



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

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.

Question number	Answer	Reject	Mark
Q1 (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 believe there is life after death (1) • They believe the good will go to heaven (1) • Most believe that bad people will go to hell (1) • Some Christians believe they will go to purgatory after they die (1) • Christians believe they will be judged by God after they die (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"> • The Creation account is significant today because it shows God created everything (1) this means it is a gift to them from God (1) • The account is significant as it shows they are stewards (1) God asked them to care for his creation (1) • The Creation account explains that God is all powerful (1) that he is the sustainer of all he created (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
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each solution. Award further marks for each development of the solution 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"> • One solution to the problem of evil and suffering is to trust in God (1) they may believe that he will always help them (1) the writer of the Psalms says 'You are my refuge and my shield' (Psalm 119:114) (1) • Some believe that those who cause suffering will be punished (1), if not in this world then by eternal punishment (1) 'Salvation is far from the wicked, for they do not seek out your decrees.' (Psalm 119:155) (1) • Christians believe they should help those who are suffering (1) this will lead to reward in heaven (1) in the Parable of the Sheep and Goats those that help others are sent to heaven (Matthew 25:31-46) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated solution/ development • Development that does not relate both to the solution given and to the question • Reference to a source of wisdom that does not relate to the solution given. 	(5)

Question number	Indicative content	Mark
1(d)	<p data-bbox="396 279 792 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="396 359 1268 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="396 596 461 627">AO2</p> <p data-bbox="396 636 834 667">Arguments for the statement:</p> <ul data-bbox="396 676 1289 1024" style="list-style-type: none"> <li data-bbox="396 676 1240 785">• Christians believe that the Bible clearly shows Jesus as God incarnate, as the Nativity narratives show that from the Annunciation onwards Jesus is God made flesh <li data-bbox="396 793 1263 903">• Christians believe that the prophecies in the Old Testament show that it is foretold that God will come to Earth and Jesus fulfils these prophecies <li data-bbox="396 911 1289 1024">• Some may feel that the Bible shows that Jesus regards himself as God incarnate, he refers to God as his Father when he tells his disciples to pray the Lord’s Prayer. <p data-bbox="396 1073 899 1104">Arguments against the statement:</p> <ul data-bbox="396 1113 1300 1539" style="list-style-type: none"> <li data-bbox="396 1113 1300 1222">• Some Christians may feel that the Bible is not clear in its description of Jesus as God incarnate, it shows Jesus as human, he suffers and dies <li data-bbox="396 1230 1300 1381">• Most Christians may think that although Jesus is God incarnate, the Bible is not clear, it dwells on the life as Jesus as a human being, it tells of his birth, the way he lives among humans as fully human <li data-bbox="396 1390 1300 1539">• Some Christians will argue that the Bible is not clear in its claim that Jesus is God incarnate, it records that those who opposed him at the time regarded him as a blasphemer and someone whose actions did not come from God. <p data-bbox="396 1587 839 1619">Accept any other valid response.</p> <p data-bbox="396 1667 1294 1776">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"> • The Bible teaches that Jesus was able to work miracles (1) • Miracles show God loves people (1) • Christians believe that miracles show God's power (1) • Miracles can heal people (1) • Jesus worked miracles over nature (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"> • The cosmological argument shows that God must have caused the universe to come into existence (1) because God is the only uncaused being (1) • The argument shows God is the prime mover (1) who started the process of the cosmos being created (1) • The argument shows that the existence of God is logical (1) it explains that only God could be the first cause (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"> • Religious experience might lead to belief in God as it is a personal revelation (1). God may tell the person who he is (1), he tells Moses, 'I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob.' (Exodus 3:6) (1) • A religious experience may change a person's life (1), God convinced Moses to go back to Egypt saying (1) 'I will be with you. And this will be the sign to you that it is I who have sent you' (Exodus 3:12) (1) • Some Christians would argue religious experiences can only come from God (1) because only God has the power to cause them (1). In Deuteronomy it explains 'what god is there in heaven or on earth who can do the deeds and mighty works you do?' (Deuteronomy 3:24) (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"> • Some Christians believe that visions show what God is like as they are revelations of God, they are able to show part of God in the way that he appears or sends visions • Some Christians may say that visions show that God wants a personal relationship with his creation, and this will mean that he will naturally show what he is like in order to gain a relationship • Some Christians may explain that visions are all positive and contain teachings about God, or tell them what they should do and in doing this they reveal God’s will for humanity. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians would argue that visions may show people what can already be found in the entirety of the Bible, and that it is the Bible which explains what God is like, not individual visions • Some non-religious people would say that visions are not revelations, that they are hallucinations caused by the way that some people’s minds are, and visions are not real • Some non-religious people would argue that some people make up an experience of a vision, in order to get attention, that they seek fame and as such the vision does not show anything about God. <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"> • A church may hold prayer services (1) • The local church may provide prayer groups for individuals to attend (1) • It may provide financial help to those in need (1) • It runs groups to help people learn about the faith (1) • The church provides a community where people can meet friends (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 each reason. Award further marks for each development of the reason up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Evangelical work is important for the Church as it was commanded by Jesus (1), he said 'Go and make disciples of all nations' (Matthew 28:19) (1) • The Church may do evangelical work as they are helping people find faith (1) when they do this, they are helping people come closer to God (1) • Evangelical work may spread the faith around the world (1) this continues the mission of Jesus on Earth (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"> • Christian festivals are important in the Church year as they provide the opportunity to celebrate the main features of their beliefs (1) for example Easter allows celebration of the Resurrection (1) 'For since death came through a man, the resurrection of the dead comes also through a man' (1 Corinthians 15:21) (1) • Christians feel supported in their faith by the festivals (1), for example, during Lent they are taught about life after death (1) 'as in Adam all die, so in Christ all will be made alive' (1 Corinthians 15:22) (1) • Festivals allow Christians to remember events in the life of Jesus (1), at Christmas they remember the Incarnation of God as Jesus (1). The gospels record the birth of Jesus to Mary and Joseph as a human (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="363 279 760 310">AO2 12 marks, SPaG 3 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="363 636 808 667">Arguments for this statement:</p> <ul data-bbox="363 676 1260 1024" style="list-style-type: none"> <li data-bbox="363 676 1260 785">• Many Christians believe that all Christians should take part in pilgrimages as they allow them to draw closer to God, by recreating journeys made by holy people in the past <li data-bbox="363 793 1260 903">• Some Christians feel they should go on pilgrimages in order to undertake a spiritual journey, where they think about their personal beliefs and strengthen them <li data-bbox="363 911 1260 1024">• Some Christians feel that by travelling to a place of religious significance, e.g. Lourdes, they will in some way receive special blessings from God. <p data-bbox="363 1073 867 1104">Arguments against the statement:</p> <ul data-bbox="363 1113 1276 1503" style="list-style-type: none"> <li data-bbox="363 1113 1276 1222">• Some Christians would say that pilgrimages are not needed people can focus on God and develop their faith by prayer, and that this will help them in a spiritual way <li data-bbox="363 1230 1276 1339">• Some Christians may regard a pilgrimage as no more than a holiday to a place of religious importance, that as God is everywhere no one place is more important than another <li data-bbox="363 1348 1276 1503">• Some Christians feel that places of pilgrimage have become too commercialised, that they have become secularised and that have lost their original religious purpose and thus pilgrimage is not important to them. <p data-bbox="363 1551 808 1583">Accept any other valid response.</p> <p data-bbox="363 1631 1260 1740">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 may protest against racial inequality (1) • The Church teaches about the benefits of racial harmony (1) • Christians recognise that all people whatever their race are equal (1) • Christians may vote to pass laws encouraging racial harmony (1) • Christians may support those people who have been racially discriminated against (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 each teaching. Award further marks for each development of the teaching up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians think it causes inequality (1) and people will feel outcast by that society (1) • It causes issues as people are not treated how Jesus wanted them to be (1 he taught to 'do to others what you would have them do to you' (Matthew 7:12) (1) • Christians may point out that it may lead to conflict in society (1) when any group is mistreated it may lead to them fighting back in some way (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
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"> • Christians may teach that there is nothing inherently wrong with being wealthy (1), as long as it is used to help others (1). The Parable of the Sheep and the Goats shows that no one should be left without the basics (1) • They may teach that desire for wealth might be wrong (1) 'For the love of money is a root of all kinds of evil.' (1 Timothy 6:10) (1). People may feel that they can act immorally in order to gain money (1) • Christians are taught that they must help people who live in poverty (1) as it leads to inequality which is wrong (1). 'If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person?' (1 John 3:17) (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"> • Many Christians believe that religious freedom prevents conflicts, because it shows acceptance of differences, and this follows the teachings in the Beatitudes that those who are peacemakers are blessed • Some people might argue that religious freedom is good, it allows Christians to take part in evangelisation, and non-Christians to convert to becoming a Christian • Some non-religious people may argue that religious freedom is a good thing as it allows people to choose their faith, or lack of faith, rather than being forced into following a religion they do not believe. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians would say that religious freedom is not a good thing, as it allows people of other faiths to try and convert them, this might make them feel pressured • Some non-religious people might suggest that religious freedom is not a good thing, because it might lead to conflict, with some religions trying to force faith onto others in a way that is not welcome • Some Christians might argue that in some situations religious freedom is not good, if a child chooses not to follow the faith of their family it might lead to arguments. <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 style="text-align: right;">(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.