



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Religious Studies (1RB0/2B)

**Paper 2: Area of Study 2 – Religion, Peace and
Conflict**

Option 2B: 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 2: Religion, Peace and Conflict 2B - Christianity Mark Scheme –2018

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"> • It may be used as an argument to prove God does not exist (1) • It may take away a Christian's life (1) • Theft takes away a Christian's belongings (1) • Conflict harms a Christian's relationship with others (1) • Bullying causes people to suffer (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"> • Trinity Sunday is celebrated on the Sunday after Pentecost (1) it celebrates Christian teachings about the Trinity (1) • The Trinity is recorded in the Creeds (1) where it mentions God the Father, Son and the Holy Spirit in the statement of faith (1) • The Trinitarian formula is used in prayer (1) many Christians make the sign of the cross whilst reciting the formula (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 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"> • In Genesis 1 it records God creating the universe in six days (1) God creates using words (1) 'In the beginning God created the heaven and the earth' (Genesis 1: 1) (1) • John's Gospel records that the Word creates everything (1), he emphasises the power of God in creation (1), 'All things were made through him, and without him was not anything made that was made' (John 1:3) (1) • The Bible records the Spirit of God creating (1), the symbolism of breath is used in Genesis (1) 'and the Spirit of God was hovering over the waters' (Genesis 1:2) (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
1 (d)	<p data-bbox="365 289 768 317">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="365 401 1276 569">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="365 653 431 680">AO2</p> <p data-bbox="365 705 813 735">Arguments for the statement:</p> <ul data-bbox="365 762 1295 1083" style="list-style-type: none"> <li data-bbox="365 762 1256 856">• Atonement explains how humans who by nature are sinful are reunited with God because they have their sins forgiven by the death and resurrection of Jesus <li data-bbox="365 863 1284 982">• Some Christians believe that the death of Jesus is atonement because Jesus has power over death, the death of Jesus pays for the original sin committed by Adam and Eve, so his death was a ransom for all <li data-bbox="365 989 1295 1083">• Some Christians believe that atonement is reached because Jesus is a worthy substitute for all humanity's sins, Jesus satisfies God and prevents his anger against humankind. <p data-bbox="365 1142 878 1171">Arguments against the statement:</p> <ul data-bbox="365 1199 1295 1482" style="list-style-type: none"> <li data-bbox="365 1199 1281 1318">• The Catechism of the Catholic Church discusses salvation and says that people also need to be part of the Church to achieve salvation 'it means that all salvation comes from Christ the Head through the Church which is his Body' <li data-bbox="365 1325 1182 1383">• Most Christians believe that baptism is also necessary for salvation, because only after baptism can a person be truly saved <li data-bbox="365 1390 1224 1482">• Some Christians believe that faith leads to salvation, this was proposed in the Protestant Reformation as salvation by faith alone, 'sola fide'. <p data-bbox="365 1541 805 1570">Accept any other valid response.</p> <p data-bbox="365 1654 1255 1749">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"> • 'Do not take revenge, my friends, but leave room for God's wrath' (Romans 12:19) (1) • Punishments ensure that people are treated with justice (1) • 'The servant who knows the master's will and does not get ready or does not do what the master wants will be beaten with many blows' (Luke 12:47) (1) • Punishment should aim to reform (1) • Punishment should show mercy (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"> • Criminals should be treated justly (1), treating others fairly reflects the Golden Rule (1) • Criminals should be taught that their actions are wrong (1) the aim of the punishment should be to reform or change the criminal (1) • The treatment of criminals should follow the example of Jesus (1) people should try not to be judgmental and forgive the criminal (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/development • Reject 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 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"> • People may suffer because they have not followed the teachings of Jesus (1), as shown in the Parable of the Sheep and the Goats (1), those who did not show care for others were sent to eternal suffering (1) • People may suffer because of the misuse of free-will (1), but this may help them become stronger (1), 'suffering produces endurance' (Romans 5:3) (1) • James explains that suffering is a test (1) 'Blessed is the man who remains steadfast under trial, for when he has stood the test he will receive the crown of life' (James 1:12) (1), those who pass the test will have eternal life (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="365 289 560 317">AO2 12 marks</p> <p data-bbox="365 401 1276 569">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="365 653 813 680">Arguments for the statement:</p> <ul data-bbox="365 709 1305 995" style="list-style-type: none"> <li data-bbox="365 709 1305 800">• Justice will allow the victim to feel they can move on, and possibly forgive the offender, which would be what most Christians would desire <li data-bbox="365 806 1305 896">• Christians are taught to love everyone and it is showing love for the victim to see that the offender has been treated appropriately for doing wrong <li data-bbox="365 903 1305 995">• It means that the victim will not feel resentment as they will feel that the offender has recognised their wrongdoing, with restorative justice the offender will make this clear to the victim. <p data-bbox="365 1052 878 1079">Arguments against the statement:</p> <ul data-bbox="365 1108 1295 1394" style="list-style-type: none"> <li data-bbox="365 1108 1295 1199">• Justice is not as important for the victim as punishment, the victim will frequently be too upset to want to reconcile with the offender or to worry about whether the punishment is just <li data-bbox="365 1205 1295 1295">• Christians might want to see that the offender is given a chance to reform rather than that justice is done thus they might not want them to be jailed rather they want them re-educated <li data-bbox="365 1302 1295 1394">• Non-religious people might not be so concerned with justice, they may be more concerned that society is protected from the offender and want the offender removed from society. <p data-bbox="365 1457 805 1484">Accept any other valid response.</p> <p data-bbox="365 1568 1255 1665">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"> • Set prayers are those prayers which can be written down so people can use them (1) • Informal prayers are prayers people make up for personal use (1) • Silent meditation can be used to reflect on Christian teachings (1) • Prayers of intercession are those which pray for other people (1) • Prayers of thanksgiving are said when Christians thank God for something (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) • named prayers 	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing an attitude. Award a second mark for development of the attitude up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Some do not see that there is any need for sacraments (1) they teach belief in Jesus is all that is needed (1) • Some Churches have two sacraments (1) as they feel these were ordained by Christ in the gospel (1) • The Catholic Church teaches that Jesus instituted the sacraments (1) the Catechism says 'The seven sacraments touch all the stages and all the important moments of Christian life' (1210) (1). <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. 	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"> • Many Christians see missionary work as part of what all Christians are called to do, (1) Jesus instructed his disciples to spread his teachings (1) He said to them, 'Go into all the world and preach the gospel to all creation' (Mark 16:15) (1) • Missionary work is an opportunity to teach others their faith. (1) Christians hope to spread their faith and thus lead others to a better way of life (1) 'As the Father, has sent me, I am sending you.' (John 20:21) (1) • Missionary work follows the example of the first Christians, (1) St Paul continued his missionary activity even when it was clear he would be persecuted for it (1) 'And the night following the Lord stood by him, and said, Be of good cheer, Paul: for as thou hast testified of me in Jerusalem, so must thou bear witness also at Rome' (Acts 23:11) (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>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>Arguments for statement:</p> <ul style="list-style-type: none"> • Worship should be guided by the relationship an individual has with God, it should not be limited by rules which might be contradictory to how the person feels • It allows for a personal relationship with God, as Christians believe God is their creator some may feel they should be able to respond to, and worship God in their own way • Worship does not need structure; it can be private and just as effective as other forms of worship, even Jesus went away from his followers to pray in the Garden of Gethsemane. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians believe that liturgical structure leads to powerful worship, that they are joined together with others and that they are all involved in the formality of the worship • Other Christians feel that liturgical worship is important as it was commanded by Jesus who instituted the Eucharist during the Last Supper • The Church of England teaches that it provides a rhythm to worship, which helps the whole Church 'The liturgical year provides a structure for the Church's collective memory, a way of consecrating our human experience'. <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>	<p style="text-align: right;">15</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.

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 mark</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> Peace is 'an enterprise of justice.' (Gaudium et Spes) (1) Pope Francis said 'Pray for Peace' (1) 'Pursue peace with all men' (Hebrew 12:14) (1) 'So far as it depends on you, be at peace with all men' (Romans 12:18) (1) 'Whatever house you enter, first say "Peace to this house!"' (Luke 10:5) (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"> It might be fought with the intention to correct a greater evil, (1) for example, overthrowing a leader harming their own people (1) It is the last resort (1) all other methods to try and reach a peaceful solution have failed (1) It is fought so that innocent people are not involved (1), because life is sacred (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
<p>4(c)</p>	<p>AO1 5 marks</p> <p>Award one mark for each response. Award further marks for each development of the response 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 should avoid any situation when they might kill (1) conflict often involves killing (1) the Bible teaches that killing is wrong (Exodus 20:13) (1) • 'Do to others as you would have them do to you' (Luke 6:31) (1), terrorist activity is often part of conflict (1) and this is wrong as no one would want to be a victim of terrorism (1) • Jesus taught Christians to love, not to harm (1). He taught 'love your neighbour as you love yourself' (Mark 12:31) (1) and 'Peace I leave with you; my peace I give you' (John 22:27) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response/development • Development that does not relate both to the response given and to the question • Reference to a source of wisdom that does not relate to the response given. 	<p>5</p>

Question number	Indicative content	Mark
4(d)	<p data-bbox="365 289 560 317">AO2 12 marks</p> <p data-bbox="365 401 1276 569">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="365 653 813 680">Arguments for the statement:</p> <ul data-bbox="365 709 1295 1031" style="list-style-type: none"> <li data-bbox="365 709 1268 800">• Weapons of mass destruction kill indiscriminately, if used they cannot meet the conditions of a Just War which require that the innocent are protected <li data-bbox="365 806 1295 932">• Weapons of mass destruction cause devastation which lasts for generations, Deuteronomy 20: 19 says 'do not destroy its trees by putting an axe to them, because you can eat their fruit', which means do not destroy the resources of countries <li data-bbox="365 938 1284 1031">• Weapons of mass destruction cost a lot of money, governments may buy them to protect themselves rather than investing in the country and providing for the people who live in it. <p data-bbox="365 1087 878 1115">Arguments against the statement:</p> <ul data-bbox="365 1144 1289 1430" style="list-style-type: none"> <li data-bbox="365 1144 1235 1236">• Using utilitarianism, it can be argued that having WMD may protect a country and therefore bring about a greater level of safety, wellbeing and security <li data-bbox="365 1243 1289 1335">• Some Christians may think if others have these weapons it is safer to have them and protect the people within a country, than to be perceived as a weaker country, which might lead to conflict <li data-bbox="365 1341 1281 1430">• Some see conflict as inevitable, and the use of WMD may end a war much more quickly, and possibly with fewer casualties, than traditional warfare. <p data-bbox="365 1486 805 1514">Accept any other valid response.</p> <p data-bbox="365 1598 1255 1696">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>	<p data-bbox="1333 1745 1373 1772">12</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, 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.