



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 2: Area of Study 2 – Religion, Peace and
Conflict

Option 2A: Catholic Christianity

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Summer 2022

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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.

| Question number | Answer | Reject | Mark |
|-----------------|--|---|------------|
| 1(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"> • Grace is the free and undeserved help God gives (1) • Grace is taking part in God's life (1) • It is a gift from God (1) • It can bring forgiveness of sins (1) • It comes through the Holy Spirit (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Lists (maximum of one mark) | (3) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------------|
| 1(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"> • The biblical account of Creation shows the power of God (1). God can create from nothing (1) • The biblical account of Creation shows how special human life is (1); it shows that humans are created in the image of God (1) • The biblical account shows that humans were made stewards of the world (1), as they were asked to take care of it (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. | (4) |

| Question number | Answer | Reject | Mark |
|-----------------|--|---|------------|
| 1(c) | <p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching 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"> • The Paschal Mystery provided redemption for humanity (1), Jesus fulfilled the scriptures foretelling the saving of the world (1) 'The Messiah will suffer and rise from the dead on the third day' (Luke 24:46) (1) • The death and resurrection of Jesus led to the beginning of the Catholic faith (1) during the resurrection appearances Jesus told the disciples what they needed to do next (1) 'and repentance for the forgiveness of sins will be preached in his name to all nations' (Luke 24:47) (1) • It proves that Jesus is God incarnate (1), he was sacrificed and rose again (1) 'The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again' (Luke 24:7) (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated teaching / development • Development that does not relate both to the teaching given and to the question • Reference to a source of wisdom that does not relate to the teaching given. | (5) |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 1(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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Humans should not have dominion over the world, Catholics believe that we are stewards of the world, God made humanity to care for the world, not to simply do with it what they please • Some Catholics believe that as the whole world is God's creation and God is in his creation sustaining it and caring for it; humans have no right to rule supremely over it • Some Catholics believe that God gave the world to humanity as a gift, and as a gift from God it is holy, and they should value and cherish it. It would be wrong to treat it as a commodity. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics would argue that God instructed humanity to have dominion over the world, Genesis states, 'God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it"' (Genesis 1:28) • Some Catholics believe that humanity is the pinnacle of God's creation, the only creature made in God's image, as such they have a duty to rule over the world ensuring it is ordered towards human life • Some Catholics believe that it is essential that they have dominion over the world. In this way they can ensure that the whole of creation benefits from the world God has created for them. <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) |

| Level | Mark | Descriptor |
|---------|-------|--|
| | 0 | No rewardable response. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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. |
| Level 3 | 7–9 | <ul style="list-style-type: none"> 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. 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. |
| Level 4 | 10–12 | <ul style="list-style-type: none"> 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. 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. |

SPaG

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

| 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"> • The Church teaches that capital punishment should not be used (1) • The Catholic Catechism teaches it is an attack on the dignity of the person (1) • Pope Francis called it an 'inhuman measure' (1) • Most believe capital punishment is murder (1) • They are taught capital punishment goes against a person's human rights (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Lists (maximum of one mark) | (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"> • Catholics believe punishment is just because it shows people are treated according to their actions (1), criminals will be subject to the due course of the law (1) • Punishment provides those involved with a sense of justice (1). Catholics believe that it has been recognised that a wrongdoing has occurred (1) • If the punishment is just it will encourage reconciliation between victim and criminal (1), this then allows them to move forward successfully (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated reason /development • Development that does not relate both to the reason given and to the question. | (4) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------------|
| 2(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"> • Catholics believe that good actions will lead to the reward of heaven (1), that the actions a person does on earth are seen by God (1), Jesus taught in the Parable of the Sheep and the Goats 'whatever you did for one of the least of these brothers of mine, you did for me.' (Matthew 25:40) (1) • Some Catholics believe that there has to be an eternal reward for actions on earth (1), otherwise there would be no need to be moral on earth (1), the Parable of the Sheep and the Goats points out ' the righteous [go] to eternal life.' (Matthew 25:46) • Catholics may believe that reward for good deeds is essential for entering God's kingdom (1), that a Catholic becomes a better person by doing them (1), St Paul teaches ' Let us not become weary in doing good, for at the proper time we will reap a harvest' (Galatians 6:9)(1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. | (5) |

| Question number | Indicative content | Mark |
|-----------------|--|-------------|
| 2(d) | <p data-bbox="345 279 540 310">AO2 12 marks</p> <p data-bbox="345 359 1219 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="345 596 410 627">AO2</p> <p data-bbox="345 636 784 667">Arguments for the statement:</p> <ul data-bbox="345 676 1227 1104" style="list-style-type: none"> <li data-bbox="345 676 1227 827">• Some Catholics believe that in order for the victims to feel that they can forgive the perpetrator, they must also see that they have been brought to justice and so it is an important part of restoring life to normal <li data-bbox="345 835 1227 987">• Non-religious people may recognise that if victims do not feel that justice has been done, they may feel more negatively about the experience, and this may mean they are unable to live normally <li data-bbox="345 995 1227 1104">• Some Catholics may feel that justice is important as it may lead to reformation of the criminal, restorative justice in particular brings healing to both the victim and the criminal. <p data-bbox="345 1152 849 1184">Arguments against the statement:</p> <ul data-bbox="345 1192 1227 1583" style="list-style-type: none"> <li data-bbox="345 1192 1227 1302">• Catholics may say that victims do not need to see that justice is done, because they know that there is eternal justice, God will judge after death and his judgement is just <li data-bbox="345 1310 1227 1419">• Some Catholics might feel that victims might not need justice as they should forgive the criminal anyway, following the teachings of Jesus <li data-bbox="345 1428 1227 1583">• Some non-religious people might believe that victims do not need justice as it does not change the fact that the person had been maltreated in the first place; what they need is some form of personal recompense. <p data-bbox="345 1631 789 1663">Accept any other valid response.</p> <p data-bbox="345 1711 1211 1820">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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> 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. 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. |
| Level 3 | 7-9 | <ul style="list-style-type: none"> 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. 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. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> 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. 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. |

| Question number | Answer | Reject | Mark |
|-----------------|---|---|------------|
| 3(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"> • The Church evangelises by spreading awareness of the teachings of the Bible (1) • The Pope will visit countries around the world (1) • The Church will support charitable actions worldwide (1) • The Church encourages individual Catholics to participate in missionary activities (1) • The Church organises multifaith meetings (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Lists (maximum of one mark) | (3) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------------|
| 3(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"> • Catholics believe they will receive grace in the sacraments (1), they believe this brings them God's love (1) • They believe they will receive strength in the sacraments (1) which will help them live a good Catholic life (1) • They believe that sacraments show the Catholic community that they are ready to participate in the various stages of their faith journey (1), for example following the vocation of marriage (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief given and to the question. | (4) |

| | Answer | Reject | Mark |
|-------------|---|---|------------|
| 3(c) | <p>AO1 5 marks</p> <p>Award one mark for each feature. Award further marks for each development of the feature 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"> • The Mass is liturgy including the sacrament of the Eucharist (1), it is a weekly opportunity for Catholics to receive the grace of God (1) 'the power of the Holy Spirit acts upon us through sacramental signs.' (Lumen Gentium Chapter 7:50) (1) • The Mass includes two main liturgies (1) which include readings and a re-enactment of the Last Supper (1); 'do this in remembrance of me.' (1 Corinthians 11:24) (1) • The Mass includes the Communion Rite (1), this is when Catholics receive the body and blood of Christ (1) because Jesus 'took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me"' (Luke 22:19) (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated feature/ development • Development that does not relate both to the feature given and to the question • Reference to a source of wisdom that does not relate to the feature given. | (5) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 3(d) | <p data-bbox="334 279 732 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="334 359 1206 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="334 596 399 627">AO2</p> <p data-bbox="334 636 781 667">Arguments for this statement:</p> <ul data-bbox="334 676 1219 1066" style="list-style-type: none"> <li data-bbox="334 676 1219 825">• Some Catholics may believe that the main purpose of the funeral rites is to give comfort to those who have been bereaved, so they may receive support from the people and the Church around them <li data-bbox="334 833 1219 947">• Some Catholics believe that the funeral rite is an opportunity for families to recognise the life of the person that they know, and to acknowledge that they have gone to eternal life <li data-bbox="334 955 1219 1066">• Catholics may choose to have a vigil in the home as part of the funeral rite, this allows the family to spend time in prayer in the presence of the deceased. <p data-bbox="334 1115 837 1146">Arguments against the statement:</p> <ul data-bbox="334 1155 1206 1545" style="list-style-type: none"> <li data-bbox="334 1155 1206 1268">• Some Catholics would recognise that the funeral is a celebration with the whole Catholic community that death is not that end, and that there is eternal life for all believers <li data-bbox="334 1276 1206 1390">• Some Catholics believe the funeral rites are important for all Catholics as they allow Catholics to ask for the prayers of the person who has died as part of the communion of saints <li data-bbox="334 1398 1206 1545">• Some Catholics would say that the funeral rite is part of a recognition of God's love of all, and that the funeral rite allows the entire community to become joined together in prayer and celebration. <p data-bbox="334 1593 777 1625">Accept any other valid response.</p> <p data-bbox="334 1673 1198 1780">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) |

| Level | Mark | Descriptor |
|---------|-------|--|
| | 0 | No rewardable response. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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. |
| Level 3 | 7-9 | <ul style="list-style-type: none"> 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. 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. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> 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. 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. |

SPaG

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

| 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"> • Pope Francis taught 'Never war' (Angelus 27th July 2014) (1) • Jesus told people to love their neighbour (1) • Jesus told people 'do not resist an evil person' (Matthew 5:39) (1) • Life is holy so fighting must be wrong (1) • War results in harming others (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Lists (maximum of one mark) | 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"> • Catholics respond by working for charities (1) this may help those who have been displaced as a result of violence (1) • Catholics may respond by protesting against violence (1) as one of the Commandments forbids murder (1) • The Church may make statements condemning violence (1) this publicises the actions Catholics should take (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated way /development • Development that does not relate both to the way given and to the question. | 4 |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------------|
| 4(c) | <p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching 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"> • Catholics teach that Jesus was a peacemaker (1), even at his arrest he told others not to fight (1). 'Jesus answered, "No more of this!" And he touched the man's ear and healed him.' (Luke 22:51) (1) • Catholics teach that they should work for peace (1), and that this will be rewarded (1). The Beatitudes explain that peacemakers 'will be called children of God' (Matthew 5:9) (1) • Catholic Social Teaching says that working for peace leads to justice (1), and this continues the work of Jesus (1), Jesus said, 'Peace be with you! As the Father has sent me, I am sending you.' (John 20:21) (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching given and to the question • Reference to a source of wisdom that does not relate to the teaching given. | (5) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 4(d) | <p data-bbox="363 279 558 310">AO2 12 marks</p> <p data-bbox="363 359 1235 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="363 596 428 627">AO2</p> <p data-bbox="363 636 802 667">Arguments for the statement:</p> <ul data-bbox="363 676 1219 1184" style="list-style-type: none"> <li data-bbox="363 676 1219 827">• Most Catholics believe that in practice no war can be a Just War, such a war has certain conditions to fulfil, the Catechism describes these as ‘rigorous conditions of moral legitimacy’ (Catechism of the Catholic Church 2309) <li data-bbox="363 835 1219 984">• Most Catholics would argue that as St Thomas Aquinas said the aim of the war should be peace, and arguably any defeated peoples would not be in peace, then then no conflict can be considered a Just War <li data-bbox="363 993 1219 1184">• Catholics might argue that no war can be just as the main aim of a war is to subjugate another country, Aquinas included in his conditions that the cause or aim of a war must not be simply for wealth or power, and it can be argued that every war in history has been for these things. <p data-bbox="363 1232 867 1264">Arguments against the statement:</p> <ul data-bbox="363 1272 1235 1780" style="list-style-type: none"> <li data-bbox="363 1272 1235 1421">• Some Catholics would say that war can be just as long as it is needed to ensure the protection of people, who would otherwise be harmed, in this case the good would outweigh any evil the war might cause <li data-bbox="363 1430 1235 1621">• Some Catholics will argue that on some occasions, such as to restore justice or protect life, then it is required as a Christian duty. The Catechism states ‘governments cannot be denied the right of lawful self-defense, once all peace efforts have failed. (Catechism of the Catholic Church 2308) <li data-bbox="363 1629 1235 1780">• People using situation ethics would argue that if the situation demands the use of war, because it is the most loving thing to do for all the people involved, then it is allowed. <p data-bbox="363 1829 802 1860">Accept any other valid response.</p> | (12) |

| | | |
|--|---|--|
| | 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. | |
|--|---|--|

| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable response. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> 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. 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. |
| Level 3 | 7–9 | <ul style="list-style-type: none"> 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. 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. |
| Level 4 | 10–12 | <ul style="list-style-type: none"> 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. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully |

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| | | supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion. |
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