



# Mark Scheme (Results)

Summer 2023

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

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## General Marking Guidance

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

**Paper 1: Study of Religion 1B – Christianity Mark Scheme**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Christians refer to the vale of soul making as a solution to the problem of suffering (1)</li> <li>• They refer to Job to explain suffering (1)</li> <li>• They accept freewill as a solution to evil and suffering (1)</li> <li>• They trust God to have a plan hidden in the suffering (1)</li> <li>• They refer to the story of Fall (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 each way. Award further marks for each development of the way up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Christians recite the Nicene Creed (1) this takes place during every service of Holy Communion (1)</li> <li>• Significant events are performed in the name of the Trinity (1) such, as baptism and marriage (1)</li> <li>• Some Christians make the sign of the cross when they enter a church (1); representing the Father, Son and Holy Spirit (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>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each detail. Award further marks for each development of the detail 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>• Jesus ate bread with his disciples (1) 'And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me.'" (Luke 22:19) (1) This began the sacrament of the Eucharist. (1)</li> <li>• Jesus drank wine with the disciples (1) He used it to draw an analogy to his death (1) 'In the same way, after the supper he took the cup, saying, "This cup is the new covenant in my blood, which is poured out for you"' (Luke 22:20) (1)</li> <li>• Peter announced he was willing to go to prison and die for Jesus. (1) However, Jesus predicted that Peter would deny him, (1) 'I tell you, Peter, before the rooster crows today, you will deny three times that you know me.' (Luke 22:34) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated detail/ development</li> <li>• Development that does not relate both to the detail and to the question</li> <li>• Reference to a source of wisdom that does not relate to the detail given.</li> </ul>	<b>5</b>

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>• Some Evangelical Protestants believe in the resurrection of the body and the idea that everyone will be raised on the Last Day to be judged by God only going to heaven or hell.</li> <li>• Protestants believe there is only heaven or hell after death. They do not believe in Purgatory. Article 22 of the 39 Articles of the Church of England states that there is no such place. The justification for this is that Purgatory is not mentioned in the Bible.</li> <li>• The Bible teaches that ‘When their spirit departs, they return to the ground; on that very day their plans come to nothing.’ (Psalm 146:4). This indicates that there is not such thing as ghosts or communication with the dead once they have died. They must go to heaven or hell.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• The Catholic Church teaches that after death there is a state of purgatory. This is a place where some people who have sinned are purified in a cleansing fire, after which they are accepted into heaven.</li> <li>• Most Catholics believe that all Christians will eventually go to heaven and that the good followers of any religion are able to go to heaven. However, this may be after time in purgatory. ‘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 the joy of Heaven.’ (Catechism of the Catholic Church 1030, 1992)</li> <li>• Some Protestants also believe there is no such place as hell, only levels of heaven, and that everyone will eventually reach heaven.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

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

**SPaG**

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



Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Baptism is important as an initiation into Christian life (1)</li> <li>• At confirmation the vows to God made at baptism are confirmed (1)</li> <li>• Marriage is an important sacrament in the life of a Christian (1)</li> <li>• The Eucharist is important for most Christians (1)</li> <li>• Taking holy orders for some people is an important sacrament (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>• Most Christian festivals are based on a special event in the life of Jesus (1). These festivals help Christians to remember the religious importance of these events (1)</li> <li>• Some Christian festivals replaced pagan festivals which marked important times of the year (1). For example, 25 December was associated with Saturnalia (1)</li> <li>• Festivals are a time to stop routine activities and perhaps have a rest (1). In medieval times, religious festivals were the only days people had off from work (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Christians show love in practical ways to others. (1) Christians are taught that love is the most important thing, (1) 'And now these three remain: faith, hope and love. But the greatest of these is love.' (1 Corinthians 13:13) (1)</li> <li>• In the parable of the Sheep and Goats Christians are taught about charity (1). The parable describes how Christians will be rewarded for looking after those less fortunate (1). 'For I was hungry, and you gave me something to eat.' (Matthew 25:35) (1)</li> <li>• Some Christians dedicate their lives in service to others (1) for example, as a Doctor or nurse working for charities (1) 'I was sick and you looked after me' Matthew 25:36) (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 way given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
2(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>• Local Churches are the focal point of Christian identity; they are where people gather and receive the sacraments, they provide discussions and prayer groups, sermons and Bible study, allowing people to learn more about God</li> <li>• The local Church often supports the school, providing an opportunity to evangelise to the young people and serve the wider community through activities such as scouts, children’s playgroups, youth groups, thus bringing more people into the Church</li> <li>• The local parish has groups that bear witness to the Gospel message showing love and faith in action, they frequently organise events that allow them to share their mission with others.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Religious people attempting to convert other people in the local area could be seen as a form of discrimination: the local Church should be working for community cohesion</li> <li>• Some people seek to evangelise individually by being a good Christian and living a good life so that others may freely choose to follow their example</li> <li>• The global and national Church are also responsible for Evangelism and provide many opportunities and large scale event to spread Gospel.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

<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
<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>• Jesus demonstrated love for others (1)</li> <li>• Jesus showed Christians how to pray (1)</li> <li>• He was a servant (1)</li> <li>• Jesus forgave others (1)</li> <li>• He supported social justice (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 providing an event. Award a second mark for development of the event. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The Filioque controversy caused a split in the Church (1). The Churches argued about whether the Son played any part in the origin of the Spirit (1)</li> <li>• The Reformation changed England's official religion from Catholicism to the new Protestant faith (1). It began when Martin Luther protested about the Catholic Church (1)</li> <li>• The first Baptist churches were formed by English-speakers in Holland (1). They believed church membership should be voluntary and that only believers should be baptised (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
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each understanding. Award further marks for each development of the each understanding up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <p>Candidates who do not consider different understandings within Christianity cannot be awarded more than 3 marks.</p> <ul style="list-style-type: none"> <li>• Some Christians do not accept the authority of the pope (1). They believe authority comes from the council of Bishops working together (1). They believe that these people have gifts given by God 'so that the body of Christ may be built up' (Ephesians 4:12) (1)</li> <li>• Catholics accept the authority of the pope (1), as the successor to the Apostle Peter (1). 'You are Peter, and on this rock I will build my church' (Matthew 16:18) (1)</li> <li>• Some Christians do not think the pope is as important as the Bible (1) as they believe that 'All Scripture is God breathed' (2 Timothy 3:16) (1). They may believe all humans are fallible (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated understanding / development</li> <li>• Development that does not relate both to the understanding and to the question</li> <li>• Reference to a source of wisdom that does not relate to the understanding 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></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• The Bible is the word of God and therefore no other source is needed. Christians can find answers and support in the pages of God's word. 'All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness.' (2 Timothy 3:16)</li> <li>• There are many people recorded in the Bible who suffered, sinned or needed comfort, for example, Job and David. These provide reassurance from God that no matter the problem faced by a Christian comfort can be found in God</li> <li>• Through Bible quotes, Christians can be comforted by knowing that God is faithful and is always looking over them. Whatever the circumstance may be, they can use these comforting Bible verses to find peace.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• The Church is how God works in the world today, the members of the Church can offer comfort to a Christian who is in need. For example, providing someone to listen to their problems and support them whilst making decisions on a personal level.</li> <li>• Some parts of the Bible can be seen as condemning not comforting. Such as same-sex relationships which different sources offer contradicting advice on and may cause distress and confusion.</li> <li>• The Bible is a book, and although can offer comfort through the promises of God, it cannot give a hug, sometimes people need the physical support of others to comfort them.</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>• Icons connect the worshipper with the spiritual world (1)</li> <li>• Icons are part of liturgical celebrations (1)</li> <li>• They provide inspiration to the worshipper (1)</li> <li>• They provide a 'window to heaven' (1)</li> <li>• It is believed through them saints exercise beneficent powers. (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a symbol. Award a second mark for development of the symbol. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Matthew the Evangelist, is symbolised by a winged man, or angel (1). It represents Jesus' Incarnation, and so Christ's human nature (1)</li> <li>• Mark the Evangelist, is symbolised by a winged lion (1). The lion also represents Jesus' resurrection (1)</li> <li>• John the Evangelist, is symbolised by an eagle (1). This symbolises that Christians should look on eternity without flinching (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated symbol/ development</li> <li>• Development that does not relate both to the symbol given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Passion plays highlight the emotions of Jesus' journey to the cross (1). The songs sung at the foot of the cross provide a moving effect for those listening (1) 'Going a little farther, he fell with his face to the ground and prayed, "My Father, if it is possible, may this cup be taken from me. Yet not as I will, but as you will."' (Matthew 26:39) (1)</li> <li>• Passion plays tell the story of Jesus' death (1) and can convey a message of salvation and forgiveness (1) 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' (John 3:16) (1)</li> <li>• Passion plays reflect the Easter liturgy (1) and therefore help people to have a better understanding of the nature of God (1) 'God is love.' (1 John 1:4) (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
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>• Some Christians have paintings that show the life of Christ, these can be used for reflection and quiet prayer. The visual aid will help them to focus and help to remind the faithful of important doctrines and saints</li> <li>• Christians do not worship the paintings themselves but use them to visually portray the stories in the Bible. Paintings often depicted the stories from Jesus’ life visually, so that everyone, including little children, could understand who Jesus was</li> <li>• The Catechism of the Catholic Church states that human art expresses humanity’s relationship with God; that the creativity reflects God’s gifts and powers which is given to humans.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians claim religious paintings cannot depict the complex and beautiful nature of God fully. Therefore, they can distract from the worship of the vast nature of God focusing on one part only</li> <li>• When looking at paintings of Christ many Christians think they are looking at Jesus. However, most of the paintings of Jesus have no resemblance to the way he looked. They are looking at an artist’s work and understanding not looking beyond at Christ himself</li> <li>• A painting can never truly represent the truth about Christ, there is no way anything made by man could even begin to properly represent the full essence of God.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	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.</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>