



# Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE  
In Religious Studies B (1RB0/2B)  
Paper 2: Area of Study 2- Religion, Peace  
and Conflict  
Option 2B 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 2: Religion, Peace and Conflict 2B - Christianity Mark Scheme 2019

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"><li>• There is one God (1)</li><li>• Jesus is the Son of God (1)</li><li>• Jesus is of one being with the Father (1)</li><li>• Jesus came down from heaven (1)</li><li>• 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>• Lists (maximum of one mark)</li></ul>	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"><li>• It shows the power of God (1) he had the power to raise the dead (1)</li><li>• It is evidence that Jesus is divine (1) as he can do something no mortal can (1)</li><li>• It fulfils the Old Testament prophecies (1) Isaiah says 'he will swallow up death forever' (25:8) (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
1(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>• It shows God might not show love for his creation (1) yet he is supposed to be omnibenevolent (1) The Psalmist says 'The Lord is compassionate and gracious, slow to anger, abounding in love' (103:8) (1)</li> <li>• It shows God might not know that evil is happening (1) However, God is supposed to be omniscient (1) Paul writes to the Hebrews 'Nothing in all creation is hidden from God's sight' (4:13) (1)</li> <li>• The problem shows that God does not have the power to end suffering (1) But God is supposed to be omnipotent (1). The crucifixion illustrates that even Jesus who was supposed to be divine suffered (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
1(d)	<p data-bbox="352 271 719 300">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="352 342 1278 483">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="352 526 416 555"><b>AO2</b></p> <p data-bbox="352 562 759 591"><b>Arguments for the statement:</b></p> <ul data-bbox="352 598 1294 920" style="list-style-type: none"> <li data-bbox="352 598 1294 701">• It shows that Jesus is God and yet took on human form in order to form relationships and be revealed to humanity, humans require physical relationships in order to know one another</li> <li data-bbox="352 707 1294 810">• It shows that God had a plan in order to save humans, it was God's plan that he would take flesh and as Jesus would die and be resurrected</li> <li data-bbox="352 817 1294 920">• It shows God's love for humanity, 'But God demonstrates his own love for us in this: While we were still sinners, Christ died for us' (Romans 5:8).</li> </ul> <p data-bbox="352 958 818 987"><b>Arguments against the statement:</b></p> <ul data-bbox="352 994 1294 1352" style="list-style-type: none"> <li data-bbox="352 994 1294 1135">• The Bible does not explicitly use the term Incarnation although John 1:14 refers 'The Word became flesh and made his dwelling among us', this might not reflect the idea of becoming fully human at the same time as being fully divine</li> <li data-bbox="352 1142 1294 1245">• The Bible records that although Jesus was human he could do things that were not human, Jesus is described as sinless and was able to work miracles thus his divinity is more important than his humanity</li> <li data-bbox="352 1252 1294 1352">• As God is all powerful it would be possible to save humanity and reveal himself in any way he chose, he did not need to become human, he only did so as an expression of his love.</li> </ul> <p data-bbox="352 1395 762 1424">Accept any other valid response.</p> <p data-bbox="352 1467 1286 1570">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

Marks		Descriptors
0 marks	No marks awarded	<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>
1 marks	Threshold performance	<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>
2 marks	Intermediate performance	<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>
3 marks	High performance	<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 marks.</p> <ul style="list-style-type: none"> <li>• St Paul says that grace comes through good works (1)</li> <li>• The parable of the Sheep and Goats show Christians should help one another (1)</li> <li>• Many Christians regard acts of mercy as essential (1)</li> <li>• Christians are expected to show compassion to others (1)</li> <li>• Christians will be rewarded for their good actions (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>• Punishment might reform criminals making them into better members of society (1), this shows that even criminals are shown love (1)</li> <li>• Punishment shows society that justice has happened to the victims (1) this may allow the victim to move forward in their life (1)</li> <li>• The aim of punishment should be to protect people in society (1) it should separate criminals from the things that make them commit crime, and from their victims (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 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>• Christians may try to ensure that there is equality in the world (1) inequality may lead to crime (1) Micah 6:8 tells Christians they should 'act justly' (1)</li> <li>• Christians might work for good relationships in communities (1) so everyone works for each other's rights (1), as Isaiah says 'Learn to do right; seek justice. Defend the oppressed' (1:17) (1)</li> <li>• Christians might work for those who are not included in society (1) these people are more likely to offend (1) Jesus explained in the Parable of Good Samaritan that Christians should help everyone, including those regarded as enemies (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>	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="352 271 533 300">AO2 12 marks</p> <p data-bbox="352 342 1278 483">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="352 526 759 555"><b>Arguments for the statement:</b></p> <ul data-bbox="352 562 1289 882" style="list-style-type: none"> <li data-bbox="352 562 1289 667">• Life has been created by God and is holy, so it cannot ever be right to harm another person, torture does not recognise the person as sacred it dehumanises them and thus is wrong</li> <li data-bbox="352 674 1289 779">• Torture encourages humans to degrade others which goes against Jesus' teachings on love and forgiveness, the Bible teaches that people should love one another, it is not loving to maim someone</li> <li data-bbox="352 786 1289 882">• Torturers take on a role which places them in absolute power over another, the only person who should have this power is God, a torturer may violate justice whereas God is justice.</li> </ul> <p data-bbox="352 925 818 954"><b>Arguments against the statement:</b></p> <ul data-bbox="352 960 1289 1281" style="list-style-type: none"> <li data-bbox="352 960 1289 1066">• Torture of criminals to ascertain the truth may protect society, Aquinas said the safety of the community was more important than the wellbeing of an individual</li> <li data-bbox="352 1072 1289 1178">• Some Christians may apply situation ethics and say that in specific situation it might be appropriate to torture an individual to prevent further crimes occurring</li> <li data-bbox="352 1184 1289 1281">• Some Christians may apply utilitarian ethics and say that if the result of torturing a criminal can be justified in some way i.e. it may save lives, then it is acceptable to do it in these circumstances.</li> </ul> <p data-bbox="352 1323 762 1352">Accept any other valid response.</p> <p data-bbox="352 1395 1286 1491">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 church provides opportunities to worship (1)</li> <li>• It may be a social centre for the local community (1)</li> <li>• It may run sessions to teach about Christianity (1)</li> <li>• It may help people who have financial difficulties (1)</li> <li>• It might provide counselling for those who require it (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 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>• Christians may count down to the coming of Jesus at Christmas (1) they may light candles on an Advent wreath every week (1)</li> <li>• Christians may prepare spiritually by reading special biblical passages (1) helping strengthen their belief (1)</li> <li>• They may change their lives to ensure they are ready for the coming of Jesus (1) some Catholics may attend the sacrament of reconciliation (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>	<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>Many Christians regard the Eucharist as a sacrament (1) the Thirty-Nine Articles of Religion explain that it is of utmost importance (1) 'It is a sacrament of our redemption through Christ's death' (XXVIII)(1)</li> <li>Many Christians would explain that the Eucharist is what draws them together (1) the Church of England says 'The Eucharist stands at the heart of the life and mission of the Church' (The Eucharist: Sacrament of Unity) (1) and explains that it gives Christians the opportunity for ecumenical discussions (1)</li> <li>Some people say that it links them effectively to God (1) it follows the command of Jesus to follow his actions in the Last Supper (1) as recorded in 1 Corinthians 11:24 'do this in remembrance of me' (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 data-bbox="352 271 719 300">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="352 342 1278 483">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="352 526 411 555"><b>AO2</b></p> <p data-bbox="352 562 762 591"><b>Arguments for this statement:</b></p> <ul data-bbox="403 598 1278 920" style="list-style-type: none"> <li data-bbox="403 598 1257 701">• The Lord's Prayer is the most important as it was the prayer that was given to the disciples, by Jesus, as an example of how they should pray</li> <li data-bbox="403 707 1241 810">• The Lord's Prayer shows the importance of God to Christians, it begins with an explanation of the relationship that Christians should have with God, that of a child-Father relationship</li> <li data-bbox="403 817 1278 920">• The Lord's Prayer is used by most Christians, the prayer describes the beliefs that Christians have in common rather than what divides them, because of this it unites them in one community.</li> </ul> <p data-bbox="352 958 823 987"><b>Arguments against this statement:</b></p> <ul data-bbox="403 994 1257 1279" style="list-style-type: none"> <li data-bbox="403 994 1257 1097">• Some Christians would say that the Lord's Prayer is not the most important prayer, they would say that it is a template for prayer, and that all prayers are equal</li> <li data-bbox="403 1104 1246 1207">• Some Christians would say that the Lord's Prayer leads to rote recitation, without thinking about the words that are being said, and that personal informal prayer is better</li> <li data-bbox="403 1214 1246 1279">• Some Christians would say that it is what is in a person's heart that matters, that any form of prayer can bring a person to God.</li> </ul> <p data-bbox="400 1395 807 1424">Accept any other valid response.</p> <p data-bbox="352 1498 1262 1601">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 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 mark</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• Christians may become pacifists (1)</li> <li>• Christians may pray for peace (1)</li> <li>• Christian groups may pursue peace with governments (1)</li> <li>• They may try to follow the teaching to 'live at peace with everyone' (Romans 12: 80) (1)</li> <li>• They may protest against war (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 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>• Jesus did not allow Peter to fight for him during his arrest (1) "Put your sword back in its place," Jesus said to him, "for all who draw the sword will die by the sword" (Matthew 26:52)</li> <li>• Jesus taught about love of others, not to harm (1). He taught 'love your neighbour as yourself' (Mark 12:31)</li> <li>• Jesus taught 'Peace I leave with you; my peace I give you' (John 14:27) (1)</li> </ul> <p>Christians should follow the example of Jesus and work for peace (1).</p> <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
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>• Jesus taught that fighting for belief in God is acceptable (1) 'Whoever finds their life will lose it, and whoever loses their life for my sake will find it' (Matthew 10:39) (1) where he refers to eternal life for those who die because of their belief (1)</li> <li>• Jesus taught that following his teachings would lead to conflict (1), this means that fighting in a Holy War may be an inevitable part of being a Christian (1) 'Do not suppose that I have come to bring peace to the earth. I did not come to bring peace, but a sword' (Matthew 10:34) (1)</li> <li>• Throughout history wars have been waged in the name of God (1) they have been used to spread the faith and bring people to God (1) although recently Pope Francis has said 'the name of God cannot be used to justify violence. Peace alone, and not war, is holy!' (Assisi 2016) (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="352 271 533 300">AO2 12 marks</p> <p data-bbox="352 342 1278 483">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="352 526 411 555"><b>AO2</b></p> <p data-bbox="352 562 756 591"><b>Arguments for the statement:</b></p> <ul data-bbox="352 598 1267 954" style="list-style-type: none"> <li data-bbox="352 598 1267 701">• Some Christians, such as Quakers, do not accept that any war can be a Just War. All wars cause death and destruction which is not right in any circumstance</li> <li data-bbox="352 707 1267 810">• Some Christians would say that they are called to be peacemakers, that peaceful actions, filled with loving actions solve differences rather than conflict which can lead to further hate</li> <li data-bbox="352 817 1267 954">• Wars today are very different to when Just War principles were formulated, traditional warfare has now disappeared and thus it is now impossible to have a war waged which fits with the conditions of a Just War.</li> </ul> <p data-bbox="352 996 815 1025"><b>Arguments against the statement:</b></p> <ul data-bbox="352 1032 1246 1424" style="list-style-type: none"> <li data-bbox="352 1032 1246 1173">• Most Christians believe that it is sometimes it is necessary to enter war to stop a great evil, and protect the innocent. Using situation ethics, it can be argued that a war may be the most loving thing and that a war like this would be a Just War</li> <li data-bbox="352 1180 1246 1319">• The conditions of a Just War are clear and can bring differences into the open and lead to an opportunity for conflict resolution and forgiveness, as Jesus taught in Luke 6:27 to 'Love your enemies, do good to those who hate you'</li> <li data-bbox="352 1326 1246 1424">• War may be inevitable, and the conditions of a Just War clearly explain when it may be possible to take part in a war that is fought for the right reasons and in the right way.</li> </ul> <p data-bbox="352 1467 762 1496">Accept any other valid response.</p> <p data-bbox="352 1538 1262 1641">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>