



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 1: Area of Study 1 – Religion and Ethics

Option 1B Christianity

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General Marking Guidance

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

Paper 1: Religion and Ethics 1B - Christianity Mark Scheme – 2020

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Some Christians believe salvation will lead them to heaven (1) • Some believe the death of Jesus brings salvation (1) • Some believe faith brings salvation (1) • Some follow good works to achieve salvation (1) • Some believe the purpose of the life of Jesus was salvation (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 solution. Award a second mark for development of the solution. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians may do charitable work to ease suffering (1) they may raise funds for charities that reduce poverty (1) • They may teach that it will make you into a better Christian (1) Jesus taught that those who believe will have eternal life (1) • People who do not relieve suffering will be judged by God (1) this is shown in the Parable of the Sheep and the Goats (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated solution/ development • Development that does not relate both to the solution given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the 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"> • The Nicene Creed starts 'We believe in one God, the Father, the Almighty' (1). It explains that he is the Creator (1) which means that only God should be worshipped (1) • The oneness of God means God is all powerful (1) who is the source of salvation (1) John's Gospel teaches 'Now this is eternal life: that they know you, the only true God' (17:3) (1) • The oneness of God means God is unique (1) that everything must come from God (1) the creeds say, 'We believe in the Holy Spirit, the Lord, the giver of life' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief / development • Development that does not relate both to the belief given and to the question • Reference to a source of wisdom that does not relate to the belief 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"> • Christians believe the death of Jesus shows that he was fully human and fully divine, he clearly suffered like a human and yet as he died he opened the doors to heaven • The death of Jesus showed that he was willing to complete his purpose, Jesus was incarnated to fulfil the prophecies in the Old Testament and thus his death fully shows his person • Some Christians would maintain that without the death of Jesus the person of Jesus would be incomplete, as he would be seen as one who did not suffer for the sins of humanity. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians believe that the death of Jesus shows his humanity and that it is his resurrection that shows his divinity thus both are needed to fully describe his person • The Bible shows that Jesus was a miracle worker and a teacher, these elements of his person are not illustrated in his death and thus it cannot be a full description • Some Christians would say that the main element of the person of Jesus is his role within the Trinity as one person of the Trinity, it can be argued that as the Father withdraws himself at his death that his death does not fully explain the person of Jesus. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

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

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Christian marriage is to provide comfort for the couple (1) • It is the place where procreation can take place (1) • It may be a pattern for society (1) • It joins the couple as one (1) • It binds the couple together legally (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Some Christians would maintain that it is a natural part of life (1) that enables them to become physically closer to their partner (1) • Some Christians would accept it if the couple intend to marry later (1) the Archbishop of York said, 'many modern couples want to test the milk before they buy the cow' (1) • Some say it demonstrates commitment (1), it is a sign of love to one another (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Reject development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each 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"> • Some Christians teach that divorce is not acceptable (1) that once they have been married they are in an eternal relationship (1) In Matthew 19:6 it says 'So they are no longer two, but one flesh. Therefore, what God has joined together, let no one separate' (1) • Some Christians teach that it may be acceptable (1) Jesus said, 'I tell you that anyone who divorces his wife, except for sexual immorality, and marries another woman commits adultery' (Matthew 19:9) (1) thus if a person has been unfaithful they can be divorced (1) • Some accept divorce as it is the lesser of two evils (1), if the couple are unhappy they will be unable to fulfil their vows made in marriage (1) as the vows in the marriage service state they will love one another 'till death do us part' (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
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"> • Within a Christian family both men and women have the same responsibility to raise a family according to Christian principles, they are both required and should thus have equal roles • Both men and women are required in a family to support the family's growth and wellbeing by providing company and companionship for each other and for their children, thus they are equal in role • Some Christians suggest a man and a woman are equally able to provide for their family and to ensure that children are raised, while these roles may be different they are equal. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Men and women were created to be different to one another, they were not created identical and thus their roles which some Christians feel arise from their physical differences are not equal • Some Christians feel that men and women are not equal in society and should not be equal in families, men are more able to provide financially for their family whereas women are more able to provide in the home • Some Christians feel that the roles that men and women have are not equal as they are dictated by their strengths, St Paul taught that 'the husband is head of the wife' (Ephesians 5:23). <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"> • The Church faces anti-religious prejudice (1) • Many members of the Church are refugees (1) • Because of poverty they may do charity work (1) • It may find itself in conflict with mainstream politics (1) • It may have to act as the voice of reconciliation in the world (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The local church may provide some people with financial support (1) as the church carries out charity work (1) • It may bring people together as a community (1) because they provide activities that the whole community can join in (1) • It may provide a focus for worship (1) people may find it easier to meet others at services (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"> • Pilgrimage to Jerusalem provides an opportunity to focus on the life of Jesus (1) by going to places where Jesus would have been (1) Luke 2:41 says 'Every year Jesus' parents went to Jerusalem for the Festival of the Passover' (1) • Pilgrims will have the time to reflect spiritually (1) they will be able to retrace the steps of Jesus (1) Mark explains Jesus said "'We are going up to Jerusalem... and the Son of Man will be delivered over to the chief priests'" (10:33) (1) • Pilgrimage to Jerusalem may renew a person's faith (1) it is an effective way to experience God (1) 'For pilgrims seeking living water, shrines are special places for living the forms of Christian prayer' (Catechism of the Catholic Church 2691) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
3(d)	<p data-bbox="363 279 764 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 359 1239 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 431 627">AO2</p> <p data-bbox="363 636 813 667">Arguments for this statement:</p> <ul data-bbox="363 676 1279 1104" style="list-style-type: none"> <li data-bbox="363 676 1279 825">• Many Christians think that sacraments mark special points in a person's faith journey, especially Baptism which marks the beginning and as such are the most important part of Christian life <li data-bbox="363 833 1279 940">• The Church of England teaches that the sacraments were instituted by Jesus and as such are an important link to him and must be central to Christian faith <li data-bbox="363 949 1279 1104">• The Catholic Church teaches that the sacraments are integral to Christian life: 'The seven sacraments touch all the stages and all the important moments of Christian life' (Catechism of the Catholic Church 1210). <p data-bbox="363 1152 875 1184">Arguments against this statement:</p> <ul data-bbox="363 1192 1284 1581" style="list-style-type: none"> <li data-bbox="363 1192 1284 1341">• Some Christians say that there are other parts of Christian practice that are more important, such as developing a personal individual relationship with Christ and that sacraments are not important <li data-bbox="363 1350 1273 1457">• Some Christians would argue that sacraments are purely ritual and are not part of a real relationship with God and so they are not necessary to Christian life <li data-bbox="363 1465 1263 1581">• Some would say that sacraments are just one part of Christian life, and although they are important it is faith in Jesus that will lead to salvation not any sacramental act. <p data-bbox="363 1629 810 1661">Accept any other valid response.</p> <p data-bbox="363 1709 1263 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>	15

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

SPaG

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Christians should act as stewards of the natural world (1) • Christians should protect the world (1) • They should ensure the natural world is not abused (1) • They should work to reduce global warming (1) • No one has the right to abuse the natural world (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"> • Christians believe sanctity of life is important as God created all life (1) Genesis records 'So God created mankind in his own image' (1:27) (1) • Life is sacred because God chose it to happen (1) 'There is a time for everything... a time to be born and a time to die' (Ecclesiastes 3:1-2) (1) • Life is sacred because Christians believe God made them for a purpose (1) they regard their life as a gift (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"> • Christians believe that God was the Creator of the universe (1) this means that they believe God caused the universe to exist (1) Genesis 1:1 says 'In the beginning God created the heavens and the earth' (1) • Some Christians believe that the universe was created in six days (1) they believe this because the Bible records creation in six days (1) Genesis 1:31 says 'God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.' (1) • Many Christians believe science has the best explanation of how the universe was created (1) and that God is the reason why it was created (1) because there are two different Genesis descriptions in Chapter 1 and 2 (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
4(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Many Christians believe that the non-religious belief that belief in life after death has no evidence is wrong, as they have the evidence of the resurrection of Jesus • Some Christians would argue that they agree with the argument that belief in life after death is a source of comfort, but unlike non-religious people who believe it is false comfort, it is real as there will be eternal life • Christians would also argue that belief in life after death is not a form of social control, it helps them form their own moral code as the idea of an eternal reward is not sufficient because most humans need instant gratification. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • Some non-religious people would say that the evidence of the resurrection cannot be counted as real evidence, as it needs evidence itself to prove its veracity • Some non-religious people maintain that life after death is illogical, the very term death means the end of life, thus the concept of life after death is not logical • Some non-religious people maintain there have been fraudulent accounts of life after death, that people claim they have had experience of life after death in order to gain fame or money. <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.