



# Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE  
In Religious Studies A (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**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1 (a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Jesus shared the Last Supper in the last week (1)</li> <li>• Jesus was arrested (1)</li> <li>• Jesus was tried by the Sanhedrin (1)</li> <li>• Jesus was crucified (1)</li> <li>• Jesus ascended into heaven (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• There are three Persons of the Trinity (1) the Father, the Son and the Holy Spirit (1)</li> <li>• God the Father is described in the Old Testament (1) where he is shown as the creator of the universe (1)</li> <li>• God the Son is Jesus (1) he is believed to be both human and divine (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> </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>• Christians believe that they may go to heaven (1) 'an eternal house in heaven' (2 Corinthians 5:1) (1) they need to lead good lives for this to happen (1)</li> <li>• They teach that they will be judged after death (1) and 'receive what is due us for the things done while in the body' (2 Corinthians 5:10) (1) which will encourage them to be a good Christian (1)</li> <li>• People may be punished in hell (1) this is shown in the Parable of the Sheep and the Goats (1) some believe that this is a place where the devil rules (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>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Christians believe that they should give to charity as a practical solution to the problem of evil, however this does not work as some people become reliant on charitable giving</li> <li>• Some practical responses such as following a vocation as a doctor may not address the problem of evil, they simply alleviate the suffering caused by it</li> <li>• Some Christians may pray as a practical response, but God does not appear to respond to prayers, or some may question whether he has the power to respond, so this does not provide a solution.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Charity in the form of aid helps rebuild and educate, it can therefore be argued that although God does not act to overcome issues, God is loving, so provides a way for issues to be eradicated</li> <li>• Prayer may not show that God is unable to help, it may simply show that God answers prayers in the way he wants, or may know what people need better than we do</li> <li>• Some Christians will follow their vocation to solve the issues caused by evil and suffering and maintain that these provide a valid solution, as the vocation is given to these people by God.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

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

**SPaG**

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



Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Some Christians allow divorce if the marriage has completely broken down (1)</li> <li>• Some Christians allow it if the partner has been unfaithful (1)</li> <li>• Some Christians regard divorce as breaking a promise made to God (1)</li> <li>• Some Christians do not recognise divorce (1)</li> <li>• All Christians maintain that divorce is regretful (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>• Raising a family is one of the purposes of marriage (1). Children may be mentioned in the prayers of the wedding ceremony (1)</li> <li>• Family is where children are introduced to the faith (1), parents take their children to church to worship (1)</li> <li>• A family is a stabilising unit in society (1), the members of a family naturally care for the young and the elderly (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 explain that men and women are created equally (1), in Genesis 1 it shows they were created at the same time (1) 'God created mankind in his own image, in the image of God he created them; male and female he created them' (Genesis 1:27) (1)</li> <li>• They may protest against inequality (1), showing that it is against God's plan for men and women to be treated differently (1) 'There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus' (Galatians 3:28) (1)</li> <li>• Some Christian Churches encourage women to lead worship (1) following the example of St Paul in his letter to the Romans (1) 'I commend to you our sister Phoebe, a deacon of the church in Cenchreae' (Romans 16:1) (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>	<b>5</b>

Question number	Indicative content	Mark
2d	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians believe that couples should not use contraception as it goes against God’s plan for humanity, they were made to ‘be fruitful and increase in number’ (Genesis 9:7)</li> <li>• Some Christians may be against the use of contraception as it is contrary to God’s will, thus anything which makes ‘procreation impossible is intrinsically evil’ (Catechism of the Catholic Church 2370)</li> <li>• Some Christians may regard artificial contraception as against natural law, that it interferes with the natural workings of a body.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians would accept the use of contraception by couples to regulate family size, as they might perceive it is better for the family to have an improved standard of living</li> <li>• Some non-religious people would accept the use of contraception as it might be better for the health of the woman, and it is up to her to regulate her own fertility</li> <li>• Some Christians allow the use of contraception as they feel it is up to a person’s own conscience as to whether they wish to use it, that the Church should not instruct a couple how they should organise their family life.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	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
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"> <li>• Missionary and evangelical work brings people into the Christian faith (1)</li> <li>• It spreads the teachings of Jesus (1)</li> <li>• It helps people recognise God (1)</li> <li>• It helps others gain eternal life (1)</li> <li>• It fulfils the vocations of the missionaries (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
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"> <li>• Christmas celebrates the Incarnation (1), it reminds Christians that God came to earth as a human (1)</li> <li>• It celebrates the birth of Jesus (1) this is a joyful event that needs to be marked (1)</li> <li>• It celebrates that Jesus came to earth to save humanity (1) as was foretold in the Old Testament (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 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>• Christians may choose to worship informally as that is the main form of worship in their Church (1). Pentecostals feel the Holy Spirit will work in different ways through different people (1) 'To one there is given through the Spirit a message of wisdom, to another a message of knowledge by means of the same Spirit' (1 Corinthians 12:8) (1)</li> <li>• They may wish to pray in a way that has no set structure as it is freer (1), there is no hierarchy so all worship is perceived as equal (1) 'you are all one in Christ Jesus' (Galatians 3:28) (1)</li> <li>• Some Christians feel that informal worship is more personal (1) they can develop a closer relationship with God through it (1) 'And pray in the Spirit on all occasions with all kinds of prayers and requests' (Ephesians 6:18) (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>	<b>5</b>

Question number	Indicative content	Mark
3(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for this statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians believe that they should have different types of prayer because there are different occasions when it is needed, for example many are included in the Common Book of Prayer</li> <li>• Some Christians may want to have different types of prayer as they may wish to pray together or individually, and the different types may be more appropriate</li> <li>• Some Christians may need different prayers as they find certain types of prayer easier to use, for example set prayers may be useful in a formal worship situation.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians would say that all Christians should pray using set prayers and that this would ensure that people are praying in the correct manner</li> <li>• Some Christians such as Pentecostals may maintain that all prayer should be informal, that set prayer is valueless as it does not come from the person’s faith and connection with God</li> <li>• Some feel that set prayers, for example the Lord’s Prayer, should be used as these unite all Christians, that when they are all repeating the same words they are joined with each other as well as with God.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <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>• The resurrection of Jesus supports the existence of life after death (1)</li> <li>• The creeds teach about 'life everlasting' (1)</li> <li>• Jesus taught about heaven (1)</li> <li>• 'Whoever believes in him shall not perish but have eternal life' (John 3:16) (1)</li> <li>• Churches teach that the reward for a good life is eternal life in heaven (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
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>• Abortion is wrong as it ends a life (1) therefore it can be regarded as murder (1)</li> <li>• Once formed, God's intention is that there is life (1) and abortion would reject God's gift of life (1)</li> <li>• It is wrong because it goes against natural law (1) because life begins at conception (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
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>• Christians may believe people should be stewards because God made them to care for the world (1). The Assisi Declaration in 1986 states that humans are 'entrusted with a unique dominion' (1) and uses scripture 'you have given him dominion over the works of your hands' (Psalm 8:6) (1)</li> <li>• They may feel that Christians should protect the earth (1), so that there is food for all in the future (1) 'Everything that lives and moves about will be food for you.' (Genesis 9:3) (1)</li> <li>• Some Christians think they should be stewards as the earth is part of God's creation (1), they should respect it and care for it (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 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="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="363 636 805 667"><b>Arguments for the statement:</b></p> <ul data-bbox="363 676 1305 989" style="list-style-type: none"> <li data-bbox="363 676 1305 789">• Most Christians believe that they should accept scientific explanations about evolution as they are compatible with religious ideas, God may be in control of the evolutionary process</li> <li data-bbox="363 793 1305 867">• There is empirical evidence for evolution rather than the Genesis explanation and thus Christians should accept it</li> <li data-bbox="363 871 1305 989">• Some Christians may accept the idea of evolution as they believe in intelligent design, that every evolutionary change is designed by God.</li> </ul> <p data-bbox="363 1035 870 1066"><b>Arguments against the statement:</b></p> <ul data-bbox="363 1075 1284 1465" style="list-style-type: none"> <li data-bbox="363 1075 1284 1188">• Some Christians would say that they do not need to accept evolution, they maintain that the Genesis accounts of creation contain the truth and that there is no need for such a theory</li> <li data-bbox="363 1192 1284 1346">• Some Christians may say that evolution detracts from the important idea that God is the creator and that all living things depend on God for their life, so the idea of evolution is not needed</li> <li data-bbox="363 1350 1284 1465">• Some feel that evolution does not have sufficient evidence for it to be completely accepted and that as the scriptural description of creation has greater authority it should be accepted.</li> </ul> <p data-bbox="363 1512 808 1543">Accept any other valid response.</p> <p data-bbox="363 1589 1263 1703">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>