



Mark Scheme (Results)

Summer 2023

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 2023

Question number	Answer	Reject	Mark
Q1 (a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The Trinity is mentioned when people bless themselves (1) • Catholics are baptised reciting the trinitarian formula (1) • Catholics celebrate Trinity Sunday (1) • The Trinity is depicted in many icons (1) • Many hymns are devoted to the Trinity (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Events in the life of Jesus may lead Catholics to attend Mass on Sunday (1), to remember the Last Supper (1) • Catholics will receive the sacrament of reconciliation (1) recognising that they need forgiveness to receive salvation (1) • They will celebrate the death and resurrection of Jesus (1); at Easter they will remember that he opened the gates to heaven for them (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development • Development that does not relate both to the way given and to the question. 	4

Question number	Answer	Reject	Mark
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"> • Catholic teachings explain that Jesus is God made flesh (1), that he experienced life as a human (1). John explains 'The Word became flesh and made his dwelling among us.' (John 1:14) (1) • They teach that the Incarnation shows Jesus was fully God and fully human (1), because Jesus is the Son of God (1), 'the Word was with God, and the Word was God.' (John 1:1) (1) • Catholics are taught the Incarnation allows salvation to occur (1). Jesus enabled humans to have a perfect relationship with God (1). St Paul wrote, 'Salvation is found in no one else' (Acts 4:12) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching given and to the question • Reference to a source of wisdom that does not relate to the teaching given. 	5

Question number	Indicative content	Mark
1(d)	<p data-bbox="396 279 792 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="396 359 1325 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="396 596 461 627">AO2</p> <p data-bbox="396 636 834 667">Arguments for the statement:</p> <ul data-bbox="435 676 1336 1144" style="list-style-type: none"> <li data-bbox="435 676 1336 825">• Some Catholics would argue the Creation account shows that humans are created in the image of God, showing that humans are so much like God that they can have a relationship with God <li data-bbox="435 833 1336 982">• The biblical account shows the nature of humanity; it shows that human are stewards of the world that God has given them the responsibility to care for creation and pass it onto future generations <li data-bbox="435 991 1336 1144">• The Creation account shows that humans are in the likeness of God but not are not God: they have free will, they have the capacity to choose what to do; this is shown in Genesis 2 when they choose to sin. <p data-bbox="396 1192 899 1224">Arguments against the statement:</p> <ul data-bbox="435 1232 1336 1623" style="list-style-type: none"> <li data-bbox="435 1232 1336 1381">• Some would argue that the Genesis account is confusing, it shows that humanity must be stewards and yet shows that humans have dominion. Thus, it does not show what the nature of humanity is <li data-bbox="435 1390 1336 1507">• Catholics might argue that the Bible is a way of explaining Creation but not a literal one, and as such some of the ways that humanity is described might not be accurate <li data-bbox="435 1516 1336 1623">• Some Catholics might say that there are many elements of the nature of humanity that are not shown in the account, for example little reference is made to emotion or morals. <p data-bbox="396 1671 841 1703">Accept any other valid response.</p> <p data-bbox="396 1751 1292 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>	15

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

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The Catholic Church accepts same-sex relationships but not same-sex sexual relationships (1) • The Church encourages those in a same-sex relationship to live a celibate life (1) • The Church teaches that same-sex couples cannot get married (1) • The Church teaches that sexual acts must be open to procreation (1) • The Church teaches that same-sex sexual acts are against natural law (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Catholics teach that remarriage is not acceptable (1) as the first marriage a couple has cannot be ended by human laws (1) • Remarriage is regarded as adultery (1) as the previously married member of the couple is still married to the first partner in the eyes of God (1) • Any remarriage a couple makes would not be recognised in the eyes of the Church (1); they had already made vows which were unbreakable (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response/ development • Development that does not relate both to the response given and to the question. 	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"> • In the Catholic Catechism the teaching makes no distinction between the role of parents in the family (1); together parents provide the stability children need in life (1). It teaches that the family 'is the natural society in which the husband and wife are called to give themselves in love and in the gift of life' (Catechism of the Catholic Church 2207) (1) • Catechism teaching shows that men and women are equal in the family (1), it is their partnership that causes a family to function properly (1). It teaches that 'its members are equal in dignity' (Catechism of the Catholic Church 2203) • The Genesis description explains that men and women were created at the same time (1) 'in the image of God he created him; male and female he created them' (Genesis 1:27) (1) showing that God made them equal including within the family (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching given and to the question • Reference to a source of wisdom that does not relate to the teaching given. 	5

Question number	Indicative content	Mark
2d	<p data-bbox="362 279 558 310">AO2 12 marks</p> <p data-bbox="362 359 1370 510">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="362 558 428 590">AO2</p> <p data-bbox="362 596 805 627">Arguments for the statement:</p> <ul data-bbox="362 634 1370 1024" style="list-style-type: none"> <li data-bbox="362 634 1370 785">• Catholics may agree and say that marriage was created by God and thus it is important to marry. The Catechism teaches ‘the married state has been established by the Creator and endowed by him with its own proper laws’ (Catechism of the Catholic Church 1603) <li data-bbox="362 791 1370 905">• Catholics believe that God created the family to be the basic unit of society; to be complete, Catholics would argue that the relationship behind a family – marriage - must be secure so people should marry <li data-bbox="362 911 1370 1024">• Catholics are taught that marriage is a sacrament, this means it give graces to the couple, grace that they will need to follow their vocation as a couple and raise a family. <p data-bbox="362 1073 867 1104">Arguments against the statement:</p> <ul data-bbox="362 1110 1370 1581" style="list-style-type: none"> <li data-bbox="362 1110 1370 1304">• Some Catholics believe that God did not create everyone to be married, that some people have a different vocation. The Catechism supports this explaining ‘some forgo marriage in order to care for their parents or brothers and sisters, to give themselves more completely to a profession’ (Catechism of the Catholic Church 2231) <li data-bbox="362 1310 1370 1423">• Other Christians may teach that marriage is not a sacrament, it is a legal ceremony that witnesses to the partnership that the couple have agreed to enter <li data-bbox="362 1430 1370 1581">• Some Christians may accept that cohabitation is acceptable and that because of the cost of getting married, then it would be preferable to live together rather than cause financial and emotional stress by marrying. <p data-bbox="362 1629 808 1661">Accept any other valid response.</p> <p data-bbox="362 1709 1370 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>	12

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

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Catholics are taught that sacraments impart God's grace (1) • Sacraments use important symbolism (1) • Sacraments mark stages in the life of a Catholic (1) • Sacraments strengthen a Catholic's faith (1) • 'They are efficacious because in them Christ himself is at work' (Catechism of the Catholic Church 1127(1)). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Catholics may choose to go on pilgrimage to focus on the life of holy figures (1), for example they may go to Jerusalem to understand the life of Jesus (1) • A pilgrimage may be a spiritual journey (1) because they pray throughout (1) • They may go on a pilgrimage as an act of communal devotion with other Catholics (1), it is an opportunity to share their worship experience (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
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"> • Catholics may use popular piety as it helps them worship (1). Popular piety helps some Catholics in their relationship with God (1). 'These expressions of piety extend the liturgical life of the Church.' (Catechism of the Catholic Church 1675) (1) • Catholics may use forms of popular piety because they are a tradition within the Church (1); the Church sees that there are great benefits in having these additional forms of worship (1). 'The Church fosters the forms of popular piety that express an evangelical instinct and a human wisdom and that enrich Christian life.' (Catechism of the Catholic Church 1679) (1) • Catholics may use some forms of popular piety as they join them in community with other Catholics (1), for example in May they may join to recite the Rosary (1). 'I want to encourage everyone to rediscover the beauty of praying the Rosary at home in the month of May.' (Letter of His Holiness Pope Francis to the Faithful for the Month of May 2020) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason / development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
3(d)	<p data-bbox="362 279 760 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="362 359 1373 510">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="362 558 428 590">AO2</p> <p data-bbox="362 596 808 627">Arguments for this statement:</p> <ul data-bbox="362 634 1373 1066" style="list-style-type: none"> • Most Catholics teach that they should take part in evangelical work because Jesus instructed them to, he said to his disciples 'Go into all the world and preach the gospel to all creation' (Mark 16:15) • Catholics may feel they should do evangelical work because it will lead to a greater understanding of their faith amongst those who know little, this in turn may result in less friction in the local community • Catholics may wish to take part in evangelical work as it may bring more people into the faith. The Catechism explains, 'all the faithful... have the right and duty... to work so that the divine message of salvation may be known and accepted by all men throughout the earth.' (Catechism of the Catholic Church 900). <p data-bbox="362 1115 867 1146">Arguments against the statement:</p> <ul data-bbox="362 1152 1373 1623" style="list-style-type: none"> • Some Catholics might argue that they do not have the authority to evangelise, that it should only be done by Church leaders, because 'They are the "heralds of the faith, who draw new disciples to Christ; they are authentic teachers" of the apostolic faith "endowed with the authority of Christ." (Lumen Gentium 25) • Some Catholics may maintain that leaders and ministers within the Church have a vocation to evangelise and that other Catholics have their own roles to fulfil • Some Catholics may feel that evangelisation in a multifaith society may lead to conflict with those who have different beliefs. By attempting to evangelise they may be implying that other religions are wrong. <p data-bbox="362 1671 808 1703">Accept any other valid response.</p> <p data-bbox="362 1751 1354 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"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Human were created by God (1) • God may have been the cause of evolution (1) • The scientific theories about the origins are compatible with religious ones (1) • Humans were given the universe to take care of it (1) • Some Catholics believe God designed human life (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) • Answers that refer to the origins of the universe 	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"> • Abortion ignores that God has created the life (1) so that life is holy (1) • Abortion is immoral because God values human life (1), 'the very hairs of your head are all numbered' (Luke 12:7) (1) • The Bible forbids the taking of life (1); one of the Commandments forbids murder (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching given and to the question. 	4

Question number	Answer	Reject	Mark
4(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"> • Catholics believe that humans must care for the world (1), because they were created purposely for this (1). The Catechism explains 'God entrusted animals to the stewardship of those whom he created in his own image.' (Catechism of the Catholic Church 2417) (1) • Catholics believe that stewardship of the world is a duty (1). 'In God's plan man and woman have the vocation of "subduing" the earth as stewards of God.' (Catechism of the Catholic Church 373) (1). This shows that God intends Catholics to fulfil humanity's role as stewards (1) • Catholics believe their role as stewards is to ensure that God's creation is treated responsibly (1), so it can be handed over to future generations intact (1). 'God took the man and put him in the Garden of Eden to work it and take care of it. (Genesis 2:15) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief / development • Development that does not relate both to the belief given and to the question • Reference to a source of wisdom that does not relate to the belief given. 	5

Question number	Indicative content	Mark
4(d)	<p data-bbox="362 279 560 310">AO2 12 marks</p> <p data-bbox="362 359 1292 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="362 596 428 627">AO2</p> <p data-bbox="362 636 805 667">Arguments for the statement:</p> <ul data-bbox="362 676 1300 1186" style="list-style-type: none"> <li data-bbox="362 676 1300 869">• Catholics believe that the evidence from the teaching of Jesus which shows that life after death is the reward for a good life; the Parable of the Sheep and Goats shows that the good will have eternal life and bad people 'will go away to eternal punishment, but the righteous to eternal life' (Matthew 25:46) <li data-bbox="362 877 1300 1029">• Catholics teach that the resurrection of Jesus is evidence for life after death, and that if Jesus can have life after death so can they. 'God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus' (Ephesians 2:6) <li data-bbox="362 1037 1300 1186">• It is logical to accept belief in life after death because it gives purpose to life. Early Church writings explain that Jesus died so they can have eternal life; St Paul explains 'it is by grace you have been saved' (Ephesians 2:5). <p data-bbox="362 1230 870 1262">Arguments against the statement:</p> <ul data-bbox="362 1270 1268 1661" style="list-style-type: none"> <li data-bbox="362 1270 1268 1421">• Some Catholics would say that it is faith, not evidence, that means that people should accept that there is life after death, and that life after death although certain is one of the great mysteries <li data-bbox="362 1430 1268 1541">• Some non-religious people will argue that it is impossible to prove life after death using scientific theories and thus no one should accept the evidence which is purely faith based <li data-bbox="362 1549 1268 1661">• Some non-religious people would argue that there is no logical reason that there should be life after death. The word death means a lack of life and thus there cannot be life after death. <p data-bbox="362 1705 808 1736">Accept any other valid response.</p> <p data-bbox="362 1787 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"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including any relevant philosophical and/or ethical arguments. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.