



Mark Scheme (Results)

June 2019

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2019

Publications Code 1RA0_1B_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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 2019

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • On day one God created light (1) • He created the land, sea and trees (1) • He created fish and birds (1) • He created land animals and people (1) • As part of creation God rested on day seven (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

S

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a problem. Award a second mark for development of the problem. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The problem of suffering challenges their understanding of the characteristics of God (1) If God is all loving how can he let suffering continue? (1) • It may challenge their belief in God's existence (1) if he cannot stop the suffering then how can he be omnipotent (1) • It challenges Christians to know how to respond to suffering (1) in a way to show God's love (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated problem/ development • Development that does not relate both to the problem 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 baptism, God the Holy Spirit is present (1) remembering the baptism of Jesus (1) 'At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him' (Matthew 3:16) (1) • In prayer Christians pray to God the Father (1) as taught in the Lord's Prayer 'Our Father in heaven.' (Matthew 6:9) (1) because they believe he, as Creator, cares for all that he has made (1) • In the Eucharist, Jesus, God the Son, is celebrated (1) as the Saviour and Redeemer of the world (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 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="363 306 727 338">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="363 380 1276 520">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="363 562 423 594">AO2</p> <p data-bbox="363 596 756 627">Arguments for the statement</p> <ul data-bbox="363 632 1284 1058" style="list-style-type: none"> <li data-bbox="363 632 1284 701">• The resurrection of Jesus shows that he had the power to overcome death which is important because it proves that he was God incarnate <li data-bbox="363 705 1284 911">• For Christians, the resurrection is confirmation of their faith that Jesus was the Son of God and the Saviour of humanity. 'For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures' (1 Corinthians 15:3-4) <li data-bbox="363 915 1284 1058">• It is what Christianity is based on, without the resurrection salvation would not have been possible, without it there would be no eternal life 'And if Christ has not been raised, our preaching is useless and so is your faith' (1 Corinthians 15:14). <p data-bbox="363 1100 816 1131">Arguments against the statement</p> <ul data-bbox="363 1136 1284 1457" style="list-style-type: none"> <li data-bbox="363 1136 1284 1241">• His birth is more important, if he had not been born as the incarnation of God he would not have been able to die or rise from the dead <li data-bbox="363 1245 1284 1350">• It is his death that saves humanity from sin not the resurrection, it is when Jesus took the place of the sacrificial lamb and enabled salvation to be possible for all <li data-bbox="363 1354 1284 1457">• It was the way Jesus lived and the miracles and teachings he gave that are the most important events; these all teach Christians how to live their lives today. <p data-bbox="363 1499 769 1530">Accept any other valid response.</p> <p data-bbox="363 1572 1284 1677">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.</p> <ul style="list-style-type: none"> • Christians go to Jerusalem to visit the sites associated with Jesus (1) • Iona to spend time reflecting on the Christian journey (1) • Walsingham to visit the shrine of Our Lady (1) • Taize to join in communal worship (1) • Rome to visit St Peter's basilica (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"> • Informal prayers can be used at any time (1) and put before God personal thoughts, feelings and requests (1) • Some Christians say that these prayers are led by the Holy Spirit (1) and are often done to support other Christians using everyday language (1) • Prayers can be said in response to situations that arise (1) for example if a person who needs prayer immediately (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 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 speaks out against oppression and terrorism in the world (1) campaigning for peace and human rights (1) Jesus taught about looking after the oppressed in the parable of the Sheep and Goats (Matthew 25:31-46) (1) • The World Council of Churches brings Christians together on organised days of prayer (1) often responding to calls for help and support for those in need (1) 'In the same way, faith by itself, if it is not accompanied by action, is dead.' (James 2:17) (1) • Churches work to build inter-religious trust and respect (1) by educating young people in schools and holding interfaith meetings (1) responding to Jesus' call to 'love one another' (John 13:34) (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="365 306 542 338">AO2 12 marks</p> <p data-bbox="365 380 1279 520">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="365 562 423 594">AO2</p> <p data-bbox="365 596 764 627">Arguments for the statement:</p> <ul data-bbox="365 630 1284 989" style="list-style-type: none"> <li data-bbox="365 630 1284 737">• People just think about such things as Easter Eggs, rabbits and secular celebrations of the festival, therefore many people do not link the festival with the religious history or story of Easter <li data-bbox="365 739 1284 846">• For some Christians the most important thing is the teachings of Jesus and they have come to view the Easter story as just a myth, therefore Easter has lost its original meaning <li data-bbox="365 848 1284 989">• Some Christians focus on Easter’s pagan origins; it comes from an old English word ‘eastre’ the name of an Anglo-Saxon goddess of dawn. Therefore, they think it’s a good thing that it has lost its original meaning. <p data-bbox="365 1031 824 1062">Arguments against the statement:</p> <ul data-bbox="365 1064 1295 1423" style="list-style-type: none"> <li data-bbox="365 1064 1295 1171">• Most Christians still consider this to be the most important festival, it celebrates the resurrection of Jesus and is central to the Christian faith. It is the event on which Christianity is founded <li data-bbox="365 1173 1295 1281">• In Corinthians 15:12-34, believers are told to believe that without the resurrection their faith is a delusion and they are still lost in sin. Therefore, Easter can never lose its original meaning <li data-bbox="365 1283 1295 1423">• Despite the secularisation of the festival it has not lost its meaning and is a way to spread the gospel. Television programming still show the history and meaning of the festival and this may lead to more believers in the future. <p data-bbox="365 1465 769 1497">Accept any other valid response.</p> <p data-bbox="365 1539 1289 1646">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	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"> • By showing love for others (1) • By showing forgiveness for those who nailed him to the cross (1) • He showed servanthood when he washed the disciple's feet (1) • He showed a way for humanity to be reconciled with God (1) • He shared the messages and teachings of 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
3(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"> • The Bible is referred to for guidance (1) Christians give the Bible a place of authority in their thinking and behaviour (1) • Christians read the Bible to receive communication from God (1). It speaks to each generation and is personal and life changing (1) • Some use it in a devotional way (1) and study it to find its true meaning (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
3(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"> • Members of the Body of Christ possess different gifts suited to different functions (1) for example, some Christians have the gift of healing and others service (1) 1 Corinthians 12:9 'to another faith by the same Spirit, to another gift of healing by that one Spirit' (1) • Members of the Body of Christ have a common bond with all other Christians, (1) regardless of background, race or ministry (1) 'so that there should be no division in the Body, but that its parts should have equal concern for each other' (1 Corinthians 12:25) (1) • The Church now demonstrates God's love and in this way functions as the Body of Christ (1) After his ascension, Christ continues his work in the world through his Church (1) 'Christ is the head of the Church, his body, of which he is the Saviour' (Ephesians 5:23) (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
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</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Even though there are many different denominations Christians believe they are all united in Christ, this is demonstrated through the different denominations coming together for ecumenical services • In all denominations, those who love God and trust in him, are Christians. Therefore, there is only one Church and denominations are not the important thing • For most Christians it is a fundamental belief that 'We believe in one holy catholic and apostolic Church' (Nicene Creed) suggesting that as Christians recite this they believe there is only one church. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians believe it is necessary to challenge beliefs, and Churches, that have developed out of tradition rather than biblical teachings. Martin Luther, for example, can be seen to have done this and began the Protestant movement • Churches are made up of people and sometimes people just don't get along. It is a reality of human nature and these conflicts often cause division in Church communities and so some people leave to start a new church and sometimes a new denomination • Some Christians appreciate the structure and tradition of some denominations that has been passed on over the generations. They feel more comfortable with them. They agree with the beliefs shared by the Church but like the freedom to choose a denomination. <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	Correct 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"> • Paintings/drawings are used to express belief (1) • Icons are used to concentrate the mind on God (1) • Statues are used to remember and honour saints (1) • Drama is used to retell important stories (1) • Literature is used to educate in Christian theology (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"> • Contemporary music can help the believer to feel the presence of the Holy Spirit (1) which is the presence of God in their lives (1) • Modern music is seen as a way to make the message of Christianity more relevant today, (1) as such it will appeal to a broader spectrum of people (1) • Modern music encourages a more active role in worship (1), it is often accompanied by clapping and dancing (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 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"> • Today, Christians may wear an ICTHUS or put it on their car (1). These are the first letters of the words "Jesus Christ, God's Son, Saviour" (1). It shows everyone is accepted no one needs to be secretive about their faith (Ephesians 2 10-19) (1) • Christians may wear a cross (1) An empty cross reminds them that Jesus did not stay on the cross but came back to life (1) 'he has risen' (Matthew 28:6) (1) • Bread and wine are used in the Eucharist (1). The bread is a symbol of Jesus' body (1). They were told to do this in remembrance of Jesus (Luke 22:19) (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 ways 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="365 415 542 443">AO2 12 marks</p> <p data-bbox="365 485 1279 625">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="365 667 764 695">Arguments for the statement:</p> <ul data-bbox="414 703 1300 1056" style="list-style-type: none"> <li data-bbox="414 703 1300 804">• Paintings bring vibrancy and beauty into the world. The Church can use beautiful paintings to bring a message to the modern world that can sometimes be missed <li data-bbox="414 812 1300 913">• Paintings can, as in the past, be used to educate people in the stories and truths of the Bible and the Christian faith. Some people can access information through pictures rather than words <li data-bbox="414 921 1300 1056">• Paintings can connect the believer to God and others, it draws people into a place where they can forget the horrors of the world and see beauty. It tells them that they are not alone as others share in the visual experience. <p data-bbox="365 1098 824 1125">Arguments against the statement:</p> <ul data-bbox="414 1134 1300 1486" style="list-style-type: none"> <li data-bbox="414 1134 1300 1276">• Paintings are less relevant today. People are continually given a stream of pictures and images from marketing firms, adverts, websites, brands and logos. People have lost the ability to view paintings in a way that helps them understand the gospel <li data-bbox="414 1285 1300 1386">• There are so many other ways to share the gospel to a modern generation through the internet, music and other media. Painting is thought to be old fashioned and often expensive <li data-bbox="414 1394 1300 1486">• Paintings can be misinterpreted. Paintings can mean different things to different people, someone might not understand the intended gospel message. <p data-bbox="365 1528 769 1556">Accept any other valid response.</p> <p data-bbox="365 1598 1289 1705">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.