



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE
In Religious Studies (1RB0/3B)
Paper 3: Area of Study 3 – Religion, Philosophy
and Social Justice
Option 3B - 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 3: Religion, Philosophy and Social Justice 3B - Christianity
Mark Scheme – 2018

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Humans are responsible for evil and suffering (1) • God gave humanity free will (1) • People pray to end suffering (1) • People give to charity to support those who suffer (1) • Christians need to become better people (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 point. Award a second mark for development of the point up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It shows Jesus knows what is going to happen to him (1) 'the one who betrays me is with me, and his hand is on the table' (Luke 22:21) (1) • It shows Jesus cares about his friends (1) he is trying to prepare them for the future (1) • It shows he is obedient to God's will (1) he knows his sacrifice must happen (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated point / development • Reject development that does not relate both to the point 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"> • Salvation is important for Christians as it leads to eternal life with God (1) the Bible teaches that the death of Jesus led to salvation (1) 'the Son of Man must be lifted up, that everyone who believes may have eternal life in him' (John 3:14) (1) • It shows that Christians must have faith in Jesus, (1) as Peter said 'salvation is found in no one else' (1) Christians therefore believe salvation is a reward for belief in Jesus (1) • It makes sense of the death of Jesus (1) it explains why the Son of God had to be sacrificed (1) 'So Christ was sacrificed once to take away the sins of many; and he will appear a second time, not to bear sin, but to bring salvation to those who are waiting for him' (Hebrews 9:28) (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"> • Catholics believe it is where remaining sins will be forgiven, this means the person is then worthy of going to heaven because 'Nothing impure will ever enter it, nor will anyone who does what is shameful or deceitful' (Revelation 21:27) • Some Christians believe that Bible teachings support belief in purgatory, there are several references that refer to cleansing before a person can enter heaven • Some Christians argue it is logical that a sinful person cannot go to a place that is sin free, heaven, and yet an all loving God would not send people to hell unless they were truly evil. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Protestants argue that they do not need to believe in purgatory because the death of Christ on the cross meant that the gates of heaven had been opened • Some Christians believe that through baptism they became holy, their sins were washed away and so there is no need for there to be a place after death for this to occur, 1 Cor 11 says 'you were washed, you were sanctified' • Some Protestants maintain that there is no hell or purgatory, they would say that these would both make God responsible for torture and a loving God would not do this. <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 marks	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 marks.</p> <ul style="list-style-type: none"> • God appeared to Abram in a vision at Ur (1) • God spoke to Moses in the Burning Bush (1) • The Angel Gabriel appeared to Mary (1) • St Teresa of Avila had visions of Jesus and Mary (1) • St Bernadette had visions of Mary in Lourdes (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 characteristic. Award a second mark for development of the characteristic up to a maximum of four marks.</p> <ul style="list-style-type: none"> • God is shown to be omnipotent (1) as he had power to design the world (1) • God is shown to be omniscient (1) as he has the knowledge of how to design the world (1) • God is shown to be eternal (1) as design shows God knows the purpose of the world (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated characteristic / development • Development that does not relate both to the characteristic given and to the question 	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"> • God is revealed in the covenant with Noah (1) he promised never to destroy humanity again (1) So God said to Noah, 'Be fruitful and increase in number and fill the earth' (Genesis 9:1) (1) • Abraham's covenant reveals that God wants people to be faithful to him (1) he refers to Abraham's people as the chosen ones (1); Exodus 3:15 records 'thus I am to be remembered throughout all generations' (1) • Hebrews points out that God's revelation is also shown in Jesus (1) 'in the past God spoke to our ancestors through the prophets at many times and in various ways, but in these last days he has spoken to us by his Son' (1) this passage indicates to Christians that Jesus is the final part of the covenant (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way / development • Development that does not relate both to the way given and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="389 264 576 293">AO2 12 marks</p> <p data-bbox="389 327 1249 488">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="389 521 453 551">AO2</p> <p data-bbox="389 555 839 584">Arguments for the statement:</p> <ul data-bbox="389 589 1249 943" style="list-style-type: none"> <li data-bbox="389 589 1249 712">• Parents want their children to have the same beliefs as them because as believers they think their beliefs are correct, therefore they should give their children a Christian upbringing <li data-bbox="389 716 1249 840">• When a couple are married in church they receive marriage preparation, during this they are encouraged to raise a Christian family, thus when they have children they keep this promise <li data-bbox="389 844 1249 943">• Christian parents think that the best way to raise their children is to believe in God, the children would then have a good Christian life and can go to heaven. <p data-bbox="389 976 908 1005">Arguments against the statement:</p> <ul data-bbox="389 1010 1249 1328" style="list-style-type: none"> <li data-bbox="389 1010 1249 1108">• Many non-religious people argue that it is wrong to give children a Christian upbringing as they have no choice in the matter and it is equal to brain washing <li data-bbox="389 1113 1249 1211">• Some point out that a religious upbringing does not always lead to belief in God, often children will reject belief as it is the norm rather than perceived as something exciting <li data-bbox="389 1216 1249 1328">• Non-religious people would not give their own children a Christian upbringing as it would make them different to their own parents thus it cannot be said that all children can have a Christian upbringing. <p data-bbox="389 1361 831 1391">Accept any other valid response.</p> <p data-bbox="389 1424 1197 1547">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 marks.</p> <ul style="list-style-type: none"> • It sends preachers out to speak about religion in public (1) • Leaders are missionary by example (1) • By working in co-operation with other people (1) • By running social clubs based on Christian principles (1) • They organise groups to study the Bible (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"> • They may learn more about their faith (1) by visiting a place where a holy person has been (1) • It could strengthen belief (1) by visiting a Christian shrine (1) • It may follow the teaching of someone (1) St Bernadette told pilgrims to 'come and wash in the spring' in Lourdes (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/belief. Award further marks for each development of the reason/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"> • It is important as it is a weekly act of worship (1) it is communal thanksgiving joining Christians together (1) the Thirty-Nine Articles say it is 'a sign of the love that Christians ought to have among themselves one to another' (1) • For some Christians, it symbolises the body and blood of Jesus (1) it is a reminder of the sacrifice made by Jesus (1); 'This is my body given for you; do this in remembrance of me' (Luke 22:19) (1) • Catholics believe the bread and wine are transubstantiated (1) therefore they become the body and blood of Christ (1); the Catechism describes it as 'the source and summit of Christian life' (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>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"> • Advent is a time of reflection, Christians can think more about their lives and how they live their faith, this can be more powerful than one day's celebration • Advent guides Christians through scriptures, which can help people find the true religion through faith in Jesus, and therefore to understand how they should live • Advent is a time of reconciliation, all Christians are encouraged to be at peace with each other for Christmas, Catholics are especially expected to receive the sacrament of reconciliation during Advent. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians believe that Christmas is more important as it is a celebration of the incarnation, remembering God coming to earth as a man to save people from sin • It is a time of great joy and celebration, as Christians remember the birth of Christ, in Luke 2:10 'the angel said to them, 'Do not be afraid. I bring you good news that will cause great joy for all the people' • Christmas is a time of giving, more than in Advent people give gifts to family and friends possibly to reflect the giving of gifts by the Magi as in Matthew's Gospel 'Then they opened their treasures and presented him with gifts of gold, frankincense and myrrh'. <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 marks	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 marks.</p> <ul style="list-style-type: none"> • By raising money for charities to fight poverty (1) • Christians will pressure governments to do something to help (1) • They may work for Fair Trade organisations (1) • Churches have spoken out against the causes of poverty (1) • Christians hold days of prayer for equality of wealth (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 reason. Award a second mark for development of the reason up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Treating people well is important (1) this follows Jesus' teaching on loving others (John 13:34) (1) • They should follow the teaching of the Bible in the Good Samaritan (1) giving practical help to people of different races (1) • Racism is not just (1) it leads to resentment and conflict (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
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Paul taught that everyone is unified in Christ (1) 'There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus' (Galatians 3:28) (1) this means that people's differences are unimportant (1) • Genesis records God created all 'in his image' (1), therefore no one person is better than another (1) Christians should therefore regard working for equality as essential (1) • Equality rejects discrimination (1) and thus it is showing love for others as Jesus commanded. (1) 'Love does no harm to a neighbour. Therefore, love is the fulfilment of the law' (Romans 13:10). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ 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 data-bbox="389 277 576 304">AO2 12 marks</p> <p data-bbox="389 338 1142 528">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="389 566 453 593">AO2</p> <p data-bbox="389 598 839 624">Arguments for the statement:</p> <ul data-bbox="389 663 1198 1077" style="list-style-type: none"> <li data-bbox="389 663 1198 790">• Human rights protect people, as the Bible describes people as being 'made in God's image', Christians should ensure that people have their dignity and human rights protected <li data-bbox="389 795 1198 949">• Jesus helped the poor, outcasts and women throughout his ministry; these were people without human rights at the time, Christians should therefore regard protecting the rights of those who are persecuted as following his example <li data-bbox="389 954 1198 1077">• Situation ethics would demand that Christians should work to protect human rights they seek the most loving outcome for most people and Jesus taught that his followers should show love. <p data-bbox="389 1115 908 1142">Arguments against the statement:</p> <ul data-bbox="389 1146 1187 1597" style="list-style-type: none"> <li data-bbox="389 1146 1187 1274">• Some human rights are not in line with Christian teachings, some Christians would argue that same-sex couples should not have the right to raise a family as is recorded in the declaration of human rights <li data-bbox="389 1279 1187 1433">• Some Christians maintain that people have rights not because they are part of the law but because they are created by God, they therefore do not accept they must protect human rights, rather they need to teach about a person's worth in God's eyes <li data-bbox="389 1438 1187 1597">• Some Christians are taught that the kingdom of heaven is not of this world and by its nature this world is unfair, in the future all things will be perfect and that it is more important to focus on the spiritual rather than the material or legal. <p data-bbox="389 1630 831 1657">Accept any other valid response.</p> <p data-bbox="389 1695 1187 1816">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.