



**Pearson**  
**Edexcel**

## **Mark Scheme (Results)**

**Summer 2018**

**Pearson Edexcel GCSE**

**In Religious Studies (1RB0/2A)**

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

**Option 2A: Catholic Christianity**

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code 1RB0\_2A\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## General Marking Guidance

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

**Paper 2: Religion, Peace and Conflict 2A – Catholic Christianity Mark Scheme – 2018**

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• 'Those who die in God's grace and friendship' will go to heaven (Catechism of the Catholic Church 1023) (1)</li> <li>• Those who are 'imperfectly purified' may go to purgatory (Catechism of the Catholic Church 1030) (1)</li> <li>• 'The chief punishment of hell is eternal separation from God' (Catechism of the Catholic Church 1035) (1)</li> <li>• The Church teaches there will be bodily resurrection (1)</li> <li>• Catholics believe good people of other religions may go to 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
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing an event. Award a second mark for development of the event up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Jesus died on the cross (1) so humans could be liberated from sin (1)</li> <li>• After three days Jesus rose from the dead (1) proving to Catholic's that life after death is possible (1)</li> <li>• Jesus ascended into heaven (1) so believers may live in hope of one day being with him (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated event/development</li> <li>• Development that does not relate both to the event 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 reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• It stresses the Word, Jesus, is an eternal being (1) in John's Gospel (John1: 1) the Word was present at the beginning (1) showing that Jesus existed before all things (1)</li> <li>• The Word is how the power of God is expressed (1) In Creation 'Through him all things were made' (John 1:3) (1) so the Word, Jesus, gives new life to all those that accept it (1)</li> <li>• The Word takes on human form (1) 'the Word became flesh and made his dwelling among us' (John 1:14) (1) so Jesus is God's incarnate Son (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 and to the question.</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	5

Question number	Indicative content	Mark
1(d)	<p>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>• Creationists believe that every word in the Bible, including the account of Creation in Genesis, is the word of God, so must be have happened exactly as the Bible says</li> <li>• The scientific theories, such as the Big Bang and Steady State theory are only ideas; they have never been proven so there is no reason to question the biblical account of Creation</li> <li>• For some Christians the sequence of creation in Genesis 1 is literally true even though they would interpret the days as eras; therefore it is true but can be interpreted symbolically.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• The Catechism teaches that the account of Creation has different sources and was placed at the beginning of the Bible to express the truth of God as the creator; so the account can be understood metaphorically</li> <li>• Some Christians think Genesis was never intended as a historical/scientific account of Creation and the theological truth is contained within its whole not in a point by point literal way</li> <li>• Most Catholics accept the scientific explanations and reject Genesis as literally true; so science explains how the universe came into being and the biblical account why it came into being.</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 marks</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with reasonable accuracy.</li><li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Candidates use a limited range of specialist terms as appropriate.</li></ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with considerable accuracy.</li><li>• Candidates use rules of grammar with general control of meaning overall.</li><li>• Candidates use a good range of specialist terms as appropriate.</li></ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with consistent accuracy.</li><li>• Candidates use rules of grammar with effective control of meaning overall.</li><li>• Candidates use a wide range of specialist terms as appropriate.</li></ul>



Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• Suffering is caused by humans going against the will of God (1)</li> <li>• Suffering is the result of the abuse of free will (1)</li> <li>• God has a purpose for allowing suffering (1)</li> <li>• Suffering helps people to learn and become better people (1)</li> <li>• Suffering is result of moral evil (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum 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>• The Bible shows God is just (1) and his followers should behave in the same way (1)</li> <li>• The Catechism teaches that social justice is important (1) and justice is for the common good of all people (1)</li> <li>• The message of Micah 6:8 is to 'act justly' towards others (1) this would help to reduce the inequalities in the world (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 teaching. Award further marks for each development of the teachings 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>• Punishing the criminal ensures that justice is served (1) but the punishment needs to be proportional to the crime (1) this is shown in the Parable of the Watchful Servants (Luke 12: 35-48) (1)</li> <li>• Catholics should not be judgemental in their attitude (1) as Jesus taught: 'Why do you look at the speck of sawdust in your brother's eye and pay no attention to the plank in your own eye?' (Matthew 7: 3) (1) so for many Catholics the punishment should help to reform criminals (1)</li> <li>• The punishment should not be an act of revenge (1) but to protect the common good (Catechism of the Catholic Church 2266) (1) and should contribute to changing criminals so they do not commit the crime again (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 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
2(d)	<p data-bbox="354 264 545 289">AO2 12 marks</p> <p data-bbox="354 327 1317 485">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="354 522 415 548"><b>AO2</b></p> <p data-bbox="354 554 797 579"><b>Arguments for the statement:</b></p> <ul data-bbox="402 585 1325 1020" style="list-style-type: none"> <li data-bbox="402 585 1325 722">• As the death penalty was advocated in biblical times for certain crimes such as murder; 'Whoever sheds human blood, by human his own is to be shed' (Genesis 9:6); surely it is right for society today</li> <li data-bbox="402 728 1325 865">• Using situation ethics it can be seen to be the most loving thing for the whole of society for a serial killer to receive the death penalty, so no one else is murdered; thus showing love to all in society</li> <li data-bbox="402 871 1325 1020">• St Paul taught that governments act with God's authority (Romans 13: 1-2) and so if they decide what is needed for the protection of society then citizens should agree; this could include the death penalty.</li> </ul> <p data-bbox="354 1058 862 1083"><b>Arguments against the statement:</b></p> <ul data-bbox="402 1089 1317 1446" style="list-style-type: none"> <li data-bbox="402 1089 1317 1188">• Pope John Paul II stated the circumstances requiring execution are practically non-existent as society today has other ways of preventing the crime rather than resorting to the death penalty</li> <li data-bbox="402 1194 1317 1293">• There should be no exceptions to the commandment to not kill, as all human life is sacred no matter what the person has done; so all have a fundamental right to life</li> <li data-bbox="402 1299 1317 1446">• If society is to be protected it should try better to reform the person rather than seek revenge, through the death penalty; Jesus taught that this is wrong, he said 'turn the other cheek' rather than take a life for a life.</li> </ul> <p data-bbox="354 1497 797 1522">Accept any other valid response.</p> <p data-bbox="354 1560 1247 1648">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 marks.</p> <ul style="list-style-type: none"> <li>• That God's Kingdom be established on earth (1)</li> <li>• God's will should be done on earth as in heaven (1)</li> <li>• God will provide daily bread (1)</li> <li>• God will forgive a person's sins (1)</li> <li>• God will deliver people from evil (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum one mark)</li> </ul>	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The sacrament of baptism removes original sin (1) this cleanses the soul through God's love (1)</li> <li>• At confirmation Catholics receive the gift of the Holy Spirit (1) this strengthens their faith through God's love (1)</li> <li>• During the Eucharist the bread and wine become the body and blood of Jesus (1) this unites the individual with Christ (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/development</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	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"> <li>• The sharing of the bread and wine brings Catholics together (1) the Catholic Church teaches through this 'Because the bread is one, we though many, are one body, all of us who partake of the one bread' (Lumen Gentium 7) (1) this creates the Church, the Body of Christ (1)</li> <li>• During the Mass transubstantiation takes place (1) the Catechism states that the bread and wine 'become Christ's Body and Blood' (Catechism of the Catholic Church 1333) (1) this means Jesus is truly present in the bread and wine (1)</li> <li>• The Catechism says it is a sin to knowingly miss Sunday Mass (1) and the Eucharist is a weekly gift of God's grace (1) it is the 'source and summit of the Christian life' (Catechism of the Catholic Church 1324) (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 and to the question.</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	5

Question number	Indicative content	Mark
3(d)	<p>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>  <b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Different aids to worship can help Catholics express their individual spirituality, as Vatican II teaches that spiritual life is not limited to participation in the Liturgy and they can extend and enrich the liturgical life of the Church</li> <li>• The Rosary can help people to focus on and meditate on the grace of God, enabling them to reflect on life and the work of Jesus and the Virgin Mary, when not at church</li> <li>• Pope John Paul II said that Eucharistic adoration provides contact with the 'wellspring of grace', so such forms of popular piety help Catholics to feel the presence of Christ that goes beyond other forms of worship.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some forms of popular piety, for example the Stations of the Cross, are seen as a form of idolatry by some Protestants; as the images may become more important than the prayer to God</li> <li>• The Rosary can be seen as a distraction from God as the repetitive nature may mean that the person is not fully focused on worship</li> <li>• Popular piety may lead to a disproportionate focus on the saints, this results in a lack of direct contact with the Church's sacramental 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>	15

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



**SPaG**

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• War is the last resort (1)</li> <li>• The cause of the war must be just (1)</li> <li>• No innocent civilian will be killed (1)</li> <li>• It must be declared by the state (1)</li> <li>• The methods used are proportionate (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum one mark)</li> </ul>	3

Question number	Answer	Reject	Mark
4(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"> <li>• Possession of WMD do not comply with the Just War theory (1) as they can cause a disproportionate amount of destruction if used (1)</li> <li>• Pope Benedict called for nuclear disarmament (1) because the use of such weapons would involve the killing of innocent people (1)</li> <li>• Some Catholics argue they are necessary for effective self-defence (1) and this helps to secure world peace (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated response/development</li> <li>• Development that does not relate both to the response given and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
4(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>• Some Catholics would resist the use of violence (1) by doing so they are following the example of Jesus when he was arrested (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> <li>• Some Catholics might agree with using force if the cause is just (1) for example when the UN becomes involved to save innocent lives (1) 'Do to others as you would have them do to you' (Luke 6:31) (1)</li> <li>• Pope Francis has urged Catholics to actively bring about peace in the world today, (1) so some become involved with working for Catholic agencies that support the victims of conflicts (1) for example CAFOD is helping many refugees (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 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>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>• A holy war is a contradiction as Catholics should follow the teachings of Jesus to love your enemies and 'to turn the other cheek', meaning war is neither justified nor holy</li> <li>• The Church today would no longer consider that it is possible to wage a holy war; due to the advent of modern weapons and the consequences of their use</li> <li>• How can wars be considered holy when they have cause destruction and loss of life; thus leading people to question the existence of a loving God.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• The Bible teaches that Christians must work to bring about justice to help establish God's Kingdom on earth; so if a war is fought for this reason, it can be seen as holy</li> <li>• Some Christians might interpret Jesus' words; 'I did not come to bring peace, but a sword' (Matthew 10:34) to mean that Christians should defend their faith; hence making the war holy</li> <li>• In the past some wars can be seen as holy wars; the Israelites fought to establish themselves as God's people; therefore they were fighting in the name of God so the war must have been holy.</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 style="text-align: right;"><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>