



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

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

Option 2B 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 or 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.

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

Autumn 2020

Publications Code 1RBO_2B_2011_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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 2B - Christianity Mark Scheme - 2020

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.</p> <ul style="list-style-type: none"> • The Trinity is included in the Creeds (1) • Some Christians will bless themselves using the sign of the cross (1) • Christians are baptised using the trinitarian formula (1) • The Trinity is included in the prayer the 'Glory Be' (1) • Many icons depict the Trinity (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (Maximum of one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians believe that there is everlasting life after this one (1) they believe that those who live good Christian lives will go to heaven (1) • Jesus taught that those who believe will have eternal life (1) John records 'whoever believes in him shall not perish but have eternal life' (3:16) (1) • Christians teach that after death people will be judged by God (1) this is shown in the Parable of the Sheep and the Goats (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching given and to the question. 	4

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"> • Christians may wonder why a loving God would allow them to suffer (1), many Christians suffer from diseases and pain (1) even though Psalm 103:3 says God 'forgives all your sins and heals all your diseases' (1) • Christians believe God is all powerful, so should be able to prevent suffering (1). However, it is clear that suffering often happens to believers, contrary to biblical teaching about God (1), 'he does not treat us as our sins deserve or repay us according to our iniquities' (Psalm 103:10) (1) • Christians might wonder why good people suffer (1) that a Father God would not let his children suffer (1) the Psalm says 'As a father has compassion on his children, so the Lord has compassion on those who fear him' (103:13) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Most Christians believe that to be saved a person must have faith in God, and that this means that they must follow the laws that God has laid down, by doing his will they achieve salvation • Most Christians believe that after this life Christians are judged on how they have lived, they will achieve salvation if they have lived a righteous life, and a sinless life is one lived according to God's laws • Some Christians would maintain that love of God is what is required to be saved. John 14:21 says 'Whoever has my commands and keeps them is the one who loves me.' Thus, to be saved a Christian must to keep God's laws. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians believe that the death of Jesus was all that was needed for humanity to be saved, it was the purpose of his death and resurrection • The Bible shows that people will be forgiven for their sins, Matthew 6:14 says 'your heavenly Father will also forgive you' so that people can be saved even though they may not be able to keep God's laws • Some Christians would say that Baptism is required for salvation rather than a requirement to keep God's laws. Mark's Gospel says 'Whoever believes and is baptised will be saved, but whoever does not believe will be condemned' (16:16), it does not mention keeping laws. <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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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.
Level 3	7–9	<ul style="list-style-type: none"> 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. 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.
Level 4	10–12	<ul style="list-style-type: none"> 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. 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.

SPaG

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

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"> • Christians feel that the punishment should try to reform the criminal (1) • They think Christians should offer forgiveness to the criminal (1) • The treatment of criminals should reflect the God given dignity of the person (1) • It should ensure that the criminals are treated justly (1) • It should rehabilitate them back into society (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	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"> • Some Christians believe justice helps victims come to terms with their ordeal (1) allowing them to learn to forgive the offender (1) • Some Christians believe it is important as it reflects God's justice (1) it enables victims to understand that there is an ultimate judge (1) • Some Christians believe justice demonstrates to the victim that their feelings have been considered (1), it is a sign of compassion to the victim (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Reject development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
2(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"> • Some teach that it would make the executioner as bad as the offender (1), Matthew teaches 'But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also.' (5:39) (1) showing that it is more Christian to forgive the person than to react (1). • Some Christians teach that using the death penalty is the same as murder (1), it is taking away someone else's life which no one has the right to do (1) Jesus said, 'Let any one of you who is without sin be the first to throw a stone at her' (John 8:7) (1). • Some Christians teach that it is wrong because it is against the explicit teachings of God (1) the Decalogue includes a commandment against killing (1) In Exodus 20:13 it teaches 'You shall not murder.' (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Reformation is the main aim of punishment for Christians, because it supports the concept of forgiveness that is at the root of the teaching of Jesus • If punishment aims to reform a criminal it will give them the opportunity to be sorry for their wrong doings and to change, Christians would support this as it echoes the actions of Jesus with sinners • Christians would support reformation as the main aim of punishment as it enables both the offender and the victim to move on in their lives and participate in society more fully. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians may feel that punishment needs to prevent people from committing the crimes in the first place, and that deterrence is a better aim of punishment as it is preferable to the breaking of laws • Some Christians feel that the main aim of punishment is to protect the innocent, that the main teachings of Christianity are about love of neighbour and thus punishment should show people are loved by protecting them, not trying to reform the offender • A minority of Christians feel that the aim of punishment is retribution, that if a person has broken the laws of the land they should be made to pay for it, rather than have help given to them. <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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> 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. 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.
Level 3	7–9	<ul style="list-style-type: none"> 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. 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.
Level 4	10–12	<ul style="list-style-type: none"> 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. 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.

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"> • Christians may use individual prayer (1) • Christians may sing worship songs (1) • They may attend Sunday services (1) • They may read the scriptures (1) • They may participate in liturgical worship (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The pilgrimage to Iona follows in the footsteps of great saints (1) including St Columba who is credited with bringing Christianity to Scotland (1) • It may join people together in a communal journey (1) because they will all participate in Tuesday's pilgrimage walk (1) • It may provide a focus for worship (1) people may find it easier to focus on God when they are in a remote island like Iona (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	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"> • Easter provides an opportunity to focus on the resurrection (1) which Christians believe opened the way to eternal life (1). As St Paul explains 'Now if there is no resurrection, what will those do who are baptised for the dead? If the dead are not raised at all, why are people baptised for them?' (1 Corinthians 15:29) (1) • Christians celebrate Easter as it is a festival of great joy (1) they celebrate Jesus overcoming death (1)' For as in Adam all die, so in Christ all will be made alive.' (1 Corinthians 15:22) (1) • Easter is celebrated as a time of renewal of a person's faith (1) Paul reminds the people of Corinth 'And if Christ has not been raised, our preaching is useless and so is your faith' (1 Corinthians 15:14) (1) Because of this many Christians will renew their baptismal promises on Easter Sunday (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
3(d)	<p data-bbox="363 279 764 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 359 1240 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 431 627">AO2</p> <p data-bbox="363 636 813 667">Arguments for this statement:</p> <ul data-bbox="363 676 1281 1142" style="list-style-type: none"> <li data-bbox="363 676 1281 827">• Many Christians think that if everyone followed the teachings of Jesus they would ensure that everyone was cared for, as they are taught to love their neighbour, this would mean charitable organisations like Christian Aid would not be needed <li data-bbox="363 835 1281 1024">• Pope John XXIII pointed out that it is the governing bodies of countries that need to act to remove poverty, 'the avoidance of all forms of unfair competition between the economies of different countries; the fostering of mutual collaboration and good will' (Mater et Magistra 1961) <li data-bbox="363 1033 1281 1142">• Christians who support the ideas of liberation theology would maintain that political action is needed to overcome inequality, and that it may require force rather than charitable actions. <p data-bbox="363 1190 878 1222">Arguments against this statement:</p> <ul data-bbox="363 1230 1281 1619" style="list-style-type: none"> <li data-bbox="363 1230 1281 1381">• Some Christians say that the work of Christian Aid is a way of showing love to God, that whatever they would do for God Christians should do for others, as shown in the Parable of the Sheep and Goats <li data-bbox="363 1390 1281 1499">• Some Christians would argue that supporting charities is a way to show solidarity with the poor and that by working for social justice Christian Aid continues the work of Jesus today <li data-bbox="363 1507 1281 1619">• Some would say that charitable work is a way of showing one's faith and that it is an essential part of being a Christian to show compassion to others in this way. <p data-bbox="363 1667 810 1698">Accept any other valid response.</p> <p data-bbox="363 1747 1265 1856">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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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.
Level 3	7–9	<ul style="list-style-type: none"> 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. 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.
Level 4	10–12	<ul style="list-style-type: none"> 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. 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.

SPaG

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

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"> • Christians should not use WMD as they might not meet the conditions of a Just War (1) • Christians should protect life not end it so cannot use WMD (1) • WMD destroy the land that Christians as stewards should protect (1) • WMD kill indiscriminately which is against the commandments (1) • The acquisition of WMD may lead to peace which Christians could accept (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	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"> • Many Christians believe that the use of violence is wrong (1) they believe that non-violent techniques may be a valid alternative (1) • Some Christians believe that the war is not a good way to solve conflict (1) that you cannot solve conflict with more conflict (1) • Many Christians believe war is inherently wrong (1) it is against the Decalogue command not to kill (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response/ development • Development that does not relate both to the response given and to the question. 	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"> • Many Christians believe that Jesus taught that peace was preferable to violence (1) they believe Jesus showed this in his actions in the Garden of Gethsemane (1) Luke 22:51 shows he stopped the fighting saying “No more of this!” And he touched the man’s ear and healed him’ (1) • Some Christians believe that most people want to live in peace (1) that this is the main way that Christians show love to others (1) Luke 6:31 teaches ‘Do to others as you would have them do to you.’ (1) • Many Christians believe peace is a way to show that they recognise the value of life (1) it shows respect for God’s unique creation (1) Matthew’s Gospel says Christians ‘love your enemies and pray for those who persecute you’ (5:44) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Many Christians believe that passive resistance follows the example of Jesus, he could have fought his crucifixion however the way he acted was necessary to bring about change • Some Christians would argue that passive resistance is the only way to bring about real change, that violence breeds violence and peaceful action will bring about peace • Christians would also argue that passive resistance is the most Christian way to respond to conflict, it has been shown to be effective and is a powerful protest method to bring about social change. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • Some other Christians would say even Jesus turned to violence, in the Temple when it was required to make his views known, so change might need other methods • Some Christians might argue real change that affects a lot of people cannot be brought about by passive resistance, as one side will always have weapons and thus be the stronger side • Some Christians maintain that passive resistance is idealistic and that in today's world to bring about real change needs political action, supported by violence if required. <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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> 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. 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.
Level 3	7–9	<ul style="list-style-type: none"> 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. 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.
Level 4	10–12	<ul style="list-style-type: none"> 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. 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.