

GCSE (9-1)

Examiners' report

RELIGIOUS STUDIES

J625

For first teaching in 2016

J625/06 Summer 2022 series

Contents

Introduction3

Paper 6 series overview4

 Question 1 (a).....5

 Question 1 (b).....5

 Question 1 (c).....6

 Question 1 (d)7

 Question 2 (a).....8

 Question 2 (b).....9

 Question 2 (c).....9

 Question 2 (d)10

 Question 3 (a).....11

 Question 3 (b).....11

 Question 3 (c)12

 Question 3 (d)*14

 Question 4 (a)14

 Question 4 (b)15

 Question 4 (c).....16

 Question 4 (d)*18

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 6 series overview

GCSE Religious Studies J625/06 is the Religion, philosophy and ethics in the modern world from a Christian perspective paper. It assesses candidates' knowledge and understanding of different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of Christianity, which will have been studied in Component 01. There are four questions, one for each of the four themes of study: Relationships and families, The existence of God; Religion, peace and conflict and Dialogue within and between religions and non-religious beliefs. Each question is made up of four parts – parts (a)-(d).

All four questions and parts are compulsory. Most candidates attempted all the questions. The most commonly left with 'no response', were 2(a) and 3(b).

In general, most candidates performed to a satisfactory level or higher. Those who performed well demonstrated good examination skills such as a careful reading of the question and were able to select and deploy relevant, accurate and detailed knowledge. In the part (d) essay questions, the higher scoring responses demonstrated knowledge of a range of views, supported with relevant sources of wisdom and authority, the views of different Christian groups were compared and contrasted and there was evaluation related to the stimulus.

Candidates who performed less well often left questions unanswered. Some candidates did not score well on the part (d) essay questions; some presenting very brief and sometimes unspecific views, others presenting views as blocks of knowledge with no evaluation or conclusion and failing to include any sources of wisdom and authority. Knowledge of the meaning of key terms from the specification was lacking for some candidates, along with specific knowledge relating to the question. In some cases, candidates attempted to apply generic knowledge without targeting their response to what had been asked.

Some candidates were able to respond well to the precise questions and wrote sophisticated discussions with analysis and evaluation interweaved, leading to a conclusion, for their part (d) response.

There was very little evidence of candidates running out of time.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • demonstrated good knowledge of key/technical terms • used relevant sources of wisdom and authority in their responses • demonstrated good exam technique and responses were targeted to the specific question • showed knowledge of both similar and different views within Christianity. 	<ul style="list-style-type: none"> • did not know key/technical terms • did not use sources of wisdom and authority • presented their personal opinions • did not take notice of question wording, such as teachings or different attitudes.

Question 1 (a)

1 Relationships and families

(a) Describe **one** Christian teaching about equality.

.....

.....

.....

.....

.....

.....

[3]

This question was generally answered well with most candidates gaining marks. Most candidates focused on equality between men and women. Common responses included Paul's teaching in Galatians, all made in the image of God and reference to 'complementarianism' or 'egalitarianism'. Some candidates approached this by looking at inequality. The question asked for one teaching and where candidates included more than one, they did not gain marks for the second teaching.

Question 1 (b)

(b) Outline different Christian attitudes to women priests.

.....

.....

.....

.....

.....

.....

[6]

The vast majority of candidates were able to respond to this question with two attitudes to women priests, although most responses were Level 2, satisfactory due to lack of detailed and developed support. Most candidates knew that the Roman Catholic Church does not allow women priests, and this was contrasted with denominations that do, most notably the Anglican Church, and there were a few who could give details and dates about the ordination of women. A common misconception was to suggest that Quakers, as liberal Christians, did allow women priests, lacking the knowledge that Quakers do not ordain priests. Better responses gave some good support about Jesus having male disciples and the priest representing Jesus, contrasted with changing with the times, interpretation of evidence about women in the early church and that Jesus came to 'break down barriers'. However, many also outlined general attitudes about equality, lacking specific details about women as priests.

Question 1 (c)

(c) Explain how Christian beliefs about marriage are reflected in the ceremony.

You should refer to sources of wisdom and authority in your answer.

.....

.....

.....

.....

.....

.....

..... [6]

This question was accessible to most candidates and was a good differentiator. Most candidates were able to reference rings, vows, taking place in a church and the role of the priest. The cord of three strands was common as a belief about marriage but not always linked to the ceremony. Better responses explained specific Christian beliefs and were able to link these with the ceremony, including differences in denominations, for example that marriage is a sacrament for Roman Catholics and that there is no priest to officiate a Quaker marriage. The question seemed to work well regarding sources of wisdom and authority with the vast majority citing church teaching, quoting the vows and some good use of Biblical quotations. Less successful responses did not link the beliefs to the ceremony and described one or the other, some explained views about divorce and becoming one flesh.

Question 1 (d)

(d) 'The only acceptable place for a sexual relationship is within marriage.'

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity.
- Explain and evaluate the importance of points of view from the perspective of Christianity.

[15]

 Spelling, punctuation and grammar **[3]**

Responses to this question often featured good discussion on the issue, with the vast majority of candidates being able to offer a relevant response. A common approach was to discuss the Roman Catholic view, often supported with a Biblical quote/reference to Genesis. This was contrasted with other Christian views, such as the Church of England. Some candidates included less relevant sociological/cultural considerations such as being more acceptable and people not being able to afford a wedding. Some responses considered the Church of England view of cohabitation as a step to marriage as acceptable and there was some valid, well supported discussion of same sex marriage and celibacy. Contraception was also discussed by some candidates, with varying levels of relevance to the question, with different views also referenced. Atheist/secular views were unnecessarily included by some candidates at the expense of relevant material. Less successful responses had little analysis, and some did not come to a conclusion. Some responses that showed better knowledge, with emergent evaluation lost marks for failing to conclude/make a judgement on the issue, and some offered an unsupported personal response. There were few full mark discussions offered.

Question 2 (a)

2 The existence of God

(a) What is meant by the term soul-making?

.....

.....

.....

.....

.....

.....

.....

..... [3]

This key term from the specification caused issues for a significant number of candidates who did not know what it meant and offered generalised, incorrect responses about the making of a soul, some with reference to God breathing life into Adam. Those who did know the meaning answered well with most scoring the full 3 marks; there was reference to moral development, the problem of evil, Hick and Irenaeus. This question was not well answered.

Exemplar 1

It means that the evil and suffering exists in the world, because it allows Christians to develop spiritually and learn from their mistakes. Through this, they can become closer to God, and have a deeper bond and become better Christians.

Exemplar 1 is a clear 3-mark response from a candidate who knows the meaning of this term.

OCR support



Use of the glossary provided may improve this and maximise marks. The glossary is available here; <https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/planning-and-teaching/>

Question 2 (b)

(b) Outline the argument for the existence of God from First Cause.

.....

.....

.....

.....

.....

.....

.....

[6]

This question was well answered. Most candidates knew it was The Cosmological Argument and there were many references to Aquinas, some even to Aristotle. Candidates were able to explain the concept of First Cause, there was use of the domino analogy and reference to the Big Bang being caused by God. Better responses described God as the uncaused cause or unmoved mover, but few responses were fully developed. Some candidates confused First Cause with the design argument and wrote about Paley’s watch. Some candidates wrote a for and against response, presenting criticisms or alternatives to the argument from First Cause.

Question 2 (c)

(c) Explain why Christians have different beliefs about God’s relationship with the world.

You should refer to sources of wisdom and authority in your answer.

.....

.....

.....

.....

.....

.....

.....

[6]

This question was not answered well by many candidates who did not read the question carefully and wrote about God’s relationship with the world. Some did this well including explanations of original sin and the problem of evil. The question required explanation of God’s relationship with the world, so humanity was only partially relevant at best. There were some good responses that explained immanence and transcendence with some reference to God being in or outside. Creation in the Genesis narrative was used commonly as a source of wisdom and authority, with some higher scoring responses referencing the psalms with reference to God sustaining the world.

Misconception



Many candidates answered this with material about God's relationship with humanity, despite the question asking about God's relationship with the world.

Question 2 (d)

(d) 'All Christians should accept that the Bible is the Word of God.'

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity.
- Explain and evaluate the importance of points of view from the perspective of Christianity.

[15]

Spelling, punctuation and grammar [3]

This question differentiated well, and a range of responses were seen. Most candidates were able to compare the literal and liberal interpretations of the Bible, although some did not include sources of wisdom and authority to support the views stated. Less successful responses gave generalised answers, presenting the two views as blocks of knowledge with little or no development and evaluation, with conclusions either missing or making a summary without a judgement. Some candidates incorrectly attributed a literalist approach to the Bible with Roman Catholic Christians and there was an overuse of Quakers as a term applied to describe liberal Christians. Better responses used examples from scripture, such as creation or miracles to explain and exemplify the different interpretations, with some use of technical term; fundamentalist/literalist, conservative, liberal. Some arguments flowed well and reached a judgement in the conclusion.

Question 3 (a)

3 Religion, peace and conflict

(a) Give **three** examples of social injustice.

1

.....

2

.....

3

.....

[3]

This question was accessible and well answered. The most common responses were racism, sexism, and homophobia. Some candidates gave detailed specific examples which did gain marks but will have taken more time to write than the concise one-word responses. Some gave unspecific responses such as prejudice or discrimination. Other common incorrect responses were crimes, such as murder and war.

Question 3 (b)

(b) Describe Christian beliefs about reconciliation.

.....

.....

.....

.....

.....

.....

[6]

A lack of understanding of this key term caused issues for many candidates who saw reconciliation as another word for forgiveness and thus only addressed forgiveness, with no reference to reconciliation. Some were able to identify reconciliation between humans and God through the sacrifice of Jesus and there were some good explanations of the Roman Catholic sacrament of reconciliation. Better responses addressed both of these alongside reconciliation between humans, some supported with examples such as after war or citing Desmond Tutu's Truth and Reconciliation Commission. Gee Walker forgiving her son's murderers was another commonly cited example in support of the importance of forgiveness and reconciliation.

Misconception



A common misconception was to write about forgiveness with no reference to reconciliation, thus failing to score beyond Level 1.

Question 3 (c)

(c) Compare different Christian beliefs about war.

You should refer to sources of wisdom and authority in your answer.

.....

.....

.....

.....

.....

.....

..... [6]

This question was mostly well answered. A common approach was to contrast the Roman Catholic view on Just War, there was some excellent detailed explanation of this, with the Quaker view of absolute pacificism, often supported with 'blessed are the peacemakers'. Some candidates referred to absolute and conditional pacificism. There was some reference to Holy war, some supported with Old Testament sources, but a common misconception was that this was a current issue rather than an outdated view. Some well written responses did not score above Level 1 as they did not include sources of wisdom and authority. Some candidates gave more generic responses, including sources such as 'love thy neighbour'. The incident of Jesus overturning the tables in the temple was used by a few candidates as a justification for war.

Exemplar 2

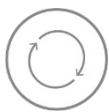
Some Christians, such as Quakers, are pacifists. This means that they do not engage in any sort of violence. This is because Jesus said "blessed are the peace makers". Therefore, war is not supported by Quakers, ^{and} neither is any other sort of violence. They only use peaceful methods to resolve conflicts.

On the other hand, other Christians, such as Catholics, may think that war is justified if it is a just war. The just war theory was created by St Thomas Aquinas and states that for a war to be justified, it has to satisfy certain conditions such as being the last resort and not harming any innocent people. ~~The Bible~~ The Bible would point to the Old Testament to show that war can be justified. The Old Testament says "prepare for war".

Other Christians may still argue that war cannot be justified. This is because Jesus had never taken part in any violent actions during his time on Earth and therefore to follow Jesus' example, you have to be a pacifist and never support war. [6]

Exemplar 2 is a good full mark response, showing a range of views supported with sources of wisdom and authority.

Assessment for learning



Part (c) questions ask for sources of wisdom and authority, but many candidates did not include these, particularly in this question. Teaching sources of wisdom and authority and exam technique about including them will help maximise candidate marks.

Question 3 (d)*

(d)* 'Working for peace is the most important thing a Christian can do.'

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity.
- Explain and evaluate the importance of points of view from the perspective of Christianity.

[15]

Many candidates addressed this question as about peace as an alternative to war and some repeated arguments from Question 3(c) with good use of sources of wisdom and authority, such as 'blessed are the peacemakers', Quakers as pacifists and the priest saying "go and live in peace" at the end of mass. There were fewer examples of peace relating to social justice although some did include Martin Luther King as an example. The discussion of working for peace as opposed to fighting a war was executed well by some candidates, with some good attempts to consider Liberation Theology, and some referenced Camillo Torres well. Other candidates took a wider consideration and discussed working for peace in contrast to other Christian duties, such as evangelism, supported with the Great Commission, or worship. The general theme for part (d) responses continued in that better responses were discussive with evaluation throughout and a clear, supported conclusion. Less successful responses presented knowledge, and some still did not include reference to sources of wisdom and authority.

Question 4 (a)

4 Dialogue between religious and non-religious beliefs and attitudes

(a) Describe what is meant by the term Humanism.

.....

.....

.....

.....

.....

.....

..... [3]

Some well-articulated responses here, more candidates answered this well than the earlier key term in Question 2(a). Good responses included reference to science and logic, not believing in God and developing own morality with God or afterlife. There were still candidates that did not know what it meant, some left it blank, and others attempted vague generic responses about humans being important.

Question 4 (b)

(b) Describe the role of church schools in British society.

In your response you must consider that religious traditions in Great Britain are diverse, but mainly Christian.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[6]

Most candidates were able to respond with information about church schools, such as educating in the religion and assemblies, although there were few developed responses. Some candidates gave historical details of church schools. Very few candidates addressed the extra instruction/rubric about the religious tradition of Great Britain, some simply repeated the question wording at the start. Arguments against church schools from Humanists UK (formerly the British Humanist Association) and secularists were presented by some.

Assessment for learning



This question includes the requirement to consider religious traditions in Great Britain, very few candidates were able to do this.

Question 4 (c)

(c) Explain how Christian teachings affect attitudes to euthanasia.

You should refer to sources of wisdom and authority in your answer.

.....

.....

.....

.....

.....

.....

.....

[6]

A well answered question, most candidates were able to explain more than one Christian attitude to euthanasia and link that to a teaching, with 'thou shall not kill' being the most common. Better responses contrasted the Roman Catholic view with that of more liberal Christians, often citing 'love thy neighbour' as support for compassion and ending of pain. Candidates did well in linking teachings to attitudes with even lower scoring, sometimes brief, responses often making this link. The view against was often more developed and more often included relevant sources than the teaching to support when it may be acceptable. Better responses did this for both attitudes. Very few discussed suicide but a few did confuse euthanasia with abortion.

Exemplar 3

MOST Catholics would say that euthanasia can never be justified as it kills ~~one~~ one of God's creations, ignoring the sacred nature of life. According to one of the ten commandments in Exodus 20, "thou shalt not kill". A Catholic may take this to mean that therefore, euthanasia cannot be accepted as it kills a human, one of God's sacred creations.

Some Quakers may argue that euthanasia should be accepted when someone is gravely ill or suffering a lot as God's omnibenevolent nature means he wouldn't want to see us suffer. ~~Therefore~~ Euthanasia can be seen as ~~an~~ a positive act of compassion and even sacrifice, reflecting Jesus' sacrifice on the cross, as someone lets go of a loved one ~~in~~ with the knowledge that it will alleviate ~~the~~ ^{their} suffering, such as from a terminal illness. [6]

Exemplar 3 is a concise and accurate full mark response, which includes sources of wisdom and authority, and links teachings to attitudes.

Question 4 (d)*

(d)* 'All Christians should be exclusivists.'

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity.
- Explain and evaluate the importance of points of view from the perspective of Christianity.

[15]

Many candidates answered well on this question and there was good use of the key terms, exclusivist, inclusivist and pluralist. Less successful responses outlined these terms and most included a source of wisdom and authority with 'no one gets to the father except through me' and 'my father's house has many rooms' being the two most commonly attributed views to denominations. However, this was not always done accurately, and some did not conclude/make a judgement. Again, there was some misuse of the Quakers for a liberal Christian view. More successful responses gave a more developed answer, with many including reference to Rahner's anonymous Christian and/or Hick's views on pluralism, with evaluation and a clear, supported conclusion. The evaluation and analysis was generally better on this part (d) question than the others. A few candidates made no response, a possible indication that they had run out of time.

Supporting you

Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

[Find out more](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.