



Pearson
Edexcel

Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE

In Religious Studies B (1RB0/3A)

Paper 3: Area of Study 3- Religion, Philosophy
and Social Justice

Option 3A 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.

Paper 3: Religion, Philosophy and Social Justice 3A – Catholic Christianity Mark Scheme – 2019

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"> • God sent Jesus to save humanity (1) • Humanity is saved from sin through the Paschal Mystery (1) • It was the reason that God became flesh (1) • It saves humans from separation from God (1) • Jesus' death was an act of atonement (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 development. Award a second mark for development of the point up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Church Councils were called to address the heresies (1) as in the early Church there were disagreements about how Jesus was related to God (1) • The Council of Nicaea said Jesus is just as much God as the Father is God (1) they are consubstantial (1) • The First Council of Constantinople addressed the issue whether the Holy Spirit is God or not? (1) It declared that the Holy Spirit is also fully God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated development • Development that does not relate both to the point given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • It allows humanity to see what God is like (1) as God became human in Jesus (1). In John's Gospel it says that no-one ever has seen God except through the Son (1:18) (1) • Jesus came to earth to restore humanity's relationship with God (1) so making salvation from sin possible for all (1) the Catechism teaches 'the Church calls "Incarnation" the fact that the Son of God assumed a human nature in order to accomplish our salvation' (461) (1) • It shows that Jesus is the Son of God (1). Jesus is fully human as well as divine (1); 'Jesus Christ is true God and true man' (Catechism of the Catholic Church 464) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
1(d)	<p data-bbox="354 268 716 300">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="354 342 1308 478">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="354 520 412 552">AO2</p> <p data-bbox="354 558 753 590">Arguments for the statement:</p> <ul data-bbox="354 596 1300 915" style="list-style-type: none"> <li data-bbox="354 596 1300 705">• God gave humans control of the earth, they have dominion over the rest of Creation (Genesis 1:28); suggesting that they are superior to all other creatures <li data-bbox="354 716 1300 789">• Humans were the only part of Creation that were created Imago Dei; so they have a dignity that makes them different to the rest of Creation <li data-bbox="354 800 1300 915">• Humans were given the capacity to reason, making them capable of understanding the order of things established by the Creator (Catechism of the Catholic Church 1704); unlike the rest of Creation. <p data-bbox="354 989 813 1020">Arguments against the statement:</p> <ul data-bbox="402 1026 1325 1346" style="list-style-type: none"> <li data-bbox="402 1026 1325 1100">• God is the Creator of all parts of Creation, Genesis teaches that God saw all Creation was good; so no part is better or superior to another <li data-bbox="402 1110 1325 1220">• The Creation account teaches about the importance of stewardship; this responsibility does not make humans superior but just gives them a distinctive role from God <li data-bbox="402 1230 1325 1346">• The world was given as a gift that needs to be cared for; the Catechism teaches that humans are required to have respect for the natural world (2415); so humans are not superior. <p data-bbox="354 1381 760 1413">Accept any other valid response.</p>	15

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

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Religious experiences are holy (1) • They give knowledge of God (1) • They usually include a feeling of elation (1) • They cannot be described in detail (1) • They lead to increased belief (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 belief. Award a second mark for development of the belief up to a maximum of four marks.</p> <ul style="list-style-type: none"> • All revelations in the Old Testament are fulfilled in Jesus (1) as Jesus was the presence of God on Earth (1) • God's truth is revealed in Jesus (1) and is encountered today through the Church (1) • The Church teaches God's revelation culminated in the Incarnation (1) and there can be no further revelation of God after Jesus (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. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Nothing in the universe can move unless it is moved by something (1) but this cannot go on infinitely (1) in his First Way Aquinas said it is necessary to arrive at a 'first mover'; God (1) • Everything in the world has a cause (1) but there cannot be an infinite regression of causes (1) Aquinas said there must be a first 'efficient cause' and this can only be God (1) • Aquinas argued that there must be a 'non contingent' being; God (1). There was a time when nothing existed but things exist now (1) something must have brought them into existence; the only possibility is God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
2(d)	<p>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 Arguments for the statement:</p> <ul style="list-style-type: none"> • As humans have free will its misuse may result in suffering but this is not God's fault; so there is no reason to reject the idea of an all-loving God • Isaiah 45 teaches that God has reasons for his actions which humanity is not in a position to challenge or understand; so God can be all-loving but humans do not understand God's ways • An all-loving God is justified in making a world that allows humanity to suffer as it is an essential part of the development of moral perfection; it is 'soul making'. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Christians believe that God's very being is love, so he must want to remove suffering; some may reject their belief in God because if he is omnipotent he should be able to remove all suffering, so as suffering exists he cannot be loving • Some may reject their belief in God and use the idea of the inconsistent triad; that if God is all-loving and suffering exists the logical conclusion is that God does not exist • If suffering is about testing people's faith and making their faith stronger, it seems a cruel way of doing so; therefore cannot be considered an act of an all-loving 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 marks.</p> <ul style="list-style-type: none"> • To offer praise to God (1) • It helps people feel closer to God (1) • For the confession of sins (1) • To request God's help for others (1) • As the 'raising of hearts and minds to God' (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 Catechism supports both liturgical worship and the use of popular piety (1) it says popular piety can 'extend the liturgical life of the Church' (1675) (1) • Private devotions can enrich a person's prayer life (1) for example the Rosary can be used individually (1) • Each type of worship helps a Catholic in a different way (1) for example liturgical worship helps a Catholic to pray as a community (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 data-bbox="350 306 516 338">AO1 5 marks</p> <p data-bbox="350 380 976 516">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 data-bbox="399 558 1000 1293" style="list-style-type: none"> <li data-bbox="399 558 1000 800">• Pope Francis called all Catholics to go out and share God's message of love (1) a relationship with Jesus Christ is a cause of joy (1) 'The Gospel, radiant with the glory of Christ's cross, constantly invites us to rejoice' (Evangelii Gaudium 1:5) (1) <li data-bbox="399 810 1000 1052">• It is a way of sharing the love of Jesus with others (1) Pope Francis said, 'mission is at once a passion for Jesus and a passion for his people' (Evangelii Gaudium 5:268) (1) so it follows Jesus' example of showing compassion for all in society (1) <li data-bbox="399 1062 1000 1293">• Today it is still important to reach out to people who may not know about the Gospel (1) and also to existing Christians to help strengthen their faith (1) to follow Jesus' command to 'go and make disciples of all nations' (Matthew 28:19) (1). <p data-bbox="350 1377 756 1402">Accept any other valid response.</p>	<ul data-bbox="1029 306 1317 737" style="list-style-type: none"> <li data-bbox="1029 306 1317 369">• Repeated reason/ development <li data-bbox="1029 380 1317 558">• Development that does not relate both to the reason given and to the question <li data-bbox="1029 569 1317 737">• 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="354 268 714 300">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="354 342 1308 478">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="354 520 412 552">AO2</p> <p data-bbox="354 558 751 590">Arguments for the statement:</p> <ul data-bbox="402 596 1317 1041" style="list-style-type: none"> <li data-bbox="402 596 1317 753">• Jesus taught about the importance of love of neighbour, he said to 'love your neighbour as yourself' (Mark 12:31) and demonstrated the importance of loving others; being a Christian means following his teaching and example <li data-bbox="402 760 1317 875">• Love of neighbour is at the heart of all the Church teaches about living in society; the Catechism teaches 'love is itself the fulfilment of all our works' (1829); so it is the foundation for all Catholic Social Teaching <li data-bbox="402 882 1317 1041">• The Church teaches about the importance of performing corporal works of mercy, these acts show love of neighbour; Jesus taught that those who show love of neighbour, will have eternal life (Matthew 25:46). <p data-bbox="354 1077 812 1108">Arguments against the statement:</p> <ul data-bbox="402 1115 1317 1476" style="list-style-type: none"> <li data-bbox="402 1115 1317 1230">• Catholic Social Teaching is about loving God as well as love of neighbour; they are inseparable parts of a whole as they are both part of the Greatest Commandment given by Jesus <li data-bbox="402 1236 1317 1352">• An ethical system based solely upon love of neighbour may cause some people to go against the teachings of the Catholic Church, for example regarding the issue of euthanasia <li data-bbox="402 1358 1317 1476">• The most important Catholic teachings are the beliefs expressed in the Creeds, as this is what unites Catholics as one Body and Church; and gives them strength to show love of others. <p data-bbox="367 1549 769 1581">Accept any other valid response.</p>	15

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

SPaG

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • The Catechism teaches that all humans are equal in dignity (1945) (1) • The Parable of the Good Samaritan teaches that people should care for different races (1) • 'For he himself is our peace, who has made the two groups one and has destroyed the barrier, the dividing wall of hostility' (Ephesians 2:14) (1) • The Catechism teaches that because of its common origin the human race forms a unity (360) • 'So God created mankind in his own image' (Genesis 1:27) <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"> • Jesus supported those who had fewer rights (1) Catholics are called to do the same (1) • Everyone is made in the 'image of God' (Genesis 1:27) (1) and the Declaration of Human Rights states all should be treated equally (1) • Catholic Social Teaching emphasises the idea that each life has value (1) this is reflected in the, 'right to life' found in the Declaration of Human Rights (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 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"> • The Catechism teaches that all are, 'created in the image of one God and equally endowed with rational souls' (1934) (1) therefore any form of prejudice based on religion is incompatible with God's design (1) and people of different religions should be treated with an equal dignity (1) • St Paul taught that in God there are no more distinctions based on religion (1) 'There is neither Jew or Gentile .. for you are all one in Christ Jesus.' (Galatians 3:28) (1) therefore people today should have religious freedom and should not be discriminated against (1) • As all people stem from the same stock which God created there is just one community (Acts 17:26) (1) this shows all share God as a common destiny (1), as such the Catholic Church rejects nothing of what is true in other religions (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
4(d)	<p data-bbox="354 275 529 300">AO2 12 marks</p> <p data-bbox="354 344 1308 485">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="354 562 410 588">AO2</p> <p data-bbox="354 596 751 621">Arguments for the statement:</p> <ul data-bbox="402 667 1321 1073" style="list-style-type: none"> <li data-bbox="402 667 1305 821">• Today many live in absolute poverty around the world and are facing death; Pope Francis addressed the issue he said there was an urgent need to do something about it and many Catholics therefore support overseas development work <li data-bbox="402 835 1321 947">• Virtue ethics states compassion is desirable; when faced with the extreme poverty found in some countries there is no alternative but to act with compassion to make the world a better place <li data-bbox="402 961 1305 1073">• Jesus taught that Christians have a duty to care for those in need, this is the basis of Catholic Social Teaching; this is best shown through working for justice and an end to poverty. <p data-bbox="354 1146 808 1171">Arguments against the statement:</p> <ul data-bbox="402 1220 1321 1577" style="list-style-type: none"> <li data-bbox="402 1220 1321 1293">• Prophets like Amos said it was God’s will that people should care for the poor; so all people are equally deserving of help wherever they live <li data-bbox="402 1308 1321 1419">• Many of the causes of poverty are due to complex world issues; such as climate change, so the priority should be to get governments to resolve these issues for the benefit of all humanity <li data-bbox="402 1434 1321 1577">• Catholics are called to different vocations; for some it is to work with the poor overseas however for others it is to minister to people’s spiritual needs; so their priorities will be different but are all witnesses to the love of God. <p data-bbox="354 1661 756 1686">Accept any other valid response.</p> <p data-bbox="354 1734 1273 1831">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.