



# Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE  
In Religious Studies B (1RB0/1B)  
Paper 1: Area of Study 1- Religion and Ethics  
Option 1B Christianity

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Paper 1: Religion and Ethics 1B - Christianity Mark Scheme – 2019**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Christians believe the world was created in 6 days (1)</li> <li>• The world was created from nothing (1)</li> <li>• Some believe God caused the Big Bang (1)</li> <li>• Some believe God created Eve from Adam (1)</li> <li>• Some believe the biblical Creation is symbolic (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Those who believe in Jesus will go to heaven (1) 'whoever believes in him shall not perish but have eternal life' (John 3:16) (1)</li> <li>• There is an eternal life after this one (1) Jesus taught that those who believe will have eternal life (1)</li> <li>• People will be judged on whether they go to heaven or hell (1) this is shown in the Parable of the Sheep and the Goats (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/ development</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• It describes God as the all-powerful Father (1) which means that he can do anything (1) the Creed starts 'We believe in one God, the Father, the Almighty' (1)</li> <li>• The Creed refers to Jesus as the Son of God (1) it says, 'We believe in one Lord, Jesus Christ, the only Son of God' (1) explaining the second person of the Trinity (1)</li> <li>• It includes a description of the third person of the Trinity (1) 'We believe in the Holy Spirit, the Lord, the giver of life' (1) and explains that the Holy Spirit 'proceeds from the Father and the Son' (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development</li> <li>• Development that does not relate both to the way given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the way given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
1(d)	<p data-bbox="354 279 748 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="354 359 1279 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="354 596 415 627"><b>AO2</b></p> <p data-bbox="354 638 789 669"><b>Arguments for the statement:</b></p> <ul data-bbox="354 680 1284 1066" style="list-style-type: none"> <li data-bbox="354 680 1284 827">• There is no solution that explains why God would cause the good and the innocent to suffer, for example, why would he allow natural disasters to kill people whilst they are in places of worship?</li> <li data-bbox="354 837 1284 947">• An all-powerful God should be able to create a world which can encourage people to become like God and still not contain any evil and suffering, otherwise he is not all-powerful</li> <li data-bbox="354 957 1284 1066">• An all-knowing God would know how to create human life that had free will and yet use free will to only do good, thus not causing any moral evil.</li> </ul> <p data-bbox="354 1115 854 1146"><b>Arguments against the statement:</b></p> <ul data-bbox="354 1157 1284 1503" style="list-style-type: none"> <li data-bbox="354 1157 1284 1266">• Evil and suffering is required for human life to know the difference between pain and happiness, if it did not exist then humanity would not know the difference</li> <li data-bbox="354 1276 1284 1386">• Some Christians believe the Bible shows that God will reward everyone who deserves eternal life and it is only this eternal life with God that can be perfect, not the mortal life away from God</li> <li data-bbox="354 1396 1284 1503">• There are successful explanations, but humans are not God and are not created to understand his reasoning, once humans have died then they will understand the reasons for evil and suffering.</li> </ul> <p data-bbox="354 1551 794 1583">Accept any other valid response.</p> <p data-bbox="354 1631 1248 1736">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

## SPaG

Marks		Descriptors
<b>0 marks</b>	<b>No marks awarded</b>	<ul style="list-style-type: none"> <li>• The candidate writes nothing.</li> <li>• The candidate's response does not relate to the question.</li> <li>• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
<b>1 marks</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"> <li>• Candidates spell and punctuate with reasonable accuracy.</li> <li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>• Candidates use a limited range of specialist terms as appropriate.</li> </ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• Candidates spell and punctuate with considerable accuracy.</li> <li>• Candidates use rules of grammar with general control of meaning overall.</li> <li>• Candidates use a good range of specialist terms as appropriate.</li> </ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"> <li>• Candidates spell and punctuate with consistent accuracy.</li> <li>• Candidates use rules of grammar with effective control of meaning overall.</li> <li>• Candidates use a wide range of specialist terms as appropriate.</li> </ul>



Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• The Church of England says it can be used to strengthen love (1)</li> <li>• The Church of England accept it if used 'in the light of Christian principles' (1)</li> <li>• Pope Paul VI said it is 'intrinsically wrong to use contraception' (1)</li> <li>• It is against natural law (1)</li> <li>• Some Christians accept it in order to improve a family's standard of living (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Marriage is a part of God's plan (1). In Mark's Gospel it says God 'made them male and female. For this reason, a man will leave his father and mother and be united to his wife' (10: 6-7) (1)</li> <li>• Marriage means the couple always have companionship (1) they have the support and encouragement of someone who cares for them (1)</li> <li>• Marriage demonstrates commitment (1), this enables trust and love to grow throughout marriage (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Family means that each person within the group has a role given by God (1) so they fulfil their own responsibilities (1) In Ephesians 6:1 it says 'Children, obey your parents in the Lord, for this is right' (1)</li> <li>• The family provides companionship (1) they have the company of people who care and love them (1) 'It is not good for the man to be alone. I will make a helper suitable for him' (Genesis 2:18) (1)</li> <li>• Family enable children to be raised as Christians (1), parents support and educate their offspring (1) as the Church of England marriage service states it is 'bringing them up in accordance with God's will' (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/ development</li> <li>• Development that does not relate both to the belief given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the belief given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
2(d)	<p data-bbox="354 279 544 310">AO2 12 marks</p> <p data-bbox="354 359 1279 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="354 596 415 627"><b>AO2</b></p> <p data-bbox="354 638 789 669"><b>Arguments for the statement:</b></p> <ul data-bbox="354 680 1292 1104" style="list-style-type: none"> <li data-bbox="354 680 1276 785">• The role of the local church community, particularly the minister, is to counsel couples so that their relationships are healthy, they provide pre-marriage sessions</li> <li data-bbox="354 795 1248 905">• Family life is about relationships, and the church community supports healthy family relationships by providing sessions for children and social activities for families as a whole</li> <li data-bbox="354 915 1292 1104">• Society and extended families are often fractured and leave families isolated, it is essential that the local church helps parents in their roles, as Pope John Paul said ‘an education for love rooted in faith can lead to the capacity of interpreting "the signs of the times"' (Familiaris Consortio).</li> </ul> <p data-bbox="354 1152 854 1184"><b>Arguments against the statement:</b></p> <ul data-bbox="354 1194 1284 1619" style="list-style-type: none"> <li data-bbox="354 1194 1276 1304">• The local community does more to support families in need than parishes, things such as food banks help those in financial difficulty and the local parish cannot do these things</li> <li data-bbox="354 1314 1284 1461">• The extended family know the family the best and are in the best position to support the family’s growth and wellbeing, by providing company and companionship, rather than a parish community that might not know them very well</li> <li data-bbox="354 1472 1284 1619">• A couple’s relationship might break down and they need help legally to resolve their issues, this might not be possible from the church community who may not have the skills to know what needs to be done.</li> </ul> <p data-bbox="354 1667 797 1698">Accept any other valid response.</p> <p data-bbox="354 1747 1248 1856">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including any relevant philosophical and/or ethical arguments.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>3(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Unstructured communal prayer (1)</li> <li>• Catholics recite the prayers of the rosary (1)</li> <li>• The Stations of the Cross may be prayed (1)</li> <li>• At Quaker meetings, people speak when they feel the spirit moves them (1)</li> <li>• Many say personal daily prayers (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>3(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The Lord's Prayer was taught to the disciples by Jesus (1) as an example of how they should pray (1)</li> <li>• Using them joins people together as a community (1) because they all do the same thing at the same time (1)</li> <li>• They may provide a clear structure to help people focus (1) people may find the repetitive nature comforting (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Advent provides a time of personal preparation (1) Isaiah 40:3 says 'In the wilderness prepare the way for the Lord' (1) Christians can remember the true meaning of Christmas (1)</li> <li>• Many people spend time reflecting spiritually (1) Catholic Christians are encouraged to receive Reconciliation during Advent (1) 'each of the faithful is bound by an obligation faithfully to confess serious sins at least once a year' (Catechism of the Catholic Church 1457) (1)</li> <li>• Advent gives Christians a time to reflect on the incarnation (1) it links them effectively to God (1) 'The Word became flesh and made his dwelling among us' (John 1:14) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given</li> </ul>	5

Question number	Indicative content	Mark
3(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for this statement:</b></p> <ul style="list-style-type: none"> <li>• The Church is a worldwide organisation that follows the teaching of Luke 6:37 ‘Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven’ so they must actively work for reconciliation</li> <li>• The Church should lead by example and encourage people on earth to be reconciled with each other, which is required if they are to get to heaven. The gospels teach that to be forgiven a person must forgive others</li> <li>• The Church works for social justice, if they are to achieve this they must work for reconciliation so that all people are treated fairly and with love.</li> </ul> <p><b>Arguments against this statement:</b></p> <ul style="list-style-type: none"> <li>• The Church may guide the individual as to whether they work for reconciliation in society because the Church recognises that there are other things, like raising a family, that take precedence</li> <li>• Some Christians would argue it is better for the Church to concentrate on the spiritual rather than the political, as political matters like reconciliation will never be resolved</li> <li>• Some would say that reconciliation can never be achieved, the world is so fractured and competition is part of human nature that it would be better if the Church did not try to do it.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>



**SPaG**

<b>Marks</b>		<b>Descriptors</b>
<b>0 marks</b>	<b>No marks awarded</b>	<ul style="list-style-type: none"><li>• The candidate writes nothing.</li><li>• The candidate's response does not relate to the question.</li><li>• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>
<b>1 marks</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with reasonable accuracy.</li><li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Candidates use a limited range of specialist terms as appropriate.</li></ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with considerable accuracy.</li><li>• Candidates use rules of grammar with general control of meaning overall.</li><li>• Candidates use a good range of specialist terms as appropriate.</li></ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with consistent accuracy.</li><li>• Candidates use rules of grammar with effective control of meaning overall.</li><li>• Candidates use a wide range of specialist terms as appropriate.</li></ul>

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• The rights of the mother are more important than the rights of the unborn child (1)</li> <li>• If it is to save the life of the mother (1)</li> <li>• It can be accepted as a result of the 'double effect' (1)</li> <li>• Some accept it if the pregnancy is the result of a rape or incest (1)</li> <li>• Some may accept it to reduce suffering (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Many Christians believe that the resurrection provides proof for life after death (1) 'I am the resurrection and the life. The one who believes in me will live, even though they die' (John 11:25) (1)</li> <li>• Christians do not believe that they are being controlled because of their belief in life after death (1) they believe that belief in Jesus will lead to life after death and eternal freedom (1)</li> <li>• Christians would answer those who say it is merely a source of comfort with the response that it is a comfort but a real one (1) it is not an empty hope for the future but provides a purpose in life (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Christians believe that life is holy because they are created in the image of God (1) Genesis 1:27 'So God created mankind in his own image, in the image of God he created them' (1) this means they have the ability to think and reason which is special (1)</li> <li>• Many Christians believe that life is holy because it was created by God (1) as God created humanity as the summit of his creation (1). <i>Humanae Vitae</i> teaches 'From its very inception it reveals the creating hand of God' (1)</li> <li>• Many believe that life is holy as every individual is chosen by God to come into existence (1) each person is part of God's divine plan (1) the Bible states that 'Before I formed you in the womb I knew you, before you were born I set you apart' (Jeremiah 1:5) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	5

Question number	Indicative content	Mark
4(d)	<p data-bbox="354 275 526 300">AO2 12 marks</p> <p data-bbox="354 344 1305 485">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="354 527 407 552"><b>AO2</b></p> <p data-bbox="354 562 748 588"><b>Arguments for the statement:</b></p> <ul data-bbox="354 598 1321 1024" style="list-style-type: none"> <li data-bbox="354 598 1321 699">• Many Christians believe that the teachings of Christianity show that humans are superior to animals as they do not have souls and as such it is acceptable to use them as required for human benefit</li> <li data-bbox="354 709 1321 877">• Some Christians would recognise the importance of animals but refer to Genesis 1:26 where humans are given authority over animals ‘that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground’</li> <li data-bbox="354 888 1321 1024">• Situation ethics, which is supported by some Christians, would maintain that in each situation it is up to the individual to decide what is the most loving decision to be made and would justify the use of animal experimentation, because it is concerned with human wellbeing.</li> </ul> <p data-bbox="354 1066 802 1092"><b>Arguments against the statement</b></p> <ul data-bbox="354 1102 1321 1457" style="list-style-type: none"> <li data-bbox="354 1102 1321 1203">• Some people would say all living beings were created by God and it is immoral to treat an animal with any less care than a human, even if it would benefit the humans</li> <li data-bbox="354 1213 1321 1350">• Some people think it is not acceptable because it causes needless suffering, humans can find more dignified ways to test things, the Catechism of the Catholic Church teaches ‘It is contrary to human dignity to cause animals to suffer or die needlessly’ (2418)</li> <li data-bbox="354 1360 1321 1457">• Some Christians maintain that Genesis does not only give humanity the right to rule over animals it instructs them that they have stewardship over them, that they must care for them, ruling out experimentation.</li> </ul> <p data-bbox="354 1499 753 1524">Accept any other valid response.</p> <p data-bbox="354 1566 1273 1667">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including any relevant philosophical and/or ethical arguments.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>