



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In Religious Studies B (1RB0)
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 - 2023

Question number	Answer	Reject	Mark
Q1 (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 Trinity explains that God is three in one (1) • The Trinity shows that Jesus is the Son of God (1) • The Trinity means there is only one God (1) • The Trinity includes God the Father, the Son and the Holy Spirit (1) • The Trinity includes three Persons (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 reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Life after death is important as it was promised to Christians in the Bible (1). Jesus said, 'The one who believes in me will live, even though they die' (John 11:25) (1) • Life after death means that there is eternal life (1), there is hope that death is not the end (1) • It is important as it means that there is a reward for belief in this life (1). On the cross Jesus describes life after death as paradise (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
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The Bible teaches that the Incarnation is God becoming flesh (1), God became fully human (1). John's Gospel explains 'The Word became flesh and made his dwelling among us' (John 1:14) (1) • St Paul shows that the Incarnation is how God chose to reveal himself (1), as Jesus he is able to communicate with humanity (1), 'in these last days he has spoken to us by his Son' (Hebrews 1:2) (1) • The Bible teaches that the Incarnation led to salvation for all (1), all a person has to do is believe that Jesus is God (1). John's Gospel says, '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 teaching / development • Development that does not relate both to the teaching given and to the question • Reference to a source of wisdom that does not relate to the teaching given. 	5

Question number	Indicative content	Mark
1(d)	<p data-bbox="331 281 730 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="331 359 1386 510">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="331 558 399 588">AO2</p> <p data-bbox="331 596 773 625">Arguments for the statement:</p> <ul data-bbox="331 634 1419 1066" style="list-style-type: none"> • Christians may argue that the best solutions are practical as they achieve change and support those people who have been affected by evil and suffering, this supports the fundamental teaching of showing love to neighbours, theories and teachings do not do this • Practical solutions such as charitable giving and charitable work follow the example of Jesus, who practically helped those who were suffering by changing their situation in life • Some Christians may feel that prayer is the best way to solve evil and suffering, they believe God is the only one who has the power to end evil and suffering, and as a result pray for his help to prevent evil and help those who are suffering. <p data-bbox="331 1115 837 1144">Arguments against the statement:</p> <ul data-bbox="331 1152 1419 1623" style="list-style-type: none"> • Some Christians may feel that the problem of evil and suffering is bigger than things that can be solved practically. The problem of evil and suffering shows that God cannot be loving, powerful and all-knowing, thus the theoretical solutions are the best ones as they answer this wider issue • Some Christians would say that the practical solutions deal with the effects of the problem of evil and suffering, how humanity is affected by it, but they are not a solution, they do not end the problem of evil and suffering and therefore cannot be the best solution • Some Christians will argue that the Bible has all the solutions that a Christian should need. The story of Job shows that Christians should not question why there is evil and suffering, humanity can never understand God's plans, from this the Bible shows that there cannot be a better solution. <p data-bbox="331 1671 776 1701">Accept any other valid response.</p> <p data-bbox="331 1749 1344 1860">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

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

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Christians are taught it is a duty to raise their children to believe in God (1) • Parents are expected to teach their children to pray (1) • Children should be taken to church to encourage their belief in God (1) • 'Fathers, do not exasperate your children; instead bring them up in the training and instruction of the Lord' (Ephesians 6:4) (1) • 'Let the little children come to me, and do not hinder them' (Matthew 19:14) (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"> • Christians may believe visions are important as they provide proof for the existence of God (1), visions give evidence to confirm a person's belief in God (1) • Christians may feel that a vision shows that God wants a personal relationship with humanity (1), as their creator they may feel that God is able to do this (1) • Christians may think visions are important because they are a sign of God's power (1). Visions show that God can do anything (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 feature. Award further marks for each development of the feature up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> Christians would say that the cosmological argument argues that God must exist, as God is needed to change the order of things (1), to put the process of change into action (1). Aquinas argues in his First Way, 'it is necessary to arrive at a first mover, moved by no other; and this everyone understands to be God.' (1) They would argue that it proves God exists as only God can be the first cause (1), this is because the world cannot cause itself (1); 'it is necessary to admit a first efficient cause, to which everyone gives the name of God' (Aquinas Second Way) (1) Christians may feel the cosmological argument shows the existence of God because the cause of the world must be non-contingent (1), as shown in the actions of God recorded in the Bible (1); 'Through him all things were made; without him nothing was made that has been made.' (John 1:3) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated feature/ development Development that does not relate both to the feature given and to the question Reference to a source of wisdom that does not relate to the feature given. 	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="363 281 558 310">AO2 12 marks</p> <p data-bbox="363 359 1292 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 428 625">AO2</p> <p data-bbox="363 636 805 665">Arguments for the statement:</p> <ul data-bbox="363 676 1308 1066" style="list-style-type: none"> • Some Christians believe that miracles prove the existence of God because they show that God is all-powerful, they show that God can break the laws of nature to reveal himself • Some Christians argue that miracles prove the existence of God as God is the only one that can work the miracles. Thus, miracles that heal people show that God is caring towards humanity • Miracles also prove the existence of God as in the New Testament they are a way that Jesus reveals God. Jesus refers to miracles as signs in John's Gospel, Christians believe that this means they are pointing the way to God. <p data-bbox="363 1115 870 1144">Arguments against the statement:</p> <ul data-bbox="363 1155 1308 1623" style="list-style-type: none"> • Some Christians would argue that miracles do not prove the existence of God, they are only a small part of how God reveals himself to humans and that the life and teachings of Jesus fully prove the existence of God • Some non-religious people would say that God does not exist and so miracles are not possible, that they will eventually all be proven by science, and thus they do not prove the existence of God • Some non-religious people would argue that miracles are wish fulfilment by the people who experience them, including biblical miracles and so they reveal the personality of the person who experiences them rather than prove the existence of God. <p data-bbox="363 1671 808 1701">Accept any other valid response.</p> <p data-bbox="363 1749 1260 1856">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

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

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • A purpose of pilgrimage is to focus on a Christian's faith (1) • Pilgrimage aims to help people remember the events that occurred at the place they are travelling to (1) • Pilgrimage can join people together in prayer (1) • Pilgrimage can help a person feel spiritually close to God (1) • Some pilgrimages are undertaken to improve a person's health (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"> • Christians pray to strengthen their relationship with God (1), this means that they can attempt to comprehend God's plan for them (1) • Christians pray because they wish to communicate with God (1), they may be asking for something to happen (1) • Christians may pray because Jesus told them to (1), he taught his disciples to pray the Our Father (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 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"> • The local church may help people in the local area by giving them advice (1), helping ensure that people have all the information they need to make decisions (1). The early Church taught they should 'Be shepherds of God's flock that is under your care, watching over them' (1 Peter 5:2) (1) • It may help people in the local area by holding regular services (1). One of the roles of the church is to help people by teaching them (1), Jesus instructed his disciples to 'Go into all the world and preach the gospel to all creation' (Mark 16:15) (1) • It may help people in the local area by carrying out charity work (1). St Paul explained that the role of the churches was to show care to others (1) 'the church can help those widows who are really in need' (1 Timothy 5:16) (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
3(d)	<p data-bbox="363 281 760 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 359 1235 552">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 428 625">AO2</p> <p data-bbox="363 636 808 665">Arguments for this statement:</p> <ul data-bbox="363 676 1279 1108" style="list-style-type: none"> • Some Christians believe that Jesus instructed them to become evangelisers. When Jesus left the disciples, he told them they needed to 'go and make disciples of all nations' (Matthew 28:19) and this applies today • Some Christians feel that evangelism is the only way that the Church will continue, early believers spread the faith and the Church began, the modern Church needs to follow their example • Some Christians feel that all Christians should evangelise as it is a responsibility to help others find the true faith, they feel that this is the only way they will receive eternal life. <p data-bbox="363 1152 867 1182">Arguments against the statement:</p> <ul data-bbox="363 1192 1279 1583" style="list-style-type: none"> • Some Christians do not think all Christians should evangelise because not all Christians receive the gift to evangelise, if a person does not have this ability, then they should not feel pressured to • Some Christians argue that people need to be trained to evangelise, and ministers are specially qualified, and have the skills to convert others • Some Christians do not feel that evangelism is the right thing to do in modern society. Today Christian live in multi-faith societies and to try and evangelise could bring conflict. <p data-bbox="363 1627 808 1656">Accept any other valid response.</p> <p data-bbox="363 1709 1263 1818">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

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

SPaG

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Christians will teach that everyone should have human rights (1) • Christians teach human rights should support social justice (1) • People have human rights as they are made in the image of God (1) • Christians teach human rights should protect against inequality (1) • Christians teach everyone should have religious freedom (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians regard discrimination as wrong (1), St Paul taught 'God does not show favouritism.' (Galatians 2:6) (1) • They believe that discrimination is an insult to God's creation (1), because he created all people to be equal (1) • They believe they should follow the example of Jesus who did not discriminate (1), he treated women as equals (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching /development • Development that does not relate both to the teaching given and to the question. 	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The Church works for social justice by helping those who do not have the necessities of life (1). They do this to follow the teachings of Jesus (1). The Parable of the Sheep and Goats explains 'whatever you did for one of the least of these brothers and sisters of mine, you did for me' (Matthew 25:40) (1) • The Church works for social justice by making people aware of injustice (1). Archbishop Sentamu spoke out urging people to put pressure on the government to end injustice (1), he said the Church should be a 'voice for the powerless, the weak and the dispossessed' (Dr J Sentamu 2012) (1) • The Church may support the work of charities (1) working to help those who need food and drink (1). Jesus taught, 'For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in' (Matthew 25:35) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way / development • Development that does not relate both to the way given and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
4(d)	<p data-bbox="363 279 558 310">AO2 12 marks</p> <p data-bbox="363 359 1292 548">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 596 428 627">AO2</p> <p data-bbox="363 638 805 669">Arguments for the statement:</p> <ul data-bbox="363 680 1305 1110" style="list-style-type: none"> <li data-bbox="363 680 1305 827">• Most Christians believe that everyone should work for racial harmony because it reflects God's plan for people, God created people in his image and as such all are equal in dignity and should be treated as such <li data-bbox="363 837 1305 953">• People following situation ethics should work for racial harmony as they would regard it as the most loving thing to do, it will reduce division which can cause conflict in society <li data-bbox="363 963 1305 1110">• Most Christians would argue that everyone should work for racial harmony as Jesus taught, 'A new command I give you: Love one another' (John 13:34). If Christians do not work for racial harmony, then they are not showing love. <p data-bbox="363 1157 870 1188">Arguments against the statement:</p> <ul data-bbox="363 1199 1305 1661" style="list-style-type: none"> <li data-bbox="363 1199 1305 1346">• Some Christians might argue that they have other things to work on than racial harmony, there are greater causes of inequality, and they should be working for social justice rather than solely focusing on racial harmony <li data-bbox="363 1356 1305 1503">• Some Christians would say that everyone does not need to work for racial harmony as they feel racial discrimination is not a problem to be solved. They think it is natural to treat people who they see as different in a different way <li data-bbox="363 1514 1305 1661">• Situation ethics may be applied, and so people should do the most loving thing for the majority of people, and that this might be to rid the world of poverty rather than to work for racial harmony. <p data-bbox="363 1709 810 1740">Accept any other valid response.</p> <p data-bbox="363 1789 1265 1896">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.