



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 1: Area of Study 1 – Religion and Ethics

Option 1A: Catholic Christianity

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General Marking Guidance

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

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 world was created from nothing showing God's power (1) • God described his creation as good displaying his benevolence (1) • In the beginning there was nothing except God, revealing that he is eternal (1) • Humans were created like God showing his benevolence (1) • It shows God is omnipotent (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 reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It is important to be stewards as that is what God asked of them (1), 'The Lord God took the man and put him in the Garden of Eden to work it and take care of it.' (Genesis 2:15) (1) • If they are stewards they will take care of the world (1) and the world will be a better place for future generations to live in (1) • As stewards of God's Creation, they will regard everything in it as sacred (1), affirming Catholic teachings which show that life must be regarded as special (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
<p>1(c)</p>	<p>AO1 5 marks</p> <p>Award one mark for each event. Award further marks for each development of the event 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"> • Catholics point out that the doctrine of the Trinity is shown in the New Testament (1) that the Baptism of Jesus shows the presence of all three persons in the Trinity (1) 'Jesus was coming up out of the water, ... the Spirit descending on him like a dove. And a voice came from heaven: "You are my Son"' (Mark 1:10-11) (1) • The Council of Nicaea formalised a creed to overcome various heresies (1) it includes the belief that the Father and the Son are one (1) 'And in one Lord Jesus Christ, the Son of God, begotten of the Father... consubstantial with the Father' (Nicene Creed) (1) • The Council of Constantinople confirmed the equality of the Holy Spirit with the Father and the Son (1) to clarify misconceptions left in place after the Council of Nicaea (1) 'the Father, the Son and the Holy Spirit have a single Godhead and power and substance' (First Council of Constantinople) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated event / development • Development that does not relate both to the event given and to the question • Reference to a source of wisdom that does not relate to the event given. 	<p>(5)</p>

Question number	Indicative content	Mark
<p>1(d)</p>	<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 that through the Incarnation God sent his son Jesus, to show them the path to God, that belief in Jesus as God will lead to salvation • Some Catholics believe Jesus taught that by doing good deeds they will achieve salvation; in the Parable of the Sheep and the Goats it illustrates that helping others leads to entry into God’s kingdom • Some Catholics believe that Jesus came to give new laws, that the Old Testament laws were replaced during the life of Jesus, and that by following the golden commandments given by Jesus it brings salvation. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics would argue that it was the death of Jesus that brought salvation, his death allowed atonement with God, and from this Catholics will achieve salvation • Catholics believe that Jesus was sent as a sacrifice, his death allowed sins to be forgiven, and thus salvation to occur “Behold, the Lamb of God, who takes away the sin of the world” (John 1:29) • Catholics believe it is not only his life but his death and resurrection that bring salvation, Jesus needed to be sent by God to open the gates to heaven. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<p>(15)</p>

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"> • Catholics believe that the family is the basic unit of society (1) • They believe that it is where the faith is taught to children (1) • They believe it is a reflection of the Holy Family (1) • It ensures that people are cared for in a secure environment (1) • It is where children are taught Christian morals (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"> • Marriage is important for society as it ensures stability (1) Pope Francis describes it as 'a permanent commitment to solidarity, fidelity and fruitful love' (Not Just Good but Beautiful) (1) • Marriage ensures that children are raised in a strong moral unit (1) the couple teach their children rules that society requires (1) • Marriage is a public statement to society that the couple will support each other (1), this releases the pressure of care from the society as a whole (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
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"> • Catholics recognise equality in the family because it takes both partners to raise children (1), together they provide the stability children need in life (1), the Catechism teaches that 'husband and wife are called to give themselves in love and in the gift of life' (Catechism of the Catholic Church 2207) (1) • Some Catholics believe men and women are equal in the family as they both have an essential role to play (1) it is their partnership that causes a family to function properly (1) the couple works for 'the good of the spouses and the procreation and education of offspring' (Catechism of the Catholic Church 1601) • Catholics may refer to the Genesis description that men and women were created at the same time (1) 'in the image of God he created them; male and female he created them (Genesis 1:27) (1) showing that God made them equal including within the family (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 data-bbox="363 279 558 310">AO2 12 marks</p> <p data-bbox="363 359 1292 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="363 596 428 627">AO2</p> <p data-bbox="363 636 805 667">Arguments for the statement:</p> <ul data-bbox="412 676 1305 1104" style="list-style-type: none"> <li data-bbox="412 676 1305 827">• Catholics may say that they need the support of the parish, there are some things that the parish can provide that other agencies cannot, for example, sacramental preparation programmes that are essential for a full religious life <li data-bbox="412 835 1305 947">• The support that a parish can provide socially may help family relationships, the parish provides counselling, helping them with problems they might face <li data-bbox="412 955 1305 1104">• Catholics regard the parish as a community to which they belong, it is natural that families will require help from the community as part of family growth e.g. youth groups for children provide social activities in a caring environment. <p data-bbox="363 1152 867 1184">Arguments against the statement:</p> <ul data-bbox="412 1192 1305 1583" style="list-style-type: none"> <li data-bbox="412 1192 1305 1304">• Some Catholics believe that God created the family to be the basic unit of society, to be complete, and that as such they do not need support from external agencies <li data-bbox="412 1312 1305 1461">• Catholics regard the parents as the first teachers of their children, it is they that raise their children in the faith and teach them right from wrong, thus they do not need the assistance of the parish <li data-bbox="412 1470 1305 1583">• Some Catholics may regard the support of the parish as interference, families should be supported from within or from other agencies that the family may choose to work with. <p data-bbox="363 1631 808 1663">Accept any other valid response.</p> <p data-bbox="363 1711 1263 1822">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"> • The introductory rites begin the Mass (1) • The penitential rite allows Catholics to acknowledge their sins (1) • The liturgy of the word uses the holy scriptures (1) • The Eucharistic prayer is the central part of the liturgy of the Eucharist (1) • There is the communion rite (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"> • Catholics may use the Stations of the Cross to remember the suffering of Christ (1), especially in Holy Week as preparation for Easter (1) • They may use them as part of a spiritual journey (1) they make their way through the stations praying at each point (1) • They may use them to join in devotion with other Catholics (1) as an opportunity to share their worship experience (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 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"> • Jesus asked people to make disciples of nations, the Church travels worldwide spreading the word of God (1) this is at the heart of missionary activity (1) 'A committed missionary knows the joy of being a spring which spills over and refreshes others.' (Evangelii Gaudium Chapter 5:272) (1) • Missionaries may become teachers to fulfil the commission (1) they feel called to ensure the message of Jesus reaches everyone (1) Pope Francis explained 'What kind of love would not feel the need to speak of the beloved, to point him out, to make him known?' (Evangelii Gaudium Chapter 5:264) (1) • Catholics may do charity work to make disciples (1) they can show people the love of Jesus through their care for them (1) Jesus taught that 'whatever you did for one of the least of these brothers of mine, you did for me.' (Matthew 25:40) (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
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 this statement:</p> <ul style="list-style-type: none"> • Catholics believe that the poor should be included in society as Jesus, in the Parable of the Sheep and Goats explains that people should help the poor, ‘whatever you did for one of the least of these brothers of mine, you did for me’ (Matthew 25:40) • Some Catholics believe that we have a moral responsibility to care for those who have less than others, as God’s creation, life is sacred, and all deserve to be treated with equality and dignity • Catholics believe that everyone is each other’s neighbour and love should be shown to all. In any community love means that no one person has more than any other. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics do not believe that all Catholics should ensure the poor are included, because even Jesus said that it is more important to be concerned about your own spirituality. He pointed out that, ‘The poor you will always have with you’ (Matthew 26:11) • Some Catholics would maintain that it is not the job of Catholics to ensure the poor are included in society, it can only be solved by governments as it is essentially a political issue • Some Catholics would say that it is impossible to make sure that the poor are included in society, as such it should be left to those who really know how to do it, that individuals should follow their own vocations. <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
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"> • The universe was created by God (1) • God may have been the cause of the Big Bang (1) • The scientific theories about the origins are compatible with religious ones (1) • Humans were given the universe to take care of it (1) • Catholics believe God designed the universe (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 way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The Bible shows that life is special because God made it (1) this means that life is holy (1) • It shows that it is special because God values human life (1) it says 'the very hairs of your head are all numbered' (Luke 12:7) (1) • The Bible shows life is special because it forbids the ending of it (1) one of the Commandments forbids murder (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. 	(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"> • The early Christians showed that belief in life after death gives purpose to life (1) early Church writings explain that Jesus died so they can have eternal life (1). St Paul explains 'it is by grace you have been saved' (Ephesians 2:5) (1) • Catholics teach that the resurrection of Jesus proves life after death (1) and that if Jesus can have life after death so can they (1) 'God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus' (Ephesians 2:6) (1) • The teaching of Jesus shows that life after death is the reward for a good life (1) the Parable of the Sheep and Goats shows that the good will have eternal life (1) Jesus explains that bad people 'will go away to eternal punishment, but the righteous to eternal life' (Matthew 25:46) (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 • Reference to a source of wisdom that does not relate to the teaching given. 	(5)

Question number	Indicative content	Mark
<p>4(d)</p>	<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"> • Most Catholics believe that humans were created last and they are the pinnacle of God’s creation, this teaching is fully compatible with the current descriptions of evolution • Non-religious people will explain that evolution shows a slow development of life gradually resulting in human life, and that there is no need for a supernatural cause as it is a natural phenomenon • Evolution is not at odds with Catholic teaching, papal encyclicals since the 1950s have explained that evolution explains the process of the development of human life, and God wills that process to happen. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics would say that the Genesis accounts of creation show how God created the universe, including human life, and evolution cannot fully explain the process • Some Catholics will argue that some scientific theories have later been proven to be incorrect, for example the flat earth, because of this they may argue that it is not possible to know the truth to explain the origins of human life • Some Catholics teach that evolution does not fully explain the origins of human life, they argue that humans have a soul, and this cannot be explained by evolution because it is spiritual. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<p>(12)</p>

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.