



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In Religious Studies B (1RB0)
Paper 2: Area of Study 2 – Religion, Peace and
Conflict
Option 2B – 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 2: Religion Peace and Conflict 2B - Christianity Mark Scheme

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"> • Jesus is God made flesh (1) • Jesus was incarnated at Christmas (1) • The Incarnation was needed to allow salvation (1) • The Incarnation was foretold in the Old Testament (1) • The Incarnation shows Jesus is fully human and fully divine (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 an event. Award a second mark for development of the event. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • God started creation (1) in the beginning there was nothing (1) • God created over 6 days (1) and each day he was pleased with his creation (1) • God created humans (1) he created woman to be a companion for man (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. 	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"> • Christians today re-enact The Last Supper in worship services (1) they feel it was commanded by Jesus (1) 'And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me." (Luke 22:19) (1) • Christians believe the death of Jesus means they can go to heaven (1) because his death opened the gates to heaven (1) Jesus tells the man on the cross next to him "Truly I tell you, today you will be with me in paradise." (Luke 23:43) (1) • Christians believe they will be resurrected (1) this means they will have eternal life with God (1) 'Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die"' (John 11:25) (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 may believe God is best described as Trinity because it emphasises how different God is to humans, it shows his divinity and how incomprehensible God is to the human mind • Some may think he is best described as Trinity as it shows the different ways that Christians may experience God, as a Father, as Jesus and active in the Holy Spirit • Some may feel God is best described as Trinity as this is how he is shown in the Baptism of Jesus when God is present in all three persons. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some may feel that God is not best described as Trinity as it is a very difficult concept to understand; historically there have been many misunderstandings of what the Trinity is • Trinity may not be the best way to describe God the idea is not one that people are familiar with in other contexts, so it could be understood that there are three Gods rather than one • Some Christians will say that there are better ways of describing God than Trinity, that calling God Father may help in forming a personal relationship. <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"> • The Bible teaches everyone should be shown love (1) • 'Eye for eye, tooth for tooth' (Exodus 21:24) (1) • 'If anyone slaps you on the right cheek, turn to them the other cheek also' (Matthew 5:39) (1) • The Parable of the Sheep and Goats shows wrongdoers will be punished in hell (1) • 'Do not repay anyone evil for evil' (Romans 12:17) (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 response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians will teach about justice (1) so that people do not resort to crime if they feel unfairly treated (1) • Christians may support charities so that no one lives in poverty (1) people who might otherwise feel the need to turn to crime are financially supported (1) • They will try to support those who feel marginalised by society (1) so that they feel part of society rather than want to work against it (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response/ development • Development that does not relate both to the response given and to the question. 	4

Question number	Answer	Reject	Mark
2(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"> • Christians believe punishment should help reform a person (1) so that they become a better person (1) 'if someone is caught in a sin, you who live by the Spirit should restore that person gently' (Galatians 6:1) (1) • They may believe that punishment should protect people from harm (1) in the same way that Christians expect God to protect them (1) 'Keep me safe, Lord, from the hands of the wicked; protect me from the violent' (Psalm 140:4) (1) • Some Christians would argue that punishment should not take revenge on criminals (1) because God will ensure people are punished (1) 'Do not take revenge, my dear friends, but leave room for God's wrath' (Romans 12:19) (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
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="363 676 1297 1024" style="list-style-type: none"> <li data-bbox="363 676 1297 785">• Some Christians believe that they should do good actions as they will be rewarded with eternal life, this is shown in the Parable of the Sheep and Goats <li data-bbox="363 793 1297 903">• Some Christians may say that good is always rewarded as good actions will make them into better people, they describe this life as the vale of soul making <li data-bbox="363 911 1297 1024">• Some Christians may explain that good actions are what God asks of them when Jesus commanded that they should love their neighbour and so God will reward them. <p data-bbox="363 1073 867 1104">Arguments against the statement:</p> <ul data-bbox="363 1113 1304 1461" style="list-style-type: none"> <li data-bbox="363 1113 1304 1222">• Some Christians would argue that good actions are simply what a person should do by following God’s rules and that there is no reward required <li data-bbox="363 1230 1304 1339">• Some Christians would say that often it is good people that suffer in life and that it does not always follow that a good action will receive a tangible reward <li data-bbox="363 1348 1304 1461">• Some Christians would argue that good actions are the morally correct response and that they should be done with no expectation of a reward. <p data-bbox="363 1509 808 1541">Accept any other valid response.</p> <p data-bbox="363 1589 1263 1698">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 sacraments mark a person's faith journey (1) • The sacraments give people God's grace at important points in their life (1) • Baptism will join a person to the Church (1) • Reconciliation can help a person feel spiritually healed (1) • Sacraments provide opportunities for the faith community to bond in unity (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 an event. Award a second mark for development of the event. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians believe missionary work began when Jesus travelled round teaching with his disciples (1) he said to them 'Go into all the world and preach the gospel to all creation' (Mark 16:15) (1) • In the Middle Ages Christians travelled to countries and built monasteries (1) people like St Patrick who is believed to have been brought to Ireland by pirates (1) • The Spanish expeditions in the 1400s aimed to bring Christianity to the Americas (1) Jesuit orders travelled with the Spanish fleet to teach the faith (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. 	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"> • Christians may support the work of Christian Aid as they feel they are helping those in need (1) they know that when they do this work they are also helping God do his work (1) 'whatever you did for one of the least of these brothers and sisters of mine, you did for me.' (Matthew 25:40) (1) • They may wish to support Christian Aid as it may result in equality (1) justice is an important theme of the New Testament: (1) 'you are all one in Christ Jesus' (Galatians 3:28) (1) • Some Christians feel that they should support Christian Aid because it shows love for other people (1) this fulfils Jesus command for his disciples to show love (1) "everyone will know that you are my disciples, if you love one another." (John 13:35) (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="363 279 763 310">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="363 596 430 627">AO2</p> <p data-bbox="363 636 812 667">Arguments for this statement:</p> <ul data-bbox="363 676 1282 1024" style="list-style-type: none"> <li data-bbox="363 676 1282 785">• The local church is the centre of Christian identity as it is the meeting place for those Christians who wish to worship together and share a common belief in Jesus as God <li data-bbox="363 793 1282 903">• It is the centre of Christian identity as it is a Christian focal point within a society and thus the local community will recognise it as having a Christian identity <li data-bbox="363 911 1282 1024">• The church is visible and has identifiable features, a church is a publicly identifiable structure and thus is the centre of identity in a specific area. <p data-bbox="363 1073 868 1104">Arguments against the statement:</p> <ul data-bbox="363 1113 1282 1461" style="list-style-type: none"> <li data-bbox="363 1113 1282 1222">• Some Christians would say that a church is not the centre of Christian identity, it is only a building and it is the people that hold belief and thus must be the Christian identity <li data-bbox="363 1230 1282 1339">• Some Christians may maintain that a church building is valueless and they meet in people’s homes spreading the faith in the same way as the early church <li data-bbox="363 1348 1282 1461">• Some feel the organisation of the Church as a body is the centre of Christian identity, it is the organisation that formalises doctrines and teaches the faithful. <p data-bbox="363 1509 808 1541">Accept any other valid response.</p> <p data-bbox="363 1589 1263 1698">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"> • Just Wars should promote good (1) • The war should aim to restore peace (1) • The war must be the last resort (1) • Just War should protect civilians (1) • It must have a just cause (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 teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • During his arrest Jesus told his disciples not to fight (1) he said 'No more of this!' (Luke 22:51) (1) • Christians believe that peace brings peace (1) they are taught to respond to aggression with peace (1) • During the Sermon on the Mount Jesus praised those who work for peace (1) 'Blessed are the peacemakers' (Matthew 5:9) (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 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"> • Christians may take part in charity to rebuild areas destroyed in conflict (1) they try to ensure that everyone has a good standard of living (1) and try accordingly to 'Do to others as you would have them do to you.' (Luke 6:31) (1) • They may try to work to end war (1) so that there is less violence (1) 'Love your enemies, do good to those who hate you.' (Luke 6:27) (1) • Some will try to work for justice (1) they will become involved in working for human rights organisations (1) they will 'Defend the weak and the fatherless; uphold the cause of the poor and the oppressed (Psalm 82:3) (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
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 they should not fight Holy Wars as they believe that times have changed since the time when Holy Wars were fought, faith can now be spread in other ways • Non-religious people might believe that fighting for any religious reason, whether doctrinal or protective, is not a valid reason for entering into conflict • Some Christians may argue that a Holy War, like any other war, cannot fulfil the requirements of a Just War, it may lead to innocents being harmed, and so no war can be fought. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians would say that Holy Wars might be necessary to protect Christians in places where their faith is persecuted, they should have the right to worship freely • Some Christians might suggest that there is a reward in heaven for those who fight in a Holy War, especially if it will achieve the establishment of a Christian area • Some feel that Holy Wars have been sanctioned by God in the Bible, that there are many examples of Holy Wars which have been authorised by religious authorities and have led to the faith being spread. <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.