



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies B (1RB0/3B)
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.

Paper 3: Religion, Philosophy and Social Justice 3B - 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 marks.</p> <ul style="list-style-type: none"> • Some Christians believe it happens because of human free will (1) • Some believe it is to make Christians ready for heaven (1) • Some believe it is punishment for previous action (1) • They may pray to relieve suffering (1) • They may give to charities which relieve suffering (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 way. Award a second mark for development of the way up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It describes God as the all-powerful Father (1) the Creed starts 'We believe in one God, the Father, the Almighty' (1) • The Creed refers to Jesus as the Son of God (1) it says 'We believe in one Lord, Jesus Christ, the only Son of God' (1) • It includes a description of the third person of the Trinity (1) and explains that the Holy Spirit 'proceeds from the Father and the Son' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question. 	4

Question number	Answer	Reject	Mark
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 Last Supper shows the humanity of Jesus (1) he ate and drank with his friends (1) 'And he took bread, gave thanks and broke it, and gave it to them' (Luke 22:19) (1) • Jesus shows that he knows he will suffer (1) and would rather not (1), he says 'Father, if you are willing, take this cup from me' (Luke 22:42) (1) • In front of the Jewish council he does not deny that he is the Messiah (1), if he denied it he could have avoided death (1) 'They all asked, "Are you then the Son of God?" He replied, "You say that I am."' (Luke 22:70) (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"> • Heaven is a place that all will go because God is omnibenevolent, God loves all people, so all will be able to have eternal life with God, Peter’s letter points out ‘he is patient with you, not wanting anyone to perish, but everyone to come to repentance’ (2 Peter 3:9) • Many Christians believe that Jesus was sent to bring salvation, not just for a few people but for all, and thus all will be able to go to heaven • Some Christians believe that all will go to heaven, if only perfectly good people could go to heaven then nobody would go to heaven, as no one is perfect. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians believe that passages in the Bible, like the Parable of the Sheep and Goats, show that people will be judged according to their actions and only the worthy will go to heaven • 2 Corinthians describes how people will be judged by God ‘For we must all appear before the judgment seat of Christ, so that each of us may receive what is due us for the things done while in the body, whether good or bad’ (5:10). Thus not all people will have a place in heaven • Some Christians believe that it is important that only those that have lived a good life have a place in heaven, otherwise there is no justice, and no requirement to live as the Bible teaches. <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 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"> • God is the only being that could cause the universe (1) • The first cause of the universe is God (1) • God is powerful enough to cause the universe (1) • Only God knows how to cause the universe (1) • The cause of the world had to be an eternal being, 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
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"> • Only God can perform miracles (1) because God is the only being with power that can perform them (1) • The Bible reveals that God works miracles (1), 'Jesus performed many other signs in the presence of his disciples' (John 20:30) (1) • Miracles show God is involved in his creation (1) and may answer prayer in divine ways (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"> • Visions show that those who believe will be rewarded (1) 'After this, the word of the Lord came to Abram in a vision: "Do not be afraid, Abram. I am your shield, your very great reward"' (Genesis 15:1) (1) and this was part of Abraham's covenant with God (1) • They are used to prove the divinity of Jesus (1) because visions cannot happen without the intervention of God (1) for example Moses and Elijah appeared during the Transfiguration (Matthew 17:1-13) (1) • Visions in the Bible are proof that God exists (1), St Paul received a vision which converted him to Christianity (1) 'something like scales fell from Saul's eyes, and he could see again. He got up and was baptised' (Acts 9:18) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="354 268 532 300">AO2 12 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 1317 951" style="list-style-type: none"> <li data-bbox="354 596 1317 699">• The design argument proves the existence of God because the universe could only have been designed by a being that knows the purpose of the universe, the only all-knowing being is God <li data-bbox="354 705 1317 842">• The design argument is proof of God's involvement in the world, it shows that only God is powerful enough to design it as Paul says 'For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen' (Romans 1:20) <li data-bbox="354 848 1317 951">• The design argument shows that there is a relationship between God and humanity, there is design in the world which humans perceive as beautiful and that has no other purpose than to make people happy e.g. sunsets. <p data-bbox="354 993 813 1024">Arguments against the statement:</p> <ul data-bbox="354 1031 1308 1381" style="list-style-type: none"> <li data-bbox="354 1031 1308 1167">• Many non-religious people argue that the world is not designed, they say that the scientific arguments for the creation of the world, e.g. the Big Bang, mean that the design argument cannot count as proof of the existence of God <li data-bbox="354 1173 1308 1276">• Some point out that design might only be perceived as design by humans, that design is only humans desire to impose order on the world and it is not real so there is no God <li data-bbox="354 1283 1308 1381">• Some people might say that the world is not designed, there is too much evil and suffering in the world that would not be designed by an all-loving God. <p data-bbox="354 1423 760 1455">Accept any other valid response.</p> <p data-bbox="354 1497 1279 1600">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"> • Charity will be rewarded in heaven (1) • When a person helps another, they are helping God (1) • Charity shows love of neighbour (1) • Christians have a moral responsibility to give to the less well off (1) • It helps counter social injustice (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"> • They might find the repetitive nature of liturgical worship comforting (1) because they will know how they should pray (1) • They might feel it joins people together as a community (1) as everyone is doing the same thing (1) • It may enable them to participate in worship more easily (1) as there may be prayer books with the explanations within them (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"> • Some Churches teach that there are only two sacraments (1) the Church of England follows the 39 Articles which explain that only two are found in the gospel (1) 'There are two Sacraments ordained of Christ our Lord in the Gospel' (Article XXV) (1) • Many Christians only celebrate two sacraments as they believe these were instituted by Jesus (1) there is biblical evidence for the Lord's Supper and baptism (1), 'Therefore go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Matthew 28:19) (1) • Some Christians teach that sacraments must be started by Jesus (1) and practiced by the apostles (1) the others 'have not any visible sign or ceremony ordained of God' (Article XXV) (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="354 216 711 247">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="354 285 1300 426">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="354 464 410 495">AO2</p> <p data-bbox="354 499 756 531">Arguments for this statement:</p> <ul data-bbox="354 535 1300 1003" style="list-style-type: none"> <li data-bbox="354 535 1300 676">• It is a time to remember the events in the last week of the life of Jesus, from the celebration of his entry into Jerusalem on Palm Sunday to his death and resurrection, by remembering these Christians will strengthen their faith <li data-bbox="354 680 1300 821">• Holy Week is an important time for some Christians to take part in special services, some Orthodox Christians will mark Great Friday when they will change all the church hangings to black and will read the gospel recording the events of the crucifixion <li data-bbox="354 825 1300 1003">• Catholics mark the Triduum with three days of special services, remembering the Passion of Jesus and celebrating the resurrection, the Catechism says 'Beginning with the Easter Triduum as its source of light, the new age of the Resurrection fills the whole liturgical year with its brilliance' (1168). <p data-bbox="354 1041 816 1073">Arguments against this statement:</p> <ul data-bbox="354 1077 1300 1440" style="list-style-type: none"> <li data-bbox="354 1077 1300 1182">• Some Christians would regard the celebration of the resurrection on Easter Sunday as the main celebration and would not regard the observance of the other events in this week as important in comparison <li data-bbox="354 1186 1300 1327">• Some Christians would argue that the Triduum celebrations and celebrations of Good Friday are linked to the religious idea of Jesus dying. They do not agree that this is an event for celebration and thus do not observe <li data-bbox="354 1331 1300 1440">• Some Christians would say that it is important to remember the events at the time as described in the Bible but the extra services are a distraction and inaccurate so they are not required. <p data-bbox="354 1478 756 1509">Accept any other valid response.</p> <p data-bbox="354 1547 1273 1652">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 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 Church teaches that social justice is important (1) • Church leaders have spoken out against social injustice (1) • They believe they should 'Love one another' (John 13:34) (1) • They work for charity (1) • They hold days of prayer for equality (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 challenge. Award a second mark for development of the challenge up to a maximum of four marks.</p> <ul style="list-style-type: none"> • There may be religious persecution (1), Christians may not feel able to worship freely (1) • People may try to convert them (1) which may lead to religious conflict (1) • It may lead to interfaith marriage (1) which may cause conflict within the family (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated challenge/development • Development that does not relate both to the challenge 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"> • Human rights can help people who are being treated badly (1) including those people who do not have equality for whatever reason (1) Proverbs teaches 'Whoever oppresses the poor shows contempt for their Maker but whoever is kind to the needy honours God' (14:31) (1) • Human rights can follow the teaching of the Bible (1) they ensure that everyone is treated as each other's neighbour (1) this follows Jesus' teaching on loving others in John 13:34 (1) • Human rights may prevent discrimination against certain groups in society; (1) this follows the example of Anglican Church leaders such as Desmond Tutu; (1) the Church of England report 'Seeds of Hope' speaks against racist behaviour in society (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>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"> • Racism is a form of inequality, it leads to a loss of dignity and freedom, Christians should work for racial harmony as the Bible describes people as being 'made in God's image' (Genesis 1:27), and highlights that they are equal in the eyes of God • Jesus ministered to all, regardless of race; in the Parable of the Good Samaritan Jesus taught that it is important not just to help those you know, but to help everyone as they are all neighbours • Situation ethics would demand that Christians should work to ensure that racial harmony happens, as it is the most loving outcome for most people. Jesus taught that his followers should show compassion and love. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Christians may feel that racism is a problem that arises from society and the political and social problems within it, thus it is not possible for racial harmony to happen as there will always be inequalities based on race • Christians should concentrate on their own spiritual wellbeing rather than political issues; the afterlife is important, not this life and therefore they should not worry because God has a plan for everyone • Christians may feel that racial harmony will not happen as it can be argued that prejudice and discrimination are natural occurrences, whenever there are differences between people of any type, including race. <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.