. It lets the society know that

If you have murdered a person or if you committed crime, you will face death. Other people who might have the idea of doing so will feel scared and does not commit the crime.

Thirdly, some people believe that capital punishment should be justified because it can help remove people doing harm to the community and maintain a good community image of being safe.

In conclusion, they agree that "capital punishment is never justified".

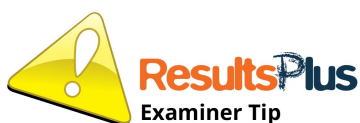


The candidate was awarded Level 2: 5 marks.

Please consider the Level 2 marking criteria.

- Demonstrates understanding of religion and belief.
- Deconstructs relevant religious information and makes connections between some elements of the response.
- Very limited evidence of any judgement of the value of the arguments leading to a conclusion that is simply a personal opinion, simply stated.

The best fit mark is therefore Level 2: 5 marks.



Focus on adding value by considering the strength of the various arguments.

I agree that capital punishment is never justified.

The Ten Commandments states ~~to~~ 'do not kill', so <sup>some</sup> Christians believe that capital punishment is a form of murder and violates the Ten Commandments so it is not justified as Christians should always follow the Ten Commandments <sup>never</sup>.

Christians also believe in the sanctity of life, as the Bible says that 'our body is a temple of the Holy Spirit', so human life is sacred and capital punishment is putting oneself on par with God as only God has the power to decide one's death, so capital punishment is never justified.

Christians follow Jesus' teachings to 'love your neighbour as you love yourself', so performing capital punishment is not an action of love as we are not forgiving the criminal and giving them another chance, which Jesus tells ~~us~~ Christians to do as he said to not forgive 'seven times, but seventy-seven times', so capital punishment is never justified.

However, some people believe that capital punishment can be justified as it acts as a protection for society, since a murderer will not be able to kill anyone if he or she is dead, hence protecting citizens from dangerous people, making capital punishment justified.

Some people believe that capital punishment act as a good deterrent as they believe fewer people will murder if the punishment is death, so capital punishment is justified as it prevents people from committing serious crimes.

Some people believe that capital punishment is able to act as retribution as murderers will be able to pay for their crimes with their life, allowing a sense of closure for the victim's family and friends, providing them a better quality of life, making capital punishment justified.

I believe that capital punishment is still never justified as criminals should always be given another chance as Jesus teaches us to forgive others.



**ResultsPlus**  
Examiner Comments

The candidate was awarded Level 3: 7 marks.

Please consider the Level 3 marking criteria.

- There is accurate understanding of religion and belief.
- There is some attempt to support the Christian perspectives with relevant teachings and to link the elements together.
- Judgements are made in terms of whether or not the argument justifies capital punishment rather than considering the relative weight of the arguments.
- This leads to a conclusion which is not fully justified.

The best fit mark for this response is therefore Level 3: 7 marks.



Not all arguments are equal, focus on evaluating the quality of your evidence.

## Question 6 (a)

Question 6a: Identify three things a religious organisation may do to work for world peace.

This question is based on bullet point 3.2.

The key concern here is that candidates suggest things that a religious organisation is capable of doing. Some candidates clearly thought the United Nations is a religious organisation. Since religious organisations do not have the capacity to send peace keeping forces into war zones for example, such ideas were not credited.

The most common things that were suggested included peaceful protest, campaigning, education and acting as mediators, all of which are things religious organisations can do.

This response is included as an example of the work of a candidate who rather missed the point of the question and appeared to be trying to give three religious organisations working for world peace. In actual fact both Unicef and Unesco are agents of the United Nations which is secular.

**6 (a) Identify **three** things a religious organisation may do to work for peace.**

**(3)**

1 unicef

2 unesco

3 the united nation



The candidate was awarded 0 marks.

The candidate gave no relevant things religious organisations do to work for peace.





Look for the command words in the question - in this case what do they do?

The work of this candidate was included as a mid range response.

- 1 ~~They~~ ~~can~~ Raise awareness
- 2 Restrict trade to contries in conflict
- 3 Negotiate in peaceful matter



The candidate was awarded 2 marks.



- Raise awareness.
- Negotiate in a peaceful manner.

Whilst religious organisations may encourage governments to restrict trade to countries in conflict they do not have the power to do these themselves.

This response was included to illustrate the range of activities suggested by a candidate who achieved full marks.

- 1 They may encourage peaceful solutions to end conflict between both parties.
- 2 Help settle disputes between both parties.
- 3 ~~Protest against~~ Aid those affected by war ,  
protest against war.



The candidate was awarded 3 marks.

- Encourage peaceful solutions to end conflict.
- Aid those affected by war.
- Protest against war.

The second point offered was repetition of the first point and so was not credited.



Three distinct practices are required.

## Question 6 (b)

Question 6b: Choose one religion. Explain two reasons why its followers believe bullying is wrong.

This question is taken from specification bullet point 3.3.

This response is included to represent the work of a candidate giving one developed reason and losing marks due to a commonly held misconception.

(b) Choose **one** religion. Explain **two** reasons why its followers believe bullying is wrong.

(4)

- 1 In christianity, bullying is wrong mainly because it involves ~~the~~ taking of advantage of others or ~~hurting~~ hurting them, which is the opposite of what Jesus did in the New testament.
- 2 Another reason may be because it is against the ten commandments which says to love your neighbor as you do yourself.



The candidate was awarded 2 marks.

One developed reason.

- Bullying is wrong because it is taking advantage of others or hurting them (1), developed by, this is the opposite of what Jesus did (1).

The second reason offered is incorrect. The Golden Rule 'Love your neighbour as you love yourself' is a teaching of Jesus it is not one of the Ten Commandments.



Be sure you know where your quotations come from.

This response is included to illustrate the work of a candidate who developed one of two reasons.

1. Bullying is oppose to Christianity because it is against the will of God and law. God commanded all Christians to love their neighbours.
2. Bullying is wrong because Christ taught Christians that we are all made of God's image and likeness.

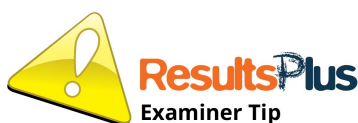


The candidate was awarded 3 marks.

One developed and one simple reason.

- Bullying is against the will of God (1), developed by, because God commanded all Christians to love their neighbours (1).
- Christ taught Christians we are all made in God's image (1).

This could be easily developed with reference to bullying harms God's creation/destroys the sanctity of life.



Use teachings or quotations as development.

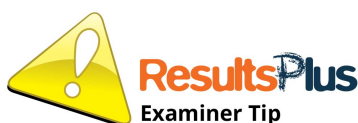
This is included as an example of the work of a candidate who gave two developed reasons.

- 1 In Islam bullying is wrong as it hurts the feeling and emotions of others and as muslims we should live peacefully and help everyone.
- 2 ~~Everyone~~ is Allah has created everyone and everyone is equal in His eye so we don't have any right to ~~for~~ bully anyone.



The candidate was awarded 4 marks.

- Bullying is wrong because it hurts the feelings and emotions of others (1), developed by, Muslims should strive to live peacefully and help everyone (1).
- Allah has created everyone and everyone is equal in his eye (1), developed by, therefore we don't have any right to bully anyone (1).



Concise and accurate developed reasons.

## **Question 6 (c)**

Question 6c: Explain the differences between sins and crimes.

This question is based in bullet point 3.4.

The key to this question is that it is focussed on the differences between sins and crimes. Many candidates appeared to feel obliged to also point out the similarities.

The most successful approach was often to highlight a difference and then explain the basis of the difference.

This response is included as an example of a candidate who found it difficult to articulate the differences between sins and crimes.

(c) Explain the differences between sins and crimes.

(6)

→ Sins: are actions or acts against the law of God. All human beings are sinners because we are not perfect, we commit sins everyday either intentionally or unintentionally. God has created us in his own image but we have failed to follow his steps. many people commit different sins, for example: killing, stealing, lying, bullying. We have no right to kill someone or to take someone's life because only God has the right to do that. Sins are inevitable in human race because we are full of evils and apart from God, no one else has the power to save us from that.

Crimes: are actions and deeds of human beings that cause sufferings. They are so many crimes human race commit, we have no right to kill someone or to use witchcraft on people. But because our hearts are bitter, we end up committing crimes.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 1 mark for a statement giving the key difference between sins and crimes namely that a sin is a deed against the law of God. The additional information did not answer the question.





Stick to the differences.

This response is included as an example of the work of a mid range candidate. This candidate clearly stated the key difference between sins and crimes but then struggled to articulate further differences leading to a rather insubstantial response.

a sin is a religious term used in Christianity, whereas a crime is disobeying the law set out by a country. Sin is primarily focused on the 7 deadly sins - whereas crime focuses on many different areas eg. arson, stealing, fraud. ~~Some~~ Some Fundamentalist Christians argue that sin is due to the fall so is a constant punishment - however crime is committed with free will and we are able to stop ourselves from doing so. Sin goes against God, whereas crime goes against law.



The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- There is limited use of religious terms.
- Description of the relevant beliefs and values is mostly satisfactory.
- There is a partial explanation of the influence of the beliefs, not all of which is relevant to the question.

The best fit mark for this response is therefore at the top of Level 1.



Focus on the differences.

This response is included as an example of the work of a candidate who focussed on the differences, giving three differences with examples.

- Sins are against religious teachings. Crimes are against the law.
- Some sins are not punishable, all crimes are subject to the rule of law.
- Many sins are ignored, no crime is ignored.

One of the major differences between sins and crimes is that sins occur when one goes against religious teachings such as the ten commandments in the bible, while a crime is committed when one does not follow the laws and regulations set up by a country.

Some sins are not punishable like converting from one religion to another although according to Islam it should be punished by death. Contrary to this ~~most~~ crimes all crimes are punishable and people are judged fairly in a court of law according to their crimes. Sins are to be judged during the judgement day by God according to some religions.

Most sins are ignored, like not speaking of the Lord's name in vain and also sex before marriage. On the other hand no crime is ignored as there are police officers and authorities who are there to enforce it. However in Religious countries like Saudi Arabia, they have Religious officers who enforce the law and sins are punishable even by death.

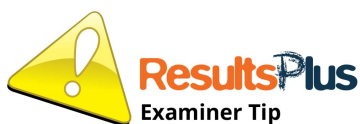


The candidate was awarded Level 2: 6 marks.

Please consider the Level 2 marking criteria.

- Use of religious terms is appropriate and shows understanding.
- Explanations are relevant and comprehensive.
- Explanation of the significance of the differences is comprehensive.

The response would have been improved by consideration of the consequences in the afterlife.



Give a range of differences, explain each one.

## **Question 6 (d)**

Question 6d: 'All religious people should oppose conflict'.

Candidates are required to evaluate the statement with consideration of at least one religious perspective to reach a justified conclusion.

This question is based on specification bullet point 3.1.

This response is included to reflect the work of a Level 1 candidate.

The candidate struggled to gather his ideas into a coherent whole. The introductory paragraph is largely irrelevant with religious concepts used out of context. The strongest part of the response is the Christian view which is well explained however there is no particular alternative view other than a weak assertion based on free will.

(d) "All religious people should oppose conflict."

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

(12)

Many people disagree with this statement ~~as~~ due to many ~~so~~ social, political and national ~~a~~ reasons. Furthermore God introduced free will into the ~~new~~ world. Therefore, ~~for~~ this gives them rights to perform anything including ~~conflict~~ crimes ~~in~~ which may lead to conflict. Many Christians also believe that everything ~~is~~ has a first cause. ~~That~~ Therefore, conflicts must have also been caused by something such as economical reasons, nationalism, etc.

On the other hand, many Christians would agree with this statement ~~&~~ because they ~~as~~ feel that God is omnibenevolent, and ~~therefore~~ <sup>having</sup> therefore conflict ~~is~~ violates this behaviour of ~~God~~ God towards people. Furthermore, God said, "Thou shalt not kill", which could suggest that many Christians are against conflicts and ~~want~~ want peace across the whole world. Christians also believe that there is one God (monotheist religion) and therefore ~~believe~~ believe that all people from different religions should oppose conflict.

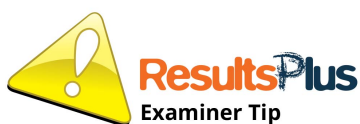
Overall I believe that, all religions should oppose conflict as it will help to reduce ~~&~~ ~~will~~ and suffering just like what God ~~planned~~ planned and increase peace and harmony.



The candidate was awarded Level 1: 3 marks.

Please consider the Level marking criteria.

- There are isolated elements of understanding of religion and belief.
- Issues are identified not all of which are relevant.
- The conclusion is not fully justified based on the arguments offered.



This candidate would benefit from a more structured plan for this response.



This candidate, by contrast, gives an articulate account of two opposing views within Christianity supported by relevant teaching.

I agree with the statement.

I agree with the statement as in the Bible it says 'do not resist an evil person, if anyone slaps you on the right cheek turn to them the other also'. This teaches Christians to be peaceful, by supporting <sup>conflict</sup> ~~war~~ Christians are abandoning this teaching. Jesus in the ten commandments it states 'thou shalt not kill'. Conflict often leads to death so by supporting war you are breaking one of the ten commandments, which are key in Christianity. Furthermore, throughout the Bible Jesus teaches agape love, conflict contradicts this teaching.

However, others disagree with the statement as there is

during the Bible God ~~pro~~ occasionally promotes violence, an example of this is when God orders the Israelites to take vengeance on those who have sinned them and order tells them ~~to~~ 'don't leave anything that breathes', God also says in the Bible 'an eye for an eye, tooth for a tooth', this promotes conflict. ~~and~~ They claim that ~~if~~ God is promoting conflict then it is acceptable to support conflict. They also believe conflict is acceptable if it follows ~~as~~ Aquinas' conditions for waging a war, which are, 'the response is in proportion, the violence is the last resort and there is a large chance it will bring about peace.'

To conclude, I ~~dis~~ agree with the statement as peace and love are the two main pillars that Christianity is built upon. By ~~opposing~~ <sup>not</sup> opposing conflict you are disagreeing with the core teachings of Christianity.

(Total for Question 6 = 25 marks)



The candidate was awarded Level 2: 6 marks.

Please consider the level 2 marking criteria.

- There is understanding of religion and belief.
- There is evidence of the simple deconstruction of religious information and some linkage of the ideas.
- Judgements are limited giving rise to a conclusion that is not fully justified but is consistent with the perspective of the writing.

The candidate therefore fulfils the criteria for Level 2.



Focus on judging the quality of the arguments presented.

It can be argued that all religious people should ~~oppose~~ oppose violence. However, people who disagree would say the following:

Firstly, there are many examples of religious people who fought for the greater good. For example Dietrich Bonhoeffer took part in the assassination plan against Hitler to save the millions that would die. This stance of preferential pacifism should be adopted as George Orwell said, "to be opposite during Hitler's rule was like combining gaseism".

Secondly The Bible's Old Testament tells people to take an "eye for an eye". This promotes violence and there are many examples of this such as Joan of Arc who fought the English after having a vision. Finally, conflict allows evil to be defeated, even if Christians wait until they can be non-combatants and still save as medics. This is called contingent pacifism. It argues that "absolute pacifism allows evil to dominate".

However others may argue the following points.

Firstly The Bible's Old Testament is outdated and needs to be modernised. Christians today follow Jesus' teachings of agape love. This is exemplified



by Jesus of arrests when he stopped the fighting and went peacefully after healing a Centurion's son.

Secondly religious people can still act to defeat evil outside of conflict. For example Martin Luther King used peaceful protests to force President Kennedy to pass the 1964 Civil Rights Bill. This exemplifies that change can be made without blood shed. Finally people who adopted the policy of non-violence often lead a larger legacy than those who use violence. This is exemplified by Gandhi who used non violence to make his point, he is now remembered across the world.

In conclusion despite the weaknesses of pacifism and the use of non-combatants, the stronger argument is that the use of conflict is negative as for many people have made greater changes with peace than with war. There is little religious justification for the just war theories of "Jus in bello" and "Jus in bellum", so all religious people should oppose conflict.



The candidate was awarded Level 3: 7 marks.

Please consider the marking criteria for Level 2 and Level 3.

- There is accurate use of religious teaching and historical example.
- There is some attempt to deconstruct religious information.
- There is limited evidence of judgement or evaluation which limits the candidate's progress.



Focus on judgement and appraisal.

## Question 7 (a)

Section 4: Rights, Equality and Social Justice.

Question 7a: Identify three ways religious people may support the development of a multi-faith society.

This is based on specification bullet point 4.4.

The key thing to note in this question is that it is specific to a multi-faith society and the ways must be things that religious people can actually do, rather than things requiring government legislation.

This response is included to demonstrate the confusion experienced by some candidates between multi-faith and multi-cultural societies. This candidate all too readily confuses race and religion meaning that some ways could not be credited as they were applicable to a multi-cultural society rather than a multi-faith society.

7 (a) Identify **three** ways religious people may promote the development of a multi-faith society.

(3)

- 1 Organise prayer and activities with the local community that involve multiple ethnicities
- 2 Listen to or preach about accepting other and equality
- 3 Protest ~~say~~ against racism or ignorance because the Bible says not to judge by appearance but by right judgement.



The candidate was awarded 1 mark.

- Listen to or preach about accepting each other and equality.

Both the first and third ways were specific to race rather than faith and were not credited.





Multi-faith is religion not race.

This response is included as an example of the work of a mid range candidate. This candidate was very clearly focused on religion rather than race.

1 By allowing all people to practise their own religion.

2 By teamworking with people of different faiths.

3



The candidate was awarded 2 marks.

- By allowing all people to practise their own religion.
- By team working with people of different faiths.



What else might people do together?

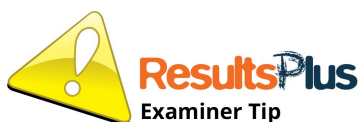
This response is included as an example of a candidate achieving full marks.

- 1 Religious people may promote a multi-faith society by listening and understanding other religions.
- 2 By creating awareness about respecting other religions.
- 3 By promoting love for all religions without any discrimination.



The candidate was awarded 3 marks.

- Listen to and understand other religions.
- Creating awareness about respecting one's neighbours.
- Promoting love for all religions without discrimination.



Three concise and relevant ways.

## Question 7 (b)

Question 7b: Outline two examples of racial harmony in society.

This is based on specification bullet point 4.3.

This question suffered from a similar problem to 7a in that a significant minority of candidates equated race with religion and answered from the perspective of a multi-faith harmony, rather than racial harmony.

This is included as an example of a candidate who gave a developed reason, choosing to contrast the historical situation with today.

(b) Outline **two** examples of racial harmony in society.

(4)

1 ~~Before~~ A ~~long~~ long time ago white people would use Black people as slaves but now that's illegal.

2 a time ago white people and Black people weren't allowed to go to the same schools.



The candidate was awarded two marks.

One developed reason.

- A long time ago white people would use black people as slaves (1), developed by this is now illegal (1).

The second way was not linked to society today so could not be credited.



Link it to what happens in society today.

This response shows a candidate who developed one of two reasons.

1 People of different race living together in one community and creating friendships with one another.

2 By helping another racial society through providing for them and showing social support when they are encountering hardship.



The candidate was awarded 3 marks.

One developed and one simple reason.

- People of different races live together in one community (1), developed by, and create friendships with one another (1).
- By supporting another race when they are encountering hardship (1).



Examples make good development.

This response was included as representative of those candidates who achieved full marks.

The candidate remained focussed on examples of racial harmony throughout.

- 1 Within schools there are a whole range of people from different races. All the children are given the same opportunities and treated equally. Children do not see race as a dividing factor, so this is an example of racial harmony.
- 2 The Olympics celebrates diversity, people of all races come together and compete as equals. In Britain this creates a sense of unity and national pride.



The candidate was awarded 4 marks.

Two developed reasons.

- In schools there are people from different races (1). Developed by: All the children are given the same opportunities and treated equally (1).
- The Olympics celebrates diversity (1), developed by, people of all races come together and compete as equals (1).



Two simple examples clearly developed.

## Question 7 (c)

Question 7c: Choose one religion. Explain what its followers believe about the status of women.

This is based on specification bullet point 4.2. Many candidates confined themselves to consideration of a woman's role in the family and therefore neglected the opportunity to consider their spiritual and religious status.

This response is included as an example of a Level 1 candidate who gave a simple set of religious views with no development.

(c) Choose **one** religion and explain what its followers believe about the status of women.

(6)

Some Families are traditional ~~that~~ which the Father goes to work and get money ~~for their~~ when the mother stays at home and look after her children.

Some families think the women is weak and can't do anything except staying at home and looking after her children.

In the Qura'an (Allah book/words) it was written that women's and men's are equal there is no difference between them, even in the hadith (prophet mohammed SAW's words).



The candidate was awarded Level 1: 2 marks.

The candidate simply outlines the traditional view of the roles of men and women in Muslim families and contrasts this by mentioning that there are teachings on the equality of men and women in the Qur'an/Hadith.



Focus on adding depth and breadth to your explanation.

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

Christianity believes in an ~~the~~ <sup>equal</sup> status of women as men. They support this believe by saying Jesus also had enlightened ideas on women which can be seen ~~where~~ in the story of ~~the~~ Mary and Martha where Jesus agreed on Mary's refusal to conform society's discrimination on women and support her to sit and learn teachings as men do. According to Galatians 3:28, "there's neither male nor female" showing their equal status. Moreover they believe women are as capable as men so <sup>some</sup> ~~Christian~~ Christian denominations allow women to be ordained.



The candidate was awarded Level 2: 4 marks.

The candidate gives several examples of one religious viewpoint from Christianity. This view is supported by evidence from scripture.

Please consider the Level 2 marking criteria.

- Use of religious terms is appropriate and shows understanding.
- The explanation of one aspect of belief is comprehensive.
- Consideration of the significance of the beliefs would have been improved by also considering the more traditional view of some Churches.



Not all Christians think this way.

This response was included as representative of the work of a candidate achieving full marks.

Many Muslims believe that men have a higher degree over women as Allah says in his holy book that "men have a degree over you [in responsibility]". So if men have a higher degree there that doesn't mean they should abuse their power over women as Allah states that a couple is a "clothing for one another" therefore they need to care for them and will be responsible in the eyes of Allah for the treatment they have towards their women.

Women are still of high worth as Maryam and Aisha were mentioned in the holy Quran, this means women can portray a perfect role model to the ummah too. ~~as~~ as Allah gave good women a worth and mentioned them in his holy book for them to be a moral for future generations.

Women shouldn't be oppressed as Allah says in his holy book "I made oppression unlawful for you". This gives them the right to be outspoken and can work in society to present and share their ideas. The woman also gets to keep all her earnings for herself and her husband or any man has no right over them.

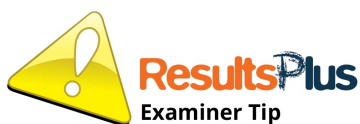


The candidate was awarded Level 2: 6 marks.

The candidate gave a range of views of the status of women in Islam, both in the family and in wider society.

Please consider the Level 2 marking criteria.

- The use of religious terms is appropriate and shows understanding.
- There is a comprehensive explanation of different aspects of the status of women and its impact on the role of women in wider society.



Scripture is a useful way to add value to your explanation.

## Question 7 (d)

Question 7d: 'It is more important to work for justice than to give charity.'

Many candidates approached this with enthusiasm contrasting the immediate relief offered by charitable giving with the greater potential for relieving suffering achieved by working for a more just world. A small number of candidates had a limited grasp of what it means to 'work for justice' and considered charitable giving as opposed to working in the police or the justice system.

This response is included to illustrate the problems faced by some candidates when it came to time management. This candidate could potentially have gained many more marks with better planning across the paper.

(d) "It is more important to work for justice than give charity."

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

(12)

Yes because

-we are all equal in the eyes of Christ Jesus' and so should work to uphold this

No - we must help those who are less fortunate than us

e.g. principle of Agape - the most loving thing to do is to help those and give money to them.



The candidate was awarded two marks for a simple for and against argument based on the statement.



Manage your time carefully.

This response is included as representative of what could be expected from a Level 2 candidate.

The candidate gives a range of views both Christian and non-religious on both sides of the argument, though none of them are well developed.

Some Christians may agree with this statement because the Bible says "love" not only in talk or word but in deed.

This implies that you must take action when you show compassion and work for justice. In addition, Christianity teaches a love of justice and charity does not always provide justice. Jesus showed us the way by helping the poor and needy and this suggests that we should be active in the role of helping others.

Some non-religious people may disagree with this statement because they believe that charity is giving financial aid to others and this provides a lot of help to people.

They think that it is a faster way of helping people than working for justice because it provides short term assistance. Famous people such as Bill Gates have worked hard and now donate their money to charity and it is James May who

Some non-religious people may agree with this statement and argue that giving to charity is only a short term solution and could lead to some people becoming too heavily reliant on charity.

Instead we should fight against injustice and tackle the problem at its root.

Some Christians may agree disagree with this statement because they think that giving to charity is in fact working for justice and organisation such as Christian Aid and ~~Better~~ ~~People~~ are good examples of this.

In conclusion, I agree with this statement because I think giving charity does not ~~not~~ get rid of the problem completely and thus is less effective at bringing about change in our society.



The candidate was awarded Level 2; 5 marks.

Please consider the Level 2 marking criteria.

- The candidate demonstrates some understanding of religion and belief.
- Issues are identified and there is some attempt to make connections between the various elements of the question.
- There is little evidence of judgement or appraisal leading to a conclusion that is not fully justified.

The best fit mark is therefore in the middle of Level 2.



Focus on judgement and appraisal.



This response is included as an example of a Level 3 response. The candidate gives a variety of well supported arguments, developed by appropriate use of scripture on both sides of the question.

I believe that it is more important to work for justice than to give to charity.

In the book of Luke, Mary Magdalene washes Jesus's feet with expensive perfume, Judas claims that the perfume should have been sold and the money given to the poor, however Jesus rebukes him for saying this. This demonstrates that giving to the poor should not be the fundamental aim of a Christian. An opponent may argue that in the bible, there are many pro-charity quotes, for example 'If you poor yourself out for the hungry and satisfy the need of the oppressed, then shall your light rise in the darkness' (Isiah). Therefore Christians should put a large emphasis on charity.

Giving to charity is often ineffective, as the money can be misused after. Furthermore, Jesus did not place a large emphasis on charity, he instead worked to ~~create~~ create justice through his teachings e.g. teaching that support racial harmony, such as the story of the Good Samaritan which demonstrates that race does not matter in whether you can be a good person. We should therefore follow the example of Jesus and work for justice rather than give to charity. An opponent may argue that in the book of James, it states that 'if you see a brother or sister who is without warm clothes and daily food and says



to them 'go I wish you well, keep warm and well' but does nothing to satisfy their physical needs, what good is that? This reduces the value of words, and puts a larger emphasis on the value of the physical giving i.e. charity. Therefore we should not follow the example of Jesus and instead give to charity. A liberal Christian would argue that at the heart of Christianity is the example of Jesus. If there is any contradiction, then it is the example of Jesus that is ultimately infallible, so we should follow his example of working for justice.

Furthermore, 1 Corinthians teaches that 'those who preach the gospel should make their living by the gospel.' The only way to make your living by the gospel is to work for justice, and work to spread the gospel, rather than simply give to charity.

In conclusion, it is more important to work for justice than give to charity, as Jesus put a larger emphasis on working for justice and equality than giving to charity, and in order to fulfil the teachings of 1 Corinthians we must do more than just give to charity, we must work to spread the gospel, and work for justice.



The candidate was awarded Level 3: 8 marks.

Please consider the Level 3 marking criteria.

- The candidate demonstrates accurate understanding of religion and belief.
- There is evidence of the deconstruction of religious information and the development of logical chains of reasoning.
- There is little evidence that the quality of the individual elements proposed is appraised and this limits the candidate's ability to reach Level 4.



Focus on appraisal and evaluation.

## Question 8 (a)

Question 8a: Identify three ways women's rights have improved in society.

This is based on bullet point 4.2.

The majority of candidates offered suggestions such as voting, education, careers, political influence etc.

This response was included as an example of a candidate who gave one valid way.

8 (a) Identify **three** ways women's rights have improved in society.

(3)

1 womans rights have improved beacouse now woman can  
Vote who gets to be pres i Dent.

2

3



The candidate was awarded 1 mark.

- Women can vote for the President.



What else can women do today?

This response was included as an example of a mid range candidate.

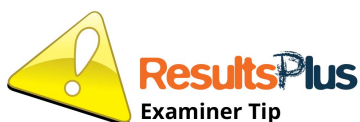
- 1 Women' are allowed to vote and choose their leaders
- 2 Women are given the right to life after infant killing  
back in- the ~~not~~ the 17's century
- 3 Women are given the right to education and  
employment



The candidate was awarded 2 marks.

- Women can vote.
- Women are given the right to education and employment.

The idea that women now had a right to life was not credited as the change in the rights of women was not clear.



You don't need detail in 'identify' responses.

This response is included as representative of those candidates who achieved full marks.

- 1 Women get an equal pay as men
- 2 Women get to work the same role as men,  
Women get to vote at the same age as men.
- 3 It is illegal to not hire a person because she is a woman,  
Men and women have equal rights.



The candidate was awarded 3 marks.

- Women get equal pay to men.
- Women get work in the same roles as men.
- Women get to vote at the same age as men.

The idea that it is illegal not to hire a person because she is a woman was also creditworthy.



Clear improvements simply stated.

## Question 8 (b)

Question 8b: Outline two non-religious beliefs about the treatment of the poor.

This question is based on specification bullet point 4.5.

The only real problem that arose in this question was with those candidates who failed to notice that this question specifically required non-religious views. Those who focussed on religious reasons for a belief failed to gain marks.

This response is included as representative of a candidate who struggled to give two beliefs.

(b) Outline **two** non-religious beliefs about the treatment of the poor.

(4)

1 We should treat the poor equally amongst our self.

2 We should not drive the poor and make a different to them.



The candidate was awarded 1 mark.

One simple belief.

- We should treat the poor equally to ourselves (1).

The second point was not credited as the meaning was unclear and suggested repetition of treating them equally.



The beliefs must be distinctly different.

This response is included to demonstrate the work of a candidate who gave two simple beliefs.

- 1 They don't see the donation for poor is a thing  
they must to do in their life.
- 2 They think some of the party are just pretending  
they are poor, this is a way of ~~for~~ them  
to get money.



The candidate was awarded 2 marks.

Two simple beliefs.

- They don't see the need to donate to the poor (1).
- Some of the poor are pretending to be poor to get money (1).



Practice developing your reasons.



This response is included as representative of those candidates who achieved full marks.

1 People believe that the poor should be helped by the rich as they are dealt with unfortunate circumstances such as being born to a poor family.

2 Some people believe that the poor should not be given any money as they put themselves in the condition so should work ~~to be~~ independently to improve the conditions.



The candidate was awarded 4 marks.

Two developed beliefs.

- The poor should be helped by the rich (1), developed by, they are dealt unfortunate circumstances such as being born to a poor family (1).
- The poor should not be given any money (1), developed by, they should work independently to improve the conditions (1).



Two clear beliefs, clearly developed.

## Question 8 (c)

Question 8c: Choose one religion. Explain why its followers support human rights.

This question is based on bullet point 4.1.

This candidate struggled to link human rights to Islamic teaching.

(c) Choose **one** religion and explain why some of its followers support human rights.

(6)

In Islam, Muslims are taught to respect everyone equally,  
there are human right law to follow because everyone is  
equal.



The candidate was awarded Level 1: 1 mark for the idea that human rights laws treat everyone equally.



Be specific - use a teaching.

This response is included to illustrate the work of a candidate who gave a number of simple suggestions none of which were developed.

Christians supports the aspect of Human Rights as it provides us with basic necessary entitlements such as right to privacy or right to religion.

Also the Human Rights conventions are similar to the commandment God had given us such "Do not steal" or "Do not kill" which further relate with the importance and safety of a person.



The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- Limited use of religious terms.
- Description of beliefs and values is satisfactory.
- The candidate gives a partial explanation as to why this means Christians support human rights.

The candidate therefore fulfils the requirements for Level 1.



Add depth to your explanations.

This response is included to illustrate a mid range Level 2 response.

The pacifist nature of Christians and the Golden Rule given by Jesus suggests that we should love our neighbors more than ourselves and be just.

Hence every Christian supports human rights and work in order to support people who aren't fortunate enough by donating and through volunteering and charity in order to provide the poor with right to food, education, shelter etc.

Many Christian charity groups work for this cause as they believe God is present in each one of us, showing gratitude to him by ~~helping~~ <sup>reaching</sup> out to others and giving them their rights which some may also do for an award in return - eternal life in heaven.

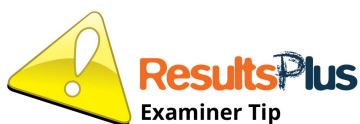


The candidate was awarded Level 2: 5 marks.

Please consider the level 2 marking criteria.

- Use of religious terms is accurate and shows understanding.
- The explanation is reasonably comprehensive though lacking in some areas.
- The significance of the beliefs is reasonably comprehensive.

The best fit mark for this response is therefore 5.



Avoid irrelevant detail.

## **Question 8 (d)**

Question 8d: 'Religious people are the best hope for racial harmony.'

Candidates are required to evaluate the statement with consideration of a religious view to reach a justified conclusion.

This question is based on specification bullet point 4.3.

As in keeping with earlier questions some candidates struggled to separate race and religion meaning that some did not present their arguments clearly enough to be credited.

This response is included as an example of a low Level 2 response.

(d) "Religious people are the best hope for racial harmony."

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

(12)

Christians may agree with the ~~statement~~ statement because they have core and strict beliefs. For example, Christianity contains many teachings of being kind to one another and is told to be beliefs that should be followed strictly. This means that having the pressure and need to do good and ~~create~~ create racial harmony, definitely benefits society as a whole.

However, atheists may disagree with the statement as they may argue that everyone can have <sup>good</sup> moral values. For example, everyone as they grow up, religious or not essentially learn how to act properly and therefore has the ability to ensure ~~that~~ racial harmony in the community. This means that even non-~~religious~~ <sup>religious</sup> people can be the best hope for racial harmony.

In my opinion, I believe that religious people are the best hope for racial harmony as ~~the chances~~ every non-<sup>religious</sup> person gaining <sup>good</sup> moral values is subjective, some may have had a bad upbringing and have had moral values which will not promote racial harmony, religious people's will to be kind applies to everybody which means that religious people are the best hope for racial harmony.



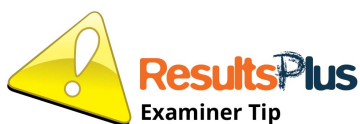


The candidate was awarded Level 2: 4 marks.

Please consider the Level 1/Level 2 marking criteria.

- The candidate demonstrates limited understanding of religion and belief, both Christian and non-religious.
- Issues are identified and some superficial development occurs.
- There is little evidence of judgement to produce a conclusion that is not fully justified.

The best fit mark for this response is therefore 4 marks.



Support your arguments with quotations and examples.

<sup>do not</sup>  
I agree with the statement.  
~~However~~, someone might agree that,  
~~First~~, Christians are taught to become loving  
according to Jesus's teachings "love your neighbour as  
you love yourself." Christians ~~are~~ should be loving  
and caring to others <sup>despite</sup> ~~despite~~ their religion, races,  
or ~~se~~ gender. Therefore, ~~Christians~~ religious people are  
the best hope for racial harmony.

Also, the church also declared that ~~there~~ there  
should not be any discrimination due to gender, race,  
and Christians always follow the teachings of the  
church. Jesus also teaches that ~~a~~ nobody should  
be discriminated by his own action. Thus, religious  
people can help to promote racial harmony.

Moreover, according to the Genesis, God created  
human in the image of God, ~~which~~ showing all  
humans are equal despite races. Also we are said to  
be the descendants of Noah, so we are all brothers  
and sisters. ~~Therefore~~, Christians and other religious  
people are the best hope for ~~racial~~ racial harmony.  
<sup>Despite the aforementioned,</sup>  
~~However~~, someone ~~might agree~~ <sup>believe</sup> that famous stars or  
other famous football players are the best hope of  
racial harmony as they can be positive ~~role~~ role model  
and spread the idea of racial harmony to the people.

I agree  
Also, ~~some might agree~~ that ~~there are different~~  
~~conflicts between religions~~ and education of the people  
about racial harmony is more important as this  
can help people to understand ~~the~~ about ~~racism~~ the  
issue and it can ~~promote~~ help students to behave  
in a more loving way.

Moreover, ~~some might agree~~ <sup>someone thinks</sup> that cooperations and  
sharing experiences are ~~better than~~ the best way to  
~~bring~~ racial harmony. As people can remove  
ignorance about the culture of another and can  
help people to understand the culture of another ~~race~~.

In conclusion, I do not agree with the statement,  
as non-religious people can also learn and understand  
racial harmony ~~through~~ through education, sharing of experiences,  
or through the words of role ~~model~~ models. Therefore  
~~not only~~ religious people are not the best hope of  
racial harmony.

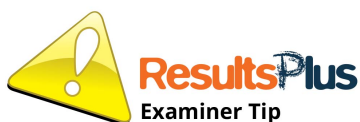


The candidate was awarded Level 3: 7 marks.

Please consider the Level 2/Level 3 marking criteria.

- Demonstrates accurate understanding of religion and belief by comparing those with Christian values against other means of learning correct behaviour.
- Begins to deconstruct religious information and make connections between elements of the question.
- There is limited evidence of judgement leading to a conclusion that is not fully justified.

The best fit mark for this response is therefore a low Level 3.



Consider the relative value of the arguments presented.

This response is included as a rare example of a Level 4 response. This was awarded Level 4 because the candidate begins, in a fairly superficial way, to consider the relative merit of the arguments presented.

Some people may agree with this statement because of the moral values held by most religions. For example is Christianity, it states that "there is neither Greek nor Jew." This extends to race meaning that we are all the same and therefore nobody should be subjected to any racism and everyone should have equal opportunities and live together despite race. As in John 13:34-35 the bible says the same, this religious view is equivalent to living in racial harmony. Therefore some religions people may believe that religions people as the best hope as for racial harmony. As their core values ~~already correspond with racial harmony and~~ ~~Christianity they are meant to be unity~~. This is a strong argument as it is in parallel with Buddhism as B. The Buddhists said Buddhists should actually carry out "metta" and "karuna" to everyone despite race, which again is the same as living in racial harmony, being kind to everyone. Therefore some people would agree with the statement because the religions people's values already correspond with the actual racial harmony (demonstrated across 2 religions). Therefore religious people should be the best hope for the racial harmony as they should be



Then the values are considered social norms to which they are meant to be actively carrying out the values. Therefore they are in best shape of achieving this.

Some people may disagree with this because they believe that living in racial harmony means, being kind to all and not being prejudiced and they may associate these values with common human nature or may have been brought raised on these values, and may not even be religious, for example humanist. They strive to do the best they can to confer their values to the community and live a happier life.

Living in racial harmony may be one of their main core values though, being religious may not ~~be~~ ~~have~~ or he believes or some. Some people are naturally very moral good people. It could also be argued that religious people are slightly false as they are only actively carrying out these values for their own selfish benefit, to go to heaven. Therefore not religious people who do this as their own core / may be the only hope - naturally decent. This is a strong argument because in the past, religious such as Roman Catholics have acknowledged to their institutions racist though they weren't exactly the best example to demonstrate racial harmony, leading to a possibility, these prejudices may still occur today. The conclusion I disagree with the statement because although religious people's values do align with living in a racial harmony it also depends on the person, and what they choose to do, for example members of the Catholic Church in the past.



The candidate was awarded Level 4: 10 marks.

Please consider the Level 3/Level 4 marking criteria.

- The candidate demonstrates sustained accurate understanding of religion and belief.
- Deconstructs religious information leading to logical chains of reasoning that consider different viewpoints.
- Constructs coherent and reasoned judgements of some of the elements in the question leading to a conclusion which is partially justified.



Focus on the quality of the appraisal and evaluation.



## Paper Summary

Based on the performance of this paper, candidates are given the following advice:

- In questions which specifically ask candidates for religious views, non-religious views will not be credited. In d) questions for example, non-religious views can be explained by the candidate, and will be credited, but they will not count as the 'view of at least one religion'. In a) 'Identify' questions many candidates gave too much information. There is no requirement for developed responses. Indeed in some cases three one word answers will achieve full marks.
- In b) questions some candidates struggled to develop their reasons, quotations and examples which often make good developments.
- In c) questions candidates are expected to demonstrate evidence of AO2. The key lies in the quality of the explanation offered which requires both depth and breadth.
- The d) questions we saw the biggest change in the demand of the question from the previous specification. A significant proportion of the available marks depend on the quality of appraisal and evaluation of the quality of the arguments presented.
- In d) questions the range of possible elements that could be considered should also be taken into account. It is difficult to access higher level marks by consideration of one basic idea. In d) questions the purpose of an evaluative conclusion should be considered. The conclusion of an evaluation is neither a personal opinion nor a summary of the evidence.
- Throughout the paper candidates need to read carefully and take care that they understand what the question is asking for, for example, reasons are different from beliefs or ways.
- Please discourage candidates from continuing their answers on the blank pages at the end of the script, they should ask for extra paper.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



