



# Mark Scheme (Results)

Summer 2023

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

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## General Marking Guidance

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

## Paper 1: Religion and Ethics 1B - Christianity Mark Scheme

Question number	Answer	Reject	Mark
<b>Q1 (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 Bible describes the story of the Incarnation (1)</li> <li>• The Bible records Jesus calling God 'Father' (1)</li> <li>• During Jesus' baptism God calls him 'my Son' (1)</li> <li>• During the Transfiguration God calls Jesus 'my Son' (1)</li> <li>• John's Prologue shows Jesus is the incarnate Son 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>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing an issue. Award a second mark for development of the issue. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Some may wonder whether evil and suffering is caused by God (1) or whether they are result of human actions (1)</li> <li>• Some may question whether God is truly all loving (1) that if he were then why would he allow them to suffer? (1)</li> <li>• Some may fail to understand why God fails to use his power to end suffering (1), however accept that humans are not meant to understand God's actions (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated issue/ development</li> <li>• Development that does not relate both to the issue 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 belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• The crucifixion shows Jesus forgives (1). He forgave the people who crucified him (1). 'Jesus said, "Father, forgive them, for they do not know what they are doing."' (Luke 23:34) (1)</li> <li>• Jesus knew what his destiny was (1), he knew he was going to heaven (1) He told the criminal next to him 'Truly I tell you, today you will be with me in paradise' (Luke 23:43) (1)</li> <li>• Christians believe that the crucifixion shows Jesus died to pay for their sins (1) so they can enter heaven (1). St Paul taught 'Christ was sacrificed once to take away the sins of many' (Hebrews 9:28) (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief / development</li> <li>• Development that does not relate both to the belief given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the belief given.</li> </ul>	5

Question number	Indicative content	Mark
1(d)	<p data-bbox="394 279 792 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="394 359 1325 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="394 596 461 627"><b>AO2</b></p> <p data-bbox="394 636 834 667"><b>Arguments for the statement:</b></p> <ul data-bbox="394 676 1333 1024" style="list-style-type: none"> <li data-bbox="394 676 1333 783">• Christians believe that humans needed the atonement bought by Jesus so that they were able to receive salvation, they were then able to have eternal life with God</li> <li data-bbox="394 791 1333 909">• Some Christians believe that atonement was needed, which is why God sent Jesus to be a 'a sacrifice of atonement, through the shedding of his blood' (Romans 3:25)</li> <li data-bbox="394 917 1333 1024">• Some Christians believe that atonement was needed to show that good has won over evil, that reconciliation with God has occurred, and humanity does not have to face evil anymore.</li> </ul> <p data-bbox="394 1073 899 1104"><b>Arguments against the statement:</b></p> <ul data-bbox="394 1113 1333 1545" style="list-style-type: none"> <li data-bbox="394 1113 1333 1220">• Some Christians would say that God loves humanity so much that Jesus' death was not needed to bring atonement, that God would find another way to ensure that there would be eternal life</li> <li data-bbox="394 1228 1333 1381">• Some Christians would say that atonement by the death of Jesus was only intended for a few chosen Christians, 'the elect', and that only these people need atonement as only these will be saved</li> <li data-bbox="394 1390 1333 1545">• Some Christians might argue that belief in Jesus is all that is needed to be with God. John's Gospel teaches 'e gave his one and only Son, that whoever believes in him shall not perish but have eternal life' (John 3:16).</li> </ul> <p data-bbox="394 1629 841 1661">Accept any other valid response.</p> <p data-bbox="394 1709 1292 1818">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
<b>2(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 local parish may provide preparation courses for marriage (1)</li> <li>• It will provide financial support for those in need (1)</li> <li>• Some parishes provide social groups for mothers and toddlers (1)</li> <li>• Some churches provide counselling for couples (1)</li> <li>• They encourage families to attend services together (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>2(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>• Christians believe marriage is important as the couple can then raise a family (1). Children may be mentioned in the prayers of the wedding ceremony (1)</li> <li>• Marriage is regarded as important as it ensures care for the couple (1), the couple promise to look after each other in sickness and in health (1)</li> <li>• Marriage is a stabilising unit in society (1), it ensures sexual relationships are not promiscuous (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
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>• Some Christians teach that same-sex sexual relationships are not acceptable (1) St Paul wrote 'Neither the sexually immoral nor idolaters nor adulterers nor men who have sex with men... will inherit the kingdom of God' (1 Corinthians 6:9-10) (1), in this case same-sex relationships are shown to be immoral (1)</li> <li>• Some Christians teach that same-sex marriage is the same as those of opposite sex couples (1). In 2009 British Quakers agreed to celebrate same-sex relationships in their community (1), they would 'celebrate and give full recognition to the committed gay and lesbian relationships that are so clearly visible among us' (We are but witnesses) (1)</li> <li>• Some Christians teach that because two people of the same gender cannot reproduce it is not natural (1). They maintain God made men and women to reproduce (1). In Genesis it says, 'God blessed them and said to them, "Be fruitful and increase in number"' (Genesis 1:28) (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> <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="363 281 558 310">AO2 12 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="363 596 428 625"><b>AO2</b></p> <p data-bbox="363 636 802 665"><b>Arguments for the statement:</b></p> <ul data-bbox="412 676 1300 1142" style="list-style-type: none"> <li>• Some Christians believe that there should be no gender discrimination in the Church and that men and women have the same role to play as ministers in the Church</li> <li>• Some Christians, such as those in the Church of England, would argue that the role of women in the Church should mirror society, 'Women are now a widely visible presence among clergy in the Church of England – praise God.' (Bishop Libby Lane)</li> <li>• Some Christians may argue that teachings within the Bible show that there were women leaders in the early Church, for example Phoebe and Priscilla, and that as such both men and women can be leaders within the modern-day Church.</li> </ul> <p data-bbox="363 1190 867 1220"><b>Arguments against the statement:</b></p> <ul data-bbox="412 1230 1300 1619" style="list-style-type: none"> <li>• Some other Christians would argue that men and women have equal but different roles within the Church and that following the example of Jesus, who chose male disciples, Church leaders should be male</li> <li>• Some Christians, for example Catholics, believe that as within church services the priest takes on the role of Jesus, only men can be priests</li> <li>• Some Christians teach that the role of a priest is traditionally that of a man, that a man is best able to devote his life to the Church and a woman is best fitted to raise a family.</li> </ul> <p data-bbox="363 1667 808 1696">Accept any other valid response.</p> <p data-bbox="363 1745 1260 1856">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

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

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>• Some Christians may regard sacraments as important as they mark special points in a person's life (1)</li> <li>• They may be important as they impart God's grace (1)</li> <li>• They may be important as they have been given by an authority within the Church (1)</li> <li>• They may be important as they re-enact the actions of Jesus (1)</li> <li>• They may be important as they unite the Christian community in celebration (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>• The Church is important as it works for reconciliation across the world (1), they work for peace where there is conflict (1)</li> <li>• The Church works across the world to relieve poverty (1), they support charity work (1)</li> <li>• The Church works to spread the faith to the world (1), they help others develop a relationship with God (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 activity. Award further marks for each development of the activity 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>• A pilgrimage may include visits to a specific place (1) for example, Christians may visit Jerusalem at Easter (1), similar to when 'Jesus' parents went to Jerusalem for the Festival of the Passover.' (Luke 2:41) (1)</li> <li>• People may choose to re-enact events that happened in the past (1), for example they may wash in the water in Lourdes (1). Mary told St Bernadette 'go, drink at the spring and wash yourself there' (1)</li> <li>• During pilgrimages people will pray together (1) for example, in Walsingham the pilgrims pray the rosary together (1); 'we join in prayer with all the shrines around the world' (Pope Francis, May 2021) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated activity/ development</li> <li>• Development that does not relate both to the activity given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the activity given.</li> </ul>	5

Question number	Indicative content	Mark
3(d)	<p data-bbox="363 281 760 310">AO2 12 marks, SPaG 3 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="363 596 428 625"><b>AO2</b></p> <p data-bbox="363 636 808 665"><b>Arguments for this statement:</b></p> <ul data-bbox="412 676 1284 1108" style="list-style-type: none"> <li>• Some Christians believe that the local church is essential for the individual believer, it is a place they can go for support with their faith, they may join prayer and small discussion groups</li> <li>• Some Christians may feel the local church is essential for the individual believer, it is where regular worship takes place, Sunday services are held so Christians can fulfil weekly worship duties</li> <li>• It provides a focal point in the local area for Christians to gather and meet, it is where a minister may be found, and as such assists a person's Christian life.</li> </ul> <p data-bbox="363 1157 867 1186"><b>Arguments against the statement:</b></p> <ul data-bbox="412 1197 1279 1629" style="list-style-type: none"> <li>• Some Christians would say that the local church is not essential for the individual believer, they can get support for their faith from personal prayer and their relationship with God</li> <li>• Some Christians might argue that the local church is not essential, there is no need for a focal point for Christianity, people with shared beliefs can meet anywhere to assist one another</li> <li>• Some feel that the local church is not essential as it is the people within the local area that are important, it is the people that support and allow worship.</li> </ul> <p data-bbox="363 1677 808 1707">Accept any other valid response.</p> <p data-bbox="363 1755 1263 1850">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>• Christians reject ideas of lack of evidence because the resurrection of Jesus supports the existence of life after death (1)</li> <li>• They reject ideas about it being a comfort by arguing that it is a reality that should comfort (1)</li> <li>• They argue that Jesus taught about heaven (1)</li> <li>• They argue that because they have faith it is real (1)</li> <li>• 'Whoever believes in him shall not perish but have eternal life' (John 3:16) (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>• Most Christians teach euthanasia is wrong as it ends a life (1), therefore it is regarded as murder (1)</li> <li>• Most teach that euthanasia interferes with God's plan for someone's life (1). "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." (Jeremiah 29:11) (1)</li> <li>• Most teach that euthanasia is wrong as it rejects God's gift of life to them (1) which would be sinful (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
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each response. Award further marks for each development of the response 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>Some Christians may respond that evolution did not occur (1). They believe the Bible is the literal truth (1) The Special Agenda IV Synod Motions Compatibility of Science and Religion states that if 'we attempt to read scripture as a literal scientific account then inevitably conflict with science results' (Diocese of Manchester) (1)</li> <li>Most Christians feel that evolution is a more up to date explanation of how God is involved in the origins of humanity (1) they see that there is no conflict between science and religion (1) 'the design intention of God in the laws of the universe and the process of evolution.' (Special Agenda IV Synod Motions: Compatibility of Science and Religion) (1)</li> <li>Some Christians respond that evolution is an accurate description of what brought about life (1) they would argue that God is the reason why life was created (1). 'The earth is the Lord's, and everything in it' (Psalm 24:1) (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> <li>Reference to a source of wisdom that does not relate to the response given.</li> </ul>	5

Question number	Indicative content	Mark
4(d)	<p data-bbox="363 279 558 310">AO2 12 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="363 596 428 627"><b>AO2</b></p> <p data-bbox="363 638 805 669"><b>Arguments for the statement:</b></p> <ul data-bbox="363 680 1305 1142" style="list-style-type: none"> <li data-bbox="363 680 1224 827">• Most Christians believe that universe can be used as a commodity, in Genesis it shows that humans were given dominion over the earth, they were instructed to 'subdue it' (Genesis 1:28)</li> <li data-bbox="363 837 1284 984">• Most Christians would argue that God made humanity and gave them everything that he had created as a gift; that God recognised what humanity needed to survive, thus they can use the gift as they need</li> <li data-bbox="363 995 1305 1142">• Some Christians may accept the statement because they believe that God gave free will for humans to use, this means they have the ability to make decisions, specifically to make decisions about the use of the world as a commodity.</li> </ul> <p data-bbox="363 1190 870 1222"><b>Arguments against the statement:</b></p> <ul data-bbox="363 1232 1305 1621" style="list-style-type: none"> <li data-bbox="363 1232 1305 1337">• Some Christians would say that the Genesis accounts of creation, explain that God gave the earth to humans to care for, to look after rather than simply use as a resource</li> <li data-bbox="363 1348 1305 1453">• Some Christians may argue that they have a responsibility to look after the earth, that they should look further than the use of resources and should look at the stewardship of the earth</li> <li data-bbox="363 1463 1289 1621">• Some Christians maintain that it is part of social justice that they manage the world resources responsibly, for the benefit of everyone in the world, rather than use them as a commodity to use for financial gain.</li> </ul> <p data-bbox="363 1709 810 1740">Accept any other valid response.</p> <p data-bbox="363 1789 1263 1896">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>