



# Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 1: Area of Study 1 – Religion and Ethics

Option 1A Catholic 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 1A – Catholic Christianity Mark Scheme – 2020**

| <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>• Jesus is God incarnate (1)</li> <li>• Jesus is the divine Word (1)</li> <li>• Jesus is the Saviour (1)</li> <li>• 'Jesus Christ is true God and true man' (Catechism of the Catholic Church 464) (1)</li> <li>• Jesus is part of the Trinity (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 teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Anyone who believes in Jesus will have eternal life (1) as Jesus said "I am the resurrection and the life" (John 11:25) (1)</li> <li>• Catholics who are perfectly purified will go to heaven (1) those who reject God will go to hell (1)</li> <li>• At the final judgement the dead will be raised (1) and the soul will be reunited with the glorified body (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching 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 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"> <li>• The Nicene Creed states that the Trinity is one God (1) made known through the Father, Son and Holy Spirit (1) which are all equal (1)</li> <li>• The Trinity confirms the divine nature of Jesus (1) he is of the same substance as the Father (1) as 'the Father is that which the Son is, the Son that which the Father is' (Catechism of the Catholic Church 253) (1)</li> <li>• The Trinity is 'the central mystery of the Christian faith' (Catechism of the Catholic Church 261) (1), only God can make it known (1) through revealing himself as the Father, Son and Holy Spirit (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching and to the question.</li> <li>• Reference to a source of wisdom that does not relate to the teaching given.</li> </ul> | 5    |

| Question number | Indicative content   | Mark |
|-----------------|--|------|
| 1(d)            | <p data-bbox="363 279 763 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 359 1292 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="363 596 423 627"><b>A02</b></p> <p data-bbox="363 636 805 667"><b>Arguments for the statement:</b></p> <ul data-bbox="363 676 1317 1146" style="list-style-type: none"> <li data-bbox="363 676 1317 827">• The first chapters of Genesis are a unique piece of writing that were never meant to be understood literally but use symbolic language to convey the truth about Creation; 'its origin and its end in God' (Catechism of the Catholic Church 289)</li> <li data-bbox="363 835 1276 987">• The symbolic language helps people to understand how God created the universe <i>ex nihilo</i>, e.g. a day is symbolic of an era of time; this truth remains unchanged if understood symbolically rather than literally</li> <li data-bbox="363 995 1317 1146">• Catholic theologians have suggested that biblical texts should not be interpreted literally when it contradicts what is known from science and reason. Therefore, understanding symbolically makes sense in the light of theories of evolution and the Big Bang.</li> </ul> <p data-bbox="363 1194 870 1226"><b>Arguments against the statement:</b></p> <ul data-bbox="363 1234 1317 1623" style="list-style-type: none"> <li data-bbox="363 1234 1317 1344">• Some Christians believe the Bible is the direct word of God; as such everything in the account of Creation is literally true and not symbolic</li> <li data-bbox="363 1352 1317 1461">• Creationists believe that the Big Bang and evolution are just theories. Therefore, there is no need to reconcile scientific and religious accounts as the biblical account happened as it is written</li> <li data-bbox="363 1470 1317 1623">• Some Christians argue that debates about how the account should be understood are unnecessary. As Genesis is not there to answer the question how the universe began but convey the truth that things exist because of God's will.</li> </ul> <p data-bbox="363 1671 808 1703">Accept any other valid response.</p> <p data-bbox="363 1751 1263 1860">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"> <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 mark</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 Catechism teaches both men and women are called equally to make the marriage work (2207) (1)</li> <li>• St Paul taught that wives should submit to their husbands (1)</li> <li>• 'Nor is there male and female, for you are all one in Christ Jesus' (Galatians 3:28) (1)</li> <li>• Both the husband and wife make the same promise about raising children when they marry (1)</li> <li>• Pope John Paul II said equality does not mean having the same role (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 teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The use of artificial contraception interferes with God's plan for procreation (1) and contradicts the will of the 'Author of Life' (Humanae Vitae) (1)</li> <li>• Using artificial contraception goes against the purpose of marriage (1) which should be open to the possibility of procreation (1)</li> <li>• Some forms of artificial contraception go against the sanctity of life (1) as they have abortive effects (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching 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 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"> <li>• Pope Francis stressed that marriage is the basis of society (1) 'the family grounded in marriage is the first school ...where we begin to acquire the arts of cooperative living' (Not Just Good, But Beautiful) (1) and urged people to get married (1)</li> <li>• God intended sexual relationships to be restricted to marriage (1). The Church teaches that premarital sex is wrong (1) even if the relationship is a 'trial marriage' where the intention is to marry later; it is still wrong (Catechism of the Catholic Church 2391) (1)</li> <li>• The purpose of marriage is to have children (1) it is 'ordered toward the good of the spouses and the procreation and education of offspring' (Catechism of the Catholic Church 1601) (1) therefore sacramental marriage is the way to form a family (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated teaching development</li> <li>• development that does not relate both to the teaching and to the question.</li> <li>• Reference to a source of wisdom that does not relate to the teaching given.</li> </ul> | 5    |

| Question number | Indicative content   | Mark |
|-----------------|--|------|
| 2(d)            | <p data-bbox="362 279 560 310">AO2 12 marks</p> <p data-bbox="362 359 1292 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="362 596 423 627"><b>A02</b></p> <p data-bbox="362 638 805 669"><b>Arguments for the statement:</b></p> <ul data-bbox="362 680 1321 1110" style="list-style-type: none"> <li>• When the couple first marry they make a covenant with God that 'cannot be dissolved by any human power or for any reason except death' (Catechism of the Catholic Church 2382); therefore a religious divorce and remarriage in the Church are impossible</li> <li>• The Catholic Church teaches there can be no religious divorce, as Jesus said 'what God has joined together, let no one separate' (Mark 10:9). Therefore, remarriage would be bigamy</li> <li>• The Catechism recognises that there are some situations where it is necessary to seek a civil divorce, but the couple are still husband and wife in the eyes of God. Therefore, even civil remarriage would be adultery (1650).</li> </ul> <p data-bbox="362 1159 862 1190"><b>Arguments against the statement</b></p> <ul data-bbox="362 1201 1321 1631" style="list-style-type: none"> <li>• The Church of England acknowledges that there are exceptional circumstances when people should be able to remarry in the Church e.g abusive relationship, as it was not their fault the marriage broke down</li> <li>• Christianity is based on forgiveness. Some Christians feel that this means that people should be allowed a second chance if they truly repent; this equally applies to divorce and remarriage</li> <li>• Some Christians believe if the first marriage was beyond reconciliation divorced people should have a right to remarry, as the Church should nurture them in the Christian community rather than exclude them from it.</li> </ul> <p data-bbox="362 1677 808 1709">Accept any other valid response.</p> <p data-bbox="362 1757 1263 1858">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> |

| Question number | Answer   | Reject  | Mark     |
|-----------------|--|---|----------|
| <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>• The Rosary is a set of devotional prayers (1)</li> <li>• It helps a Catholic count the prayers said (1)</li> <li>• Praying the Rosary gives honour to Mary (1)</li> <li>• The Rosary reminds Catholics of the life of Christ (1)</li> <li>• It encourages meditation on the grace of God (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> |

| Question number | Answer  | Reject  | Mark     |
|-----------------|---|---|----------|
| <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>• Catholic Social Teaching says every Catholic is called to show concern for the poor (1), to be an 'instrument of God for the liberation and promotion of the poor' (Evangelii Gaudium 187) (1)</li> <li>• Helping those in need is as if a person is helping Jesus himself (1), as Jesus said 'For I was hungry and you gave me something to eat' (Matthew 25:35) (1)</li> <li>• The Catechism teaches 'the works of mercy are charitable actions by which we come to the aid of our neighbour' (2447) (1) and is a way of bringing justice to all people (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 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>• The funeral rite is important for the proclamation of eternal life (1) it reminds people that Jesus' own death and resurrection made this possible (1) 'Catholics will want to ensure that their funeral service reflects their hope' (Preparing for my funeral, Vincent Nichols) (1)</li> <li>• The funeral rite allows there to be a link with the deceased (1) as mourners are encouraged to pray for their soul (1) 'in the Eucharist, the Church expresses her efficacious communion with the departed' (Catechism of the Catholic Church 1689)(1)</li> <li>• To show that the Christian community is in communion with the deceased (1) and that they are still part of the Church (1) '...now we are united with Christ as we go toward him...we shall all be together in Christ' (Catechism of the Catholic Church 1690) (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 way and to the question</li> <li>• Reference to a source of wisdom that does not relate to the way given.</li> </ul> | 5    |

| Question number | Indicative content   | Mark |
|-----------------|--|------|
| 3(d)            | <p data-bbox="365 279 764 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="365 359 1328 552">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="365 596 423 627"><b>A02</b></p> <p data-bbox="365 636 805 667"><b>Arguments for the statement:</b></p> <ul data-bbox="365 676 1333 1024" style="list-style-type: none"> <li data-bbox="365 676 1333 787">• Catholics believe the Eucharist is the summit as it is unique amongst the sacraments. It is not just a means for the giving of grace but the actual Giver of grace, Jesus Christ, is truly present</li> <li data-bbox="365 795 1333 907">• The Eucharist is the source of Christian life, as Jesus gave himself to his disciples, in the form of bread and wine, which becomes the body and blood of Christ</li> <li data-bbox="365 915 1333 1024">• It is through the Eucharist that Catholics are taken into communion with Christ and one another (Lumen Gentium paragraph 7). It makes Catholics part of one another and so creates the Church.</li> </ul> <p data-bbox="365 1073 870 1104"><b>Arguments against the statement:</b></p> <ul data-bbox="365 1113 1333 1503" style="list-style-type: none"> <li data-bbox="365 1113 1333 1262">• Some Christians do not believe any sacraments are necessary, salvation comes from a direct personal relationship with God. Therefore, the Eucharist is not the source and summit of Christian life</li> <li data-bbox="365 1270 1333 1381">• Some Christians believe that salvation is found through a faith in Christ alone. Therefore, for them the 'Lord's Supper' is symbolic but not necessary for salvation</li> <li data-bbox="365 1390 1333 1503">• Some Christians would argue that Eucharistic rituals can be a form of 'displaying religion', which Jesus warned against. Thus, it acts as a barrier to developing a Christian life.</li> </ul> <p data-bbox="365 1551 812 1583">Accept any other valid response.</p> <p data-bbox="365 1631 1265 1740">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"> <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 mark</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>• Humans should protect animal rights (1)</li> <li>• Some medical experiments on animals are morally acceptable (1)</li> <li>• 'It is legitimate to use animals for food and clothing' (Catechism of the Catholic Church 2417) (1)</li> <li>• 'Animals are God's creatures' (Catechism of the Catholic Church 2416) (1)</li> <li>• St Francis' example of treating animals well should be followed (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 response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The Big Bang theory does not conflict with God as Creator (1) as it is consistent with God's Creation being 'out of nothing' (1)</li> <li>• God works through humans enabling them to make scientific discoveries (1) George Lemaitre first proposed the Big Bang theory (1)</li> <li>• Pope Francis said that the Big Bang requires a divine Creator (1) and evolution requires the creation of beings that evolve (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated response/ development</li> <li>• Development that does not relate both to the response 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>Human life is holy as only humans are created 'imago dei' (1) 'God created mankind in his own image' (Genesis 1:27) (1) making human life different to all other forms (1)</li> <li>Human life is a gift from God (1) it is uniquely created and known by God (1) as John Paul II stated, 'Man's life comes from God; it is his gift, his image and imprint, a sharing in his breath of life' (Evangelium Vitae 39)</li> <li>Each human life is part of God's plan (1) and involves the creative act of God (1), as expressed in Jeremiah, 'before I formed you in the womb I knew you, and before you were born I set you apart' (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 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="363 281 561 310">AO2 12 marks</p> <p data-bbox="363 359 1295 552">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="363 596 423 625"><b>A02</b></p> <p data-bbox="363 636 805 665"><b>Arguments for the statement:</b></p> <ul data-bbox="363 676 1321 1108" style="list-style-type: none"> <li data-bbox="363 676 1321 785">• A belief in life after death is fundamental to the Catholic Faith; and because of the Church’s teachings Catholics have no reason to reject belief in life after death</li> <li data-bbox="363 795 1321 947">• Jesus’ own resurrection proves that there is life after death. All four Gospels testify to the empty tomb and refer to Jesus’ appearances after his death. So, if Jesus rose from the dead then life after death is possible</li> <li data-bbox="363 957 1321 1108">• For most Christians ‘immortality of the soul’ makes sense. Life after death in a physical body is hard to accept; but as it is the soul rather than the material body that lives on, there is no reason to reject a belief in life after death.</li> </ul> <p data-bbox="363 1152 870 1182"><b>Arguments against the statement:</b></p> <ul data-bbox="363 1192 1321 1581" style="list-style-type: none"> <li data-bbox="363 1192 1321 1302">• Some non-religious people believe humans only live once as scientific findings suggest the non-material mind/soul is not separate from the body and death is the end of all life</li> <li data-bbox="363 1312 1321 1421">• Some non-religious people claim that the idea of heaven and hell was invented to keep the people in their place with a promise of heaven; so, it is nothing more than a means of social control</li> <li data-bbox="363 1432 1321 1581">• The evidence from non-religious arguments for life after death are also questionable e.g. a remembered past life maybe fraudulent. Therefore, it is hard to determine if there is an afterlife based on such evidence.</li> </ul> <p data-bbox="363 1625 812 1654">Accept any other valid response.</p> <p data-bbox="363 1707 1263 1816">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> | <p data-bbox="1343 1829 1385 1858"><b>12</b></p> |

| 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> |