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Edexcel

## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 2: Area of Study 2 – Religion, Peace and  
Conflict

Option 2B: Christianity

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## General Marking Guidance

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

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>• Jesus entered Jerusalem on a donkey (1)</li> <li>• Jesus took part in a Passover meal (1)</li> <li>• Jesus was betrayed in the Garden of Gethsemane (1)</li> <li>• Jesus was arrested by the Jewish guards (1)</li> <li>• Jesus was crucified on a cross (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 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>• Salvation frees Christians from sin (1) this means they can go to heaven (1)</li> <li>• Salvation allows Christians to have a relationship with God (1), atonement can be achieved (1)</li> <li>• Salvation explains why God became incarnated (1) through Jesus he was able to save the world from sin (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
<b>1(c)</b>	<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 after death they will be judged by God (1), on this day God will look at their deeds, good and bad (1). Matthew writes 'For we must all appear before the judgment seat of Christ, so that each of us may receive what is due us for the things done while in the body, ' (2 Corinthians 5:10) (1)</li> <li>• They will be with Jesus in heaven (1) 'he ascended into Heaven, and there sitteth' (39 Articles ) (1) and Jesus tells the man on the cross next to him "Truly I tell you, today you will be with me in paradise." (Luke 23:43) (1)</li> <li>• Christians believe they will be resurrected (1) and have eternal life with God (1) 'Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die"' (John 11:25) (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>	<b>(5)</b>

Question number	Indicative content	Mark
1(d)	<p data-bbox="363 279 760 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 359 1292 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 428 627"><b>AO2</b></p> <p data-bbox="363 636 802 667"><b>Arguments for the statement:</b></p> <ul data-bbox="363 676 1300 1062" style="list-style-type: none"> <li data-bbox="363 676 1260 785">• Christians should believe that God created the universe using words because this is how it is described in the Bible, 'And God said, "Let there be light," and there was light' (Genesis 1:3)</li> <li data-bbox="363 793 1300 903">• Some may think God created using words as it was created without any other substance, ex nihilo, so words are the only way that it could have been created</li> <li data-bbox="363 911 1273 1062">• Some may feel that the Bible and its teachings should be accepted as the literal truth, thus as the Bible indicated that the world was created using words in six days, this is how it was created.</li> </ul> <p data-bbox="363 1113 867 1144"><b>Arguments against the statement:</b></p> <ul data-bbox="363 1152 1308 1623" style="list-style-type: none"> <li data-bbox="363 1152 1308 1262">• Some Christians may feel that the Bible should not be understood literally, that it should be understood to be metaphorical, that God is the Creator however did not create using words</li> <li data-bbox="363 1270 1284 1421">• Most Christians may think that the world was created by a Big Bang in accordance with latest scientific thought, they think that the idea of creating using words was simply the way that the people writing at the time understood Creation</li> <li data-bbox="363 1430 1300 1623">• Some Christians will say that creation stories in the Bible can be regarded as an explanation of why the world was created and God's relationship with humanity, rather than how it was created. The world was not created using words but was created by God's power.</li> </ul> <p data-bbox="363 1673 808 1705">Accept any other valid response.</p> <p data-bbox="363 1755 1260 1864">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 Bible teaches that God shows justice (1)</li> <li>• God wants Christians to show justice (1)</li> <li>• Christian justice is restorative (1)</li> <li>• 'And what does the Lord require of you? To act justly' (Micah 6:8) (1)</li> <li>• 'Do not repay anyone evil for evil' (Romans 12:17) (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 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>• Christians are taught that they must forgive others (1) this means that they too will be forgiven (1)</li> <li>• Christians are taught that they must keep forgiving (1) "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?" Jesus answered, "I tell you, not seven times, but seventy-seven times." (Matthew 18:21-22) (1)</li> <li>• Jesus taught his disciples to go and forgive others (1). St Paul explains 'All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation' (2 Corinthians 5:18) (1).</li> </ul>	<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>

	Accept any other valid response.		
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Question number	Answer	Reject	Mark
<p><b>2(c)</b></p>	<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>• Most Christians believe torture harms a person (1), people should be treated with compassion (1) 'I tell you, love your enemies and pray for those who persecute you' (Matthew 5:44) (1)</li> <li>• Some Christians may believe that torture might protect innocent people from harm (1) they use it because Christians expect God to protect them (1) 'Keep me safe, Lord, from the hands of the wicked; protect me from the violent' (Psalm 140:4) (1)</li> <li>• Some Christians would argue that torture is not needed (1) because God will ensure justice (1) 'Do not take revenge, my dear friends, but leave room for God's wrath' (Romans 12:19) (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>	<p style="text-align: right;"><b>(5)</b></p>

Question number	Indicative content	Mark
<b>2d</b>	<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 they suffer because they are sinful, even if they do not suffer in this world, they will suffer eternally this is taught in the Parable of the Sheep and Goats</li> <li>• Some Christians may say that they will suffer if they do wrong as it is punishment for going against God's will, a person's conscience will make them feel guilty and they will suffer as a result</li> <li>• Some Christians may explain that free will allows them to make bad choices and suffering is the cost of having free will, God allows people to suffer when they make choices that go against God's teachings.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians would argue that suffering is not a result of doing wrong and that often innocent people suffer, they may argue that suffering gives people the opportunity to do righteous actions and come closer to God</li> <li>• Some non-religious people would say that sometimes suffering is caused by other things, they might point to greed, commercialism and to conflict over religion itself, it is not caused by an individual's wrong doing</li> <li>• Some would argue that as innocent people suffer then suffering cannot be caused by wrong doing, they would use the example of the mass suffering caused by natural disasters which show that it cannot be caused by individuals wrong doings.</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>	<b>(12)</b>

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>• Jerusalem where Jesus spent his last week (1)</li> <li>• Iona was home to St Columba (1)</li> <li>• Pilgrimage in Taize joins different Christian denominations in worship (1)</li> <li>• In Walsingham Christians show devotion to Our Lady (1)</li> <li>• Catholics may go to Rome (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 each activity. Award further marks for each development of the activity up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The local parish may organise visits to the sick (1) 'Be shepherds of God's flock that is under your care, watching over them' (1 Peter 5:2) (1)</li> <li>• Christians may work for local charities (1) as they feel that they are helping those in need (1)</li> <li>• The parish may provide worship services (1) this allows people to be together in community (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> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(c)</b>	<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 might prefer liturgical worship as it is set out by the Church (1) to follow the tradition of Christians in the past (1) 'still continued the same unto this day, and do yet stand firm and unshaken' (The 1662 Book of Common Prayer) (1)</li> <li>• Christians may feel more comfortable worshipping in a set pattern (1) they know that they are worshipping God in an appropriate manner (1) 'Whoever does not honour the Son does not honour the Father, who sent him.' (John 5:23) (1)</li> <li>• Liturgical worship allows people to learn how to worship (1) prayer books show which words to use (1) 'always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ.' (Ephesians 5:20) (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
<b>3(d)</b>	<p data-bbox="365 279 763 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="365 359 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="365 596 430 627"><b>AO2</b></p> <p data-bbox="365 636 812 667"><b>Arguments for this statement:</b></p> <ul data-bbox="365 676 1299 1184" style="list-style-type: none"> <li data-bbox="365 676 1266 827">• Many Christians believe that all Christians should take part in missionary work because they were instructed to by Jesus, 'He said to them, "Go into all the world and preach the gospel to all creation.'" (Mark 16:15)</li> <li data-bbox="365 835 1274 1024">• Some Christians feel they should do missionary work to bring more people into the Church and save them, as this was commanded by Jesus, 'Whoever believes and is baptised will be saved, but whoever does not believe will be condemned.' (Mark 16:16)</li> <li data-bbox="365 1033 1299 1184">• The early Church began with the disciples acting as missionaries to the parts of the world who had not heard about God, and thus Christians today feel they should do the same if they are to be true disciples.</li> </ul> <p data-bbox="365 1232 868 1264"><b>Arguments against the statement:</b></p> <ul data-bbox="365 1272 1299 1661" style="list-style-type: none"> <li data-bbox="365 1272 1295 1381">• Some Christians would say that missionary work is no longer needed, people have heard about Jesus and have the freedom to choose whether to be Christian</li> <li data-bbox="365 1390 1258 1499">• Some Christians may maintain that missionary work could be seen as offensive, there is freedom of religion and missionary work, in essence it is telling people that their beliefs are wrong</li> <li data-bbox="365 1507 1299 1661">• Some feel there are better ways of spreading the faith, that by acting for the greater good, doing charity work and living a Christian example, they are doing the will of Jesus, rather than by missionary work.</li> </ul> <p data-bbox="365 1709 808 1740">Accept any other valid response.</p> <p data-bbox="365 1789 1263 1898">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>	<b>(15)</b>

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>4(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>• Conflict may lead to war (1)</li> <li>• The Church teaches to end conflict (1)</li> <li>• 'Blessed are the peacemakers, for they will be called children of God' (Matthew 5:9) (1)</li> <li>• Conflict leads to violence (1)</li> <li>• Christians are taught life is sacred; conflict may harm life (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>4(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• In the past Holy War was used to spread the faith (1) so that people converted to Christianity (1)</li> <li>• Christians traditionally fought to protect holy places (1) for example the Crusades were fought to protect Jerusalem (1)</li> <li>• Historically some Holy Wars have been instructed by God to take place (1) 'In the cities of the nations the Lord your God is giving you as an inheritance, do not leave alive anything that breathes.' (Deuteronomy 20:16) (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
<b>4(c)</b>	<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>• Christians may take part in peacemaking because Jesus asked them to (1) they believe being a peacemaker will bring them closer to God (1) 'Blessed are the peacemakers, for they will be called children of God.' (Matthew 5:9) (1)</li> <li>• They may try to work for peace (1) so that there is less violence (1) 'Love your enemies, do good to those who hate you.' (Luke 6:27) (1)</li> <li>• Peacemaking follows the example of Jesus (1) he asked for peace when faced with violence at his arrest (1) "Put your sword back in its place," Jesus said to him, "for all who draw the sword will die by the sword." (Matthew 26:52) (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>	<b>(5)</b>

Question number	Indicative content	Mark
<p><b>4(d)</b></p>	<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>• Many Christians believe that Christianity prevents conflicts by working for peace following the teachings in the Beatitudes that those who are peacemakers are blessed</li> <li>• Some people might argue that the concept of the sanctity of life underpins all other Christians teachings and thus Christians will always work to prevent conflict which may end life</li> <li>• Some Christians may argue that any wars cannot fulfil the requirements of a Just War, it may lead to innocents being harmed, and so no war can be fought, they therefore always work to prevent conflicts occurring.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians would say that Holy Wars might be necessary to protect Christians in places where faith is persecuted, therefore they would not try to prevent such conflicts</li> <li>• Some non-religious people might suggest that religion rather than preventing conflict may actually cause it, as religious people may try to impose their beliefs on others</li> <li>• Some Christians might argue that in some situations conflict is not preventable and that religion might have little impact on the political aims of the leaders of some countries.</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>	<p><b>(12)</b></p>

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