



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE
In Religious Studies (1RA0/1B)
Paper 1: Area of Study 1 – Study of Religion
Option 1B: Christianity

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Summer 2018

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General Marking Guidance

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

Paper 1: Study of Religion 1B – Christianity Mark Scheme - 2018

| Question number | | 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"> • The last supper which took place on the Thursday night (1) • Betrayal by Judas to the authorities (1) • Arrest in the Garden of Gethsemane (1) • Trial(s) by the different authorities at the time (1) • Crucifixion and death of Jesus on the Friday (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Lists (maximum one mark). | 3 |

| Question number | | 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"> • Some Christians believe it is literally true (1) and made the world in six days (1) • Some Christians believe it is a metaphor (1) and is there to help people understand why God created the world (1) • Some Christians see the biblical account as helping them to understand how God brought the world into being (1) and believe there is no conflict with science (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 | | 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 reminds Christians that Jesus came to earth as a human (1), at Christmas the community join together to celebrate the Incarnation of God in Jesus. (1) 'the Word became flesh and made his dwelling among us' (John 1:14) (1) • In Jesus humans can see what God is like (1) when God became flesh He revealed his glory, nature and power through Jesus (1) 'anyone who has seen me has seen the Father' (John 14:9) (1) • Jesus came to earth to restore the relationship between God and humanity, (1) it therefore allows Christians to have a relationship with God (1) 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life' (John 3:16) (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 way 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>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"> • God created the world and therefore must be responsible for the existence of suffering, how could a loving God punish the whole of humanity for Adam and Eve's sin? • If God was all loving and all powerful he would prevent suffering, as he does not do so he cannot be either of these things • Some would argue that God uses suffering to strengthen faith, this does not seem to be an action of an all loving Father. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • It is the fault of humanity that there is suffering in the world. This goes back to the story of the Fall and Adam and Eve's use of the gift of freewill given by an all loving God • The world is a vale of soul making, it is an environment where everything that is necessary for human growth and development has been put in place by an all loving God • God, as a loving Father is a person's comforter throughout suffering. 'My comfort in my suffering is this: Your promise preserves my life' (Psalm 119: 50). <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 | | 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"> • Through individual or communal prayer (1) • Singing as in charismatic worship (1) • By following the Book of Common Prayer (1) • In silence as in the Quaker tradition (1) • By partaking in the Eucharist (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Lists (maximum one mark). | 3 |

| Question number | | Reject | Mark |
|-----------------|--|--|----------|
| 2(b) | <p>AO1 4 marks</p> <p>Award one mark for providing a purpose. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • To preach the gospel (1) to convert people to Christianity (1) • To help others as commanded by Jesus (1) for example providing hospitals and medical centres in areas of need (1) • To dedicate their lives to God (1) as an expression of their vocation (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated purpose/ development • Development that does not relate both to the feature given and to the question. | 4 |

| Question number | | 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"> • They provide a pattern familiar to believers (1) enabling them to be comfortable in their worship of God (1) and do as Jesus suggested by praying such prayers as the Lord's Prayer: 'This, then, is how you should pray' (Matthew 6:9) (1) • The words of the set prayers have been said throughout history (1) reciting these aloud increases a sense of shared belief and unity (1) Jesus taught his disciples one prayer that is still learned by Christians today known as the Lord's Prayer (Matthew 6: 9-13) (1) • When people are not confident to pray personally the set prayers give them the words and encouragement to pray (1) once they have learned the structure and gained confidence they can use this for personal prayers. (1) The Lord's Prayer found in Matthew's Gospel gives an example and guidance to do this (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 and to the question • Reference to a source of wisdom that does not relate to the reason given. | 5 |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 2(d) | <p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • In 1 Peter 5:1-4 it suggests that ‘shepherds of God’s flock’ such as ministers and priests have a special responsibility to be the spiritual leaders and lead by example where they serve, this is in their local community • As the local community has a lot of needs that can be met both spiritually and physically by the Church, for example, food banks and night shelters. The Church does not need to go wider to do good work • If every church showed love of others in their local community then everybody in the worldwide Christian community would be supported and no needs left unmet. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Christianity is a worldwide religion and there are believers all over the world, some are being persecuted for their faith and therefore all Christians have a responsibility to raise awareness of this with authorities and provide prayer and support for the victims • In Mark 16:15 Jesus told his disciples to ‘go into all the world and preach the gospel’. This indicates that he felt that looking after the local Church was not as important as spreading the gospel to everyone • The world has people who are suffering more than in the UK, from natural disasters, war and starvation, for example, in the Sudan or Syria. The church needs to show love for all. <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. 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. |

| Question number | | Reject | Mark |
|-----------------|--|---|----------|
| 3(a) | AO1 3 marks Award one mark for each point identified up to a maximum of three. <ul style="list-style-type: none"> • Laws for example Leviticus (1) • Prophets for example Amos (1) • History such as 1 Kings (1) • Writings such as the Psalms (1) • Letters for example from Paul (1). Accept any other valid response. | <ul style="list-style-type: none"> • Lists (maximum one mark). | 3 |

| Question number | | Reject | Mark |
|-----------------|---|---|----------|
| 3(b) | AO1 4 marks Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks. <ul style="list-style-type: none"> • He showed his ultimate love by dying for everyone (1) as an example of sacrifice for others (1) • He showed love by healing the sick (1) and he taught that his followers should visit the sick (1) • Through his teachings (1) for example 'love your neighbour' (1). Accept any other valid response. | <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 | | Reject | Mark |
|-----------------|---|---|------|
| 3(c) | <p>AO1 5 marks</p> <p>Award one mark for each attitude. Award further marks for each development of the attitude up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Some Christians do not accept the authority of the pope (1) they believe authority comes from the council of Bishops working together (1) they believe that these people have gifts given by God 'so that the body of Christ may be built up' (Ephesians 4:11) (1) • Catholics accept the authority of the Pope (1) as the successor to the Apostle Peter (1) 'you are Peter, and on this rock I will build my church' (Matthew 16:18) (1) • Some Christians do not think the pope is as important as the Bible (1) as they believe that 'All Scripture is God-breathed' (2 Timothy 3:16) they may believe all humans are fallible (1) <p>Candidates who do not consider different attitudes within Christianity cannot be awarded more than 3 marks (with an appropriate source of wisdom and authority).</p> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated attitude • Development that does not relate both to the attitude and to the question • Reference to a source of wisdom that does not relate to the attitude given. | |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 3(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 Arguments for the statement: For</p> <ul style="list-style-type: none"> • Jesus always showed by his actions that he respected and valued women. He included them among his closest companions, and sometimes went against the conventions of his time which kept men and women apart • Some Christian denominations allow women to be priests or ministers (e.g., Church of England and the Methodist Church). This is successful and they have been accepted in communities which suggests they could be accepted in all denominations • All believers have gifts given by the Holy Spirit, these are not determined by gender and so women can be leaders and/or teachers if they have been given the gift. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • St Paul said, 'Women should remain silent in the churches' (1 Corinthians 14: 34) therefore today this is interpreted to mean that women should not have a leadership role within a church • The Bible says 'Now I want you to realise that the head of every man is Christ, and the head of the woman is man, and the head of Christ is God' (1 Corinthians 11: 3) this suggest that no woman should have no leadership role over a man • Catholics believe that priest represents Jesus at the Eucharist and a woman cannot do this, therefore they do not allow women priests. <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 | | Reject | Mark |
|-----------------|--|---|----------|
| 4(a) | AO1 3 marks Award one mark for each point identified up to a maximum of three. <ul style="list-style-type: none"> • Fiction for example The Lion, the Witch and the Wardrobe (1) • Non-fiction books which explain the beliefs of Christianity (1) • Poetry for example 'Who am I?' by Dietrich Bonhoeffer (1). Accept any other valid response. | <ul style="list-style-type: none"> • Lists (maximum one mark). | 3 |

| Question number | | Reject | Mark |
|-----------------|--|--|----------|
| 4(b) | AO1 4 marks Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks. <ul style="list-style-type: none"> • Some traditional hymns reinforce important Christian teachings (1) for example 'Amazing Grace' (1) • It provides familiarity to all sections of the Christian community (1) ensuring that people will not be distracted from the worship of God (1) • Some Christians might find the use of rock music in a church as a disrespectful way to worship God (1) as formality suggests a respect and honour that should be paid to God (1). Accept any other valid response. | <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 | | 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"> • Passion plays are used to express the beliefs surrounding the death of Jesus (1) they retell the story of Jesus' journey to the cross depicting his suffering, through the trial and crucifixion shown in Matthew 26-28. (1) They are an act of devotion for both the performers and audience (1) • Mystery plays focus on the retelling of Bible stories. (1) They cover stories such as Creation, Adam and Eve and the last judgement (1) 'All the nations will be gathered before him' (Matthew 25: 32) (1) • Many Christians believe each Mass or Eucharist is a drama (1) It is the retelling and memorial of Christs' sacrifice (1) It expresses their beliefs in the physical incarnation of God in Jesus (John 1: 14) (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated way • Development that does not relate both to the way and to the question. • Reference to a source of wisdom that does not relate to the way given. | 5 |

| Question number | Indicative content |
|-----------------|--|
| 4(d) | <p data-bbox="370 264 565 289">AO2 12 marks</p> <p data-bbox="370 327 1446 453">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="370 489 818 514">Arguments for the statement:</p> <ul data-bbox="370 520 1430 842" style="list-style-type: none"> <li data-bbox="370 520 1430 646">• Icons support worship by allowing believers to have a visual image that expresses something important about the beliefs. This concentrates the mind on the focus of the worship at the time it helps chase away other images in people's minds <li data-bbox="370 653 1430 741">• Icons help the believer to worship and praise God as St Basil said 'the honour paid to the image passes to the prototype' suggesting that they are the most effective way to worship God <li data-bbox="370 747 1430 842">• An icon is a window into heaven as an icon has no shadows or real perspective unlike earth, enabling the worshipper to experience God and express devotion to him. <p data-bbox="370 877 883 903">Arguments against the statement:</p> <ul data-bbox="370 909 1419 1192" style="list-style-type: none"> <li data-bbox="370 909 1419 997">• The Bible forbids the use of icons or images, in the 10 commandments it says do not make idols, this is a clear instruction from the Old Testament against their use <li data-bbox="370 1003 1419 1092">• Icons can become the central focus of worship rather than it being to worship God. It may encourage the believer to think they are unable to worship without the visual support <li data-bbox="370 1098 1419 1192">• Images that depict God or Jesus are degrading his invisible glory, as such many Christians today feel that they can successfully worship God without icons. <p data-bbox="370 1228 808 1253">Accept any other valid response.</p> <p data-bbox="370 1289 1370 1390">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> |

| 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. |