



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE  
In Religious Studies A (1RA0)  
Paper 1: Area of Study 1 – Study of Religion  
Option 1A – Catholic Christianity

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## General Marking Guidance

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

**Paper 1: Study of Religion 1A – Catholic 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 came to the Jordan to be baptised (1)</li> <li>• John the Baptist performed the baptism (1)</li> <li>• The spirit of God descended like a dove (1)</li> <li>• A voice from heaven spoke (1)</li> <li>• The heavens opened (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 reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• It is important as it shows that God creates human life (1), he has provided humans with all they need (1)</li> <li>• It shows God loves and cares for his people (1) just like a human father should love and care for his children (1)</li> <li>• Christians know that they can turn to God (1) as they might to a human Father when they are in need (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
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• The soul of a Christian who has unforgiven sins will go to Purgatory (1) to be cleansed (1) because the Catechism teaches 'All who die in God's grace and friendship, but still imperfectly purified are indeed assured of their eternal salvation; but after death they undergo purification, so as to achieve the holiness necessary to enter heaven' (Catechism of the Catholic Church 1030) (1)</li> <li>• Catholic belief in the afterlife comes from the death and resurrection of Jesus (1); it is a sign of the power of Jesus, even over death (1). St Paul taught that those people who believe in Jesus and the resurrection must believe that they can also look forward to an afterlife (1)</li> <li>• Catholics believe death is not the end (1), through his death and resurrection Jesus made life after death in heaven possible (1). 'I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die.' (John 11:25–26) (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 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="363 260 764 289">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 338 1328 527">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="363 575 431 604"><b>AO2</b></p> <p data-bbox="363 615 805 644"><b>Arguments for the statement:</b></p> <ul data-bbox="363 655 1341 1041" style="list-style-type: none"> <li data-bbox="363 655 1341 806">• The Paschal Mystery teaches Catholics that living, dying and rising are a part of their experience as Christians. It reminds Catholics that there may be times when they struggle and are in pain but, if they follow Jesus' teachings and have faith, they will reach heaven</li> <li data-bbox="363 816 1341 926">• The life, death, resurrection and ascension of Jesus are seen as demonstrating God's grace, which in turn creates the opportunity for salvation, which is viewed as the main purpose of earthy life</li> <li data-bbox="363 936 1341 1041">• The resurrection of Jesus is itself a gift, given from God to humanity. It fulfils God's promise of salvation by showing that death can be defeated.</li> </ul> <p data-bbox="363 1094 867 1123"><b>Arguments against the statement:</b></p> <ul data-bbox="363 1134 1308 1520" style="list-style-type: none"> <li data-bbox="363 1134 1308 1243">• The Catholic Church believes that the Bible is the word of God expressed through writers of the time, so all parts are of equal importance</li> <li data-bbox="363 1253 1308 1404">• Jesus spoke about putting belief into action. The parable of the Sheep and the Goats demonstrates how Catholics should treat others, showing that Catholics must focus on this life and the way they treat others</li> <li data-bbox="363 1415 1308 1520">• If the Paschal Mystery becomes the sole focus of a Catholics daily life they can limit themselves, Catholics need to have a variety of spiritual experiences.</li> </ul> <p data-bbox="363 1572 810 1602">Accept any other valid response.</p> <p data-bbox="363 1654 1263 1759">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>• The coffin is sprinkled with holy water (1)</li> <li>• A cross or Bible is placed on the coffin (1)</li> <li>• Scripture will be read (1)</li> <li>• Hymns will be sung (1)</li> <li>• A burial or cremation committal will take place (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.</p> <ul style="list-style-type: none"> <li>• Catholics believe that to worship God fully they must use a variety of ways (1) this is to ensure that they are connecting with God not simply saying words (1)</li> <li>• The Catechism describes prayer as 'the raising of one's mind and heart to God' (Catechism of the Catholic Church 2559) (1) this means focusing on God alone in both the mind and heart with no set format (1)</li> <li>• Prayer needs to be for different moods (1), e.g. sometimes prayers are serious or sorrowful, at other times joyful (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 purpose. Award further marks for each development of the purpose 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 sick person confesses their sins (1), this is to remove any anxiety they may have about dying without having told God they are sorry for their sins (1). The priest says 'May the lord who frees you from sin, save you and raise you up.' (1)</li> <li>• The person is anointed twice with oil (1), the oils are to give strength (1). The priest anoints the forehead saying 'Through this holy anointing may the Lord ... help you.' (1)</li> <li>• The ill may also receive Communion (1), this is spiritual nourishment to help them feel that Christ is with them in this difficult time (1). 'He who eats my flesh and drinks my blood has eternal life, and I will raise him up at the last day.' (Catechism of Catholic Church 1524) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated purpose/ development</li> <li>• Development that does not relate both to the purpose and to the question</li> <li>• Reference to a source of wisdom that does not relate to the purpose given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
2(d)	<p data-bbox="365 262 560 294">AO2 12 marks</p> <p data-bbox="365 336 1323 535">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="365 577 430 609"><b>AO2</b></p> <p data-bbox="365 619 803 651"><b>Arguments for the statement:</b></p> <ul data-bbox="365 661 1323 966" style="list-style-type: none"> <li data-bbox="365 661 1323 766">• Jerusalem is essential as a place of pilgrimage as it is the place of Jesus' death and resurrection, Christians can walk the way of the cross and deepen their understanding of Jesus' sacrifice</li> <li data-bbox="365 777 1323 850">• Jerusalem is a sacred place for many religions, this can help to deepen faith, through making connections and praying with others</li> <li data-bbox="365 861 1323 966">• Visiting Jerusalem can help deepen an understanding of the life of Jesus, through visiting places such as the garden of Gethsemane and Golgotha.</li> </ul> <p data-bbox="365 1018 868 1050"><b>Arguments against the statement:</b></p> <ul data-bbox="365 1060 1323 1438" style="list-style-type: none"> <li data-bbox="365 1060 1323 1207">• Many miracles have occurred at Lourdes, therefore many people, particularly those who are ill would feel that Lourdes would be a suitable place of pilgrimage, here they can also walk the way of the cross</li> <li data-bbox="365 1218 1323 1323">• Walsingham is a more accessible (time and money) place of pilgrimage, pilgrims they can spend time in prayer and communion with other Christians</li> <li data-bbox="365 1333 1323 1438">• Rome is a place of great importance as it is here where the Pope is resident, people gather together to hear him preach and bless them.</li> </ul> <p data-bbox="365 1491 803 1522">Accept any other valid response.</p> <p data-bbox="365 1575 1258 1680">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

<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>

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>• One source of moral teaching Catholics may use is the Catechism of the Catholic Church (1)</li> <li>• They might use the example of Jesus (1)</li> <li>• They might use their conscience (1)</li> <li>• They might seek the guidance of the priest (1)</li> <li>• They might use the word of God through scripture (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 type. Award a second mark for development of the type. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• History books contain the historical accounts of the Jewish people after they were freed from Egypt, (1) including the story of David (1)</li> <li>• Prophets contain messages from God (1). Prophets spoke to people with messages from God about how they should behave (1)</li> <li>• One type of writing is the Gospels (1) each describe the main events of Jesus' life (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated type/ development</li> <li>• Development that does not relate both to the type 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 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>• Through transubstantiation Catholics are reaffirmed as part of Christ's body (1); strengthened by receiving the sacrament (1), as told in 1 Corinthians 12:27 'Now you are the body of Christ, and each one of you is a part of it' (1)</li> <li>• Each person can serve the Church through their different talents (1), which shows how Christians can perform different tasks and yet be a unity (1); 'We have different gifts, according to the grace given to each of us' (Romans 12:6) (1)</li> <li>• Saint Paul referred to the Church as the Body of Christ (1) with no one part of the body more important than the rest, and each needs the other (1), 'For just as each of us has one body with many members, and these members do not all have the same function' (Romans 12:4) (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 beliefs and to the question</li> <li>• Reference to a source of wisdom that does not relate to the beliefs 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 the statement:</b></p> <ul style="list-style-type: none"> <li>• The magisterium interprets the Bible and the Apostolic Tradition handed down from the apostles for Catholic Christians today; telling Catholics what to believe in</li> <li>• The magisterium can look at issues that did not exist in the time of Jesus and the apostles, e.g. same-sex marriage. This is important because Catholics cannot look in the Bible for answers to issues like these</li> <li>• The magisterium shows Catholics how to achieve salvation, as the magisterium is guided by the Holy Spirit so its teachings must be holy and right.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Catholics have a number of sources which they can use to teach them more about faith. They believe that their conscience is inspired by the Holy Spirit and can guide and teach the truth</li> <li>• Catholics will look to the Church, which has many centuries of experience and tradition on which to draw, they are able to seek help from professional clergy</li> <li>• The Bible is a better form of teaching for Catholics. It is clearly set down in writing and many believe it to have been inspired by God. The Bible is easily available and has not been modernised but remains as God intended.</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
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>• Alpha and Omega are symbols used in Catholic Christianity (1)</li> <li>• Catholics may use Ichthus as a symbol (1)</li> <li>• The Dove is a symbol of the Holy Spirit (1)</li> <li>• The cross is a symbol of Catholic Christianity (1)</li> <li>• Chi-Rho is a Catholic Christian symbol (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four.</p> <p>Candidates should only refer to one piece of religious art in their answer.</p> <ul style="list-style-type: none"> <li>• In the creation of Adam, Michelangelo has the two hands reaching to each other (1) this is to show the mutual desire between God and humanity (1)</li> <li>• The creation of Adam shows that God is the Creator (1) as he created Adam in his image (1)</li> <li>• The creation of Adam foreshadows the separation of God and humanity (1) in the gap between God and Adam's hands (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
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>• In the Middle Ages hunger cloths were used to cover the altar during Lent, (1) these cloths were decorated with images and stories from the Bible (1) the Catechism supports this when stating that 'All the signs in the liturgical celebrations are related to Christ' (Catechism of the Catholic Church 1161) (1)</li> <li>• Hunger cloths have been used in developing countries to remind people that that God is with them in all their struggles (1), celebrating that the gifts of God's creation are to be shared with everyone. (1) 'venerated angels, all the saints and the just, whether painted or made of mosaic or another suitable material, are to be exhibited in the holy churches of God, on sacred vessels and vestments, walls and panels, in houses and on streets.' (Catechism of the Catholic Church 1161) (1)</li> <li>• Modern hunger cloths are used to promote justice and peace (1), many charities such as CAFOD use them as a symbol of loyalty and to unite communities (1). 'They make manifest the "cloud of witnesses" who continue to participate in the salvation of the world and to whom we are united, above all in sacramental celebrations' (Catechism of the Catholic Church 1161) (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="365 258 560 289">AO2 12 marks</p> <p data-bbox="365 338 1328 527">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="365 575 430 606"><b>AO2</b></p> <p data-bbox="365 615 803 646"><b>Arguments for the statement:</b></p> <ul data-bbox="365 655 1339 1083" style="list-style-type: none"> <li data-bbox="365 655 1323 806">• Many people visit places such as St Peters Basilica to see the Pieta, they take in the beauty of the art and the Basilica. They go to witness the wonder and skills of Michelangelo and as a result don't recognise the symbolism and the sorrow that the statue portrays</li> <li data-bbox="365 814 1307 926">• Many statues are also tourist attractions and many people visit them as an attraction, it is a must see feature on many city breaks with many people not even being aware of who the statue is</li> <li data-bbox="365 934 1339 1083">• Some of the images represented in sculpture and statues may seem traditional and alien to modern society; some people may struggle to connect with the concept of God portrayed; they may therefore have less relevance to a person's faith</li> </ul> <p data-bbox="365 1131 868 1163"><b>Arguments against the statement:</b></p> <ul data-bbox="365 1171 1323 1560" style="list-style-type: none"> <li data-bbox="365 1171 1323 1283">• The Catechism of the Catholic Church encourages all sacred art which reflects the glory of God and which draws the worshipper to adoration and prayer, they remain an expression of Catholic faith</li> <li data-bbox="365 1291 1307 1442">• Sculptures and statues often portray images and stories from the Bible; they assist Christians to understand God's dealings with humanity; and they help them to understand more clearly the history of salvation</li> <li data-bbox="365 1451 1323 1560">• Many statues represent the history of the Church, pilgrims often make special journeys to pray at the statues, many will often touch the foot of St Peter in the Vatican as a sign of devotion and respect.</li> </ul> <p data-bbox="365 1650 808 1682">Accept any other valid response.</p> <p data-bbox="365 1730 1263 1841">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 data-bbox="1372 1845 1404 1877"><b>12</b></p>

<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>