



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE
In Religious Studies B
Paper 1 Religion & Ethics
1A Catholic Christianity

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General Marking Guidance

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

Paper 1: Religion and Ethics 1A – Catholic Christianity Mark Scheme

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"> • An event in the historical development of the doctrine of the Trinity is the Baptism of Jesus (1) • Tertullian uses the term Trinity (1) • The Council of Constantinople declared Father and Son were of the same substance (1) • The First Council of Nicaea agreed that the Father and Son were one substance (1) • The Council of Constantinople stated that that 'the Father, the Son and the Holy Spirit have a single Godhead and power' (First Council of Constantinople 381) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3
1(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"> • Catholic teachings explain that there is life after death (1), that believers can have eternal life (1) • Catholics are taught that the good will go to heaven (1) and the sinful will go to hell (1) • Catholics are taught that they may have souls purified after they die (1) and that this happens in purgatory (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
1(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"> • Catholics are taught that the biblical account of Creation is not literal (1). They do however believe that it reveals God (1). For example, Genesis explains 'God saw all that he had made, and it was very good.' (Genesis 1:31) (1) • Some Christians understand the Creation account to be the literal truth (1), because God has the power to create in this way (1). 'God said, "Let there be light," and there was light.' (Genesis 1:3) (1) • Some Christians may believe that the Creation account was written by people trying to explain creation (1), that it was an answer that fulfilled humanity's desire for answers (1). The Church of England explains 'So it is in our nature to ask fundamental questions such as: why are we here?' (Special Agenda IV Diocesan Synod Motions Compatibility of science and Christian belief) (1). <p>Candidates who do not consider different ways within Christianity cannot be awarded more than 2 marks.</p> <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
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"> • Some Catholics would argue that Jesus as the incarnate Son is the best way to understand Jesus as it shows clearly that Jesus is both fully human and fully divine. This underpins all other beliefs about Jesus • Some Catholics would agree with this statement as the Incarnation of Jesus is the fulfilment of the Old Testament prophecies, and is proof that Jesus is the Messiah come to save humanity • Jesus as the Incarnation is the best way to understand Jesus and it can be argued that all other ways are limited. They either focus on his humanity or focus on his divinity. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics might argue that the idea of Jesus as the incarnate Son is confusing, it is not something that is part of normal human experience, so it is not the best way to understand Jesus • The Incarnation might not be the best way to understand Jesus as it does not show all there is to know about him. It focuses on the hypostatic union, rather than his teachings or miracles • Some Catholics might argue that there are better ways to understand Jesus, for example in the Paschal Mystery which includes relationships with his followers and shows his sacrifice, as well as his humanity and divinity. <p>Accept any other valid response.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7–9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10–12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The family should raise children in the Catholic faith (1) • Catholics are taught that the family should support each other (1) • The family should teach children right from wrong (1) • The Church teaches the family is the most important unit in society (1) • A Catholic family has the mission to be a domestic church (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 teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Catholics are taught that sexual relationships should be within marriage (1). They should support the marital relationship (1) • Catholic sexual relationships should be procreative (1). When a couple get married they promise to 'accept children lovingly from God' (Catholic marriage ceremony) (1) • Catholic sexual relationships should be unitive (1); they bind a person to their partner for life (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
2(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"> • In the Catholic Church women cannot be priests (1); they have equal but different roles (1). The Catechism teaches that in society 'There exist sinful inequalities that affect millions of men and women. These are in open contradiction to the Gospel' (Catechism of the Catholic Church 1938) (1) • Some Christians believe both men and women can be priests (1) because they can be equally faithful (1). '...in the image of God he created him; male and female he created them' (Genesis 1:27) (1) • Some Christians believe that women should be silent in church (1). They understand Paul's writing to the Corinthians to be about women teaching in church (1), 'Women should remain silent in the churches. They are not allowed to speak, but must be in submission' (1 Corinthians 14:34) (1). <p>Candidates who do not consider different attitudes within Christianity cannot be awarded more than 2 marks.</p> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development • Development that does not relate both to the attitude given and to the question • Reference to a source of wisdom that does not relate to the attitude given. 	5

Question number	Indicative content	Mark
2d	<p data-bbox="363 260 558 287">AO2 12 marks</p> <p data-bbox="363 323 1308 485">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 520 428 548">AO2</p> <p data-bbox="363 552 812 579">Arguments for the statement:</p> <ul data-bbox="412 583 1299 968" style="list-style-type: none"> <li data-bbox="412 583 1299 709">• Catholics may agree and say that marriage was created by God and thus if a person has to get a divorce, they are unable to remarry. The divorce ends the marriage in the eyes of society but not in the eyes of God <li data-bbox="412 714 1299 840">• Catholics would agree because Jesus taught that a person cannot divorce and remarry, 'I tell you that anyone who divorces his wife, except for sexual immorality, and marries another woman commits adultery.' (Matthew 19:9) <li data-bbox="412 844 1299 968">• Some Christians would agree, and argue that as they have made vows, sacred promises, to stay together 'till death do us part.' A couple are eternally joined and therefore cannot divorce then remarry. <p data-bbox="363 1003 876 1031">Arguments against the statement:</p> <ul data-bbox="412 1035 1308 1381" style="list-style-type: none"> <li data-bbox="412 1035 1308 1129">• Some Christians would argue that marriage is a social contract and not a sacrament. Thus if a couple divorce their contract has ended and they can marry again <li data-bbox="412 1134 1308 1260">• Some Churches would explain that divorce is regretful but maybe best for the couple. Jesus taught forgiveness and if the couple can be open about the cause of their first marital breakdown, they can then marry another person <li data-bbox="412 1264 1308 1381">• Some Christians may believe that divorce and remarriage should be allowed. It would be better than causing more issues where a couple stay together when their marriage has failed. <p data-bbox="363 1455 803 1482">Accept any other valid response.</p> <p data-bbox="363 1518 1253 1608">Candidates who do not consider different points of view within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
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'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The Catholic funeral rite may be important as it gives comfort to the friends and family of the deceased (1) • The Catholic funeral rite is important because it helps people celebrate the life of the departed (1) • The Catholic funeral rite reminds the congregation that there is eternal life (1) • The rite commends the soul of the deceased person to God (1) • It unites the living and the dead in prayer (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 teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The sacramental nature of reality means that the world shows God's grace and thus is sacramental (1). The world is visible evidence that God is present (1) • The sacramental nature of reality means that Catholics can strengthen their faith by recognising that the world is holy (1). This is ritualised in the seven sacraments (1) • The sacramental nature of reality allows Catholics to discover God in their lives (1). Grace can be received through living a good life (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
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"> • CAFOD works to help others in order to ensure that there is no inequality (1). It aims to ensure that no person has less than the necessities (1). '...we are called to care for the vulnerable of the earth.' (Evangelii Gaudium 209) (1) • CAFOD does its work because all people are created in God's image (1). They help so that people do not have to live without dignity (1). 'The dignity of each human person and the pursuit of the common good are concerns which ought to shape all economic policies.' (Evangelii Gaudium 203) (1) • CAFOD works to ensure that no one goes hungry (1). Jesus said 'For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink' (Matthew 25:35) (1). Following this example they teach people how to farm (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="362 264 768 296">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="362 327 1276 485">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="362 516 431 548">AO2</p> <p data-bbox="362 552 818 583">Arguments for this statement:</p> <ul data-bbox="410 588 1284 936" style="list-style-type: none"> • Many Catholics would argue that a pilgrimage is an essential form of worship. It is a journey in faith to a place that will give an unparalleled opportunity to find out about holy people • Many Catholics feel they should participate in a pilgrimage as it is a shared experience. All those on pilgrimage will be able to support each other in this event • Catholics may regard a pilgrimage as essential as it can be an opportunity for them to have a religious experience. Many go wishing for a miracle or simply to experience the awe of being in such places. <p data-bbox="362 968 878 999">Arguments against the statement:</p> <ul data-bbox="410 1003 1284 1352" style="list-style-type: none"> • Some Catholics might argue it is not essential to participate in a pilgrimage. There are other forms of worship that are essential, such as Sunday Mass which is a religious obligation • Some Catholics may maintain pilgrimage is a form of popular piety, and therefore a choice. Many may feel that individual worship is more effective than a pilgrimage which is communal in nature • Some Christians may feel that pilgrimage is wrong, that it implies that some places are more holy than others. It may encourage idol worship rather than the worship of God. <p data-bbox="362 1388 805 1419">Accept any other valid response.</p> <p data-bbox="362 1451 1255 1545">Candidates who do not consider different points of view within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
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- non-religious views
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- ethical arguments.

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"> • Catholics teach the sanctity of life is important because human life is created by God (1) • God created humans in his image (1) • The Bible teaches that ending a life is wrong (1) • St Paul taught ‘...your bodies are temples of the Holy Spirit’ (1 Corinthians 6:19) (1) • Some Catholics teach about the sanctity of life because humans have a special relationship with 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
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Catholics believe life after death is significant because it is the reward for a good life (1); the Parable of the Sheep and Goats shows that the good will go to heaven and bad people will go to hell (1) • Belief in life after death is significant because if Jesus can have life after death so can everyone (1). 'God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus' (Ephesians 2:6) (1) • The belief is significant to Catholics because it means that that they focus on living the way Jesus asked (1), showing love to neighbour (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason /development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each 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"> • Catholics believe it is not permissible to use euthanasia (1) as it is the premature ending of a life (1). The Catechism explains 'It is morally unacceptable' (Catechism of the Catholic Church 2277) (1) • Some Catholics believe that certain forms of passive euthanasia may be acceptable (1), for example, in the case of rejection of excessive treatment (1). 'Discontinuing medical procedures that are burdensome, dangerous, extraordinary, or disproportionate to the expected outcome can be legitimate.' (Catechism of the Catholic Church 2278) (1) • Most Catholics believe that humans do not have the moral right to use euthanasia (1). Only God can end a life (1), 'As no one has power over the wind to contain it, so no one has power over the time of their death' (Ecclesiastes 8:8) (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
4(d)	<p data-bbox="362 264 558 289">AO2 12 marks</p> <p data-bbox="362 327 1308 485">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="362 522 428 548">AO2</p> <p data-bbox="362 554 812 579">Arguments for the statement:</p> <ul data-bbox="412 585 1300 999" style="list-style-type: none"> • Most Catholics believe that they should support animal rights as animals are part of God's creation. Humans have been given the role of stewards of his creation and thus they should support animal rights • Catholics are taught that humans are superior to animals but should recognise that animals need to be cared for as an essential part of the world. 'It is contrary to human dignity to cause animals to suffer or die needlessly' (Catechism of the Catholic Church 2418) • Most Catholics would argue that it is morally wrong to cause suffering to any living being. Because of this they should ensure that animals are not regarded as a resource to be used. <p data-bbox="362 1037 878 1062">Arguments against the statement:</p> <ul data-bbox="412 1068 1300 1388" style="list-style-type: none"> • Some Catholics would argue that humans have been given dominion over the world and the animals within it, that human rights take priority over animal rights • Some Catholics would argue that God created animals to provide for humans and that is why Adam named them. Animals should be used to provide food and clothing, there is no need for them to have their rights supported • Some Catholics would argue that animals are not the same as humans, they have no free-will, no soul and so there is no need for them to have rights in the same way that humans do. <p data-bbox="362 1457 802 1482">Accept any other valid response.</p>	<p data-bbox="1338 1488 1377 1514">12</p>

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	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
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