



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Religious Studies (1RA0/2B)

Paper 2: Area of Study 2 – Study of Second Religion

Option 2B: 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 2: Study of Second Religion 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 3.</p> <ul style="list-style-type: none"> • Jesus carried his own cross to Golgotha (1) • He was nailed to the cross (1) • Above his head it was written 'This is Jesus, the King of the Jews' (1) • Jesus announced 'it is finished' (1) • The temple curtain was torn from top to bottom (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum 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 belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Creation confirms God is the source of all life (1) it sets out God's purpose for humanity (1) • It identifies the duty of Christians to be stewards of the planet (1) living in a way which recognises that everything belongs to God (1) • It identifies the role of humanity in creation having dominion over the animals (1) it indicates to Christians that they have a responsibility for the welfare of animals (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>A02 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"> • God is one (1) in three persons (1) as shown in the baptism of Jesus where the three persons are shown (Matthew 3:13-17) • God is the Father (1) and continues to have a loving relationship with his creation (1) Jesus referred to God as father in the Lord's Prayer saying 'Our Father in heaven' (Matthew 6:9) • Jesus is the incarnation of God (1) Jesus is the second person of the Trinity (1), The Catechism of the Catholic Church says 'Jesus Christ possesses two natures, one divine and the other human, not confused but united' (481) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
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 Arguments for the statement:</p> <ul style="list-style-type: none"> • It provides reward for those who are good and punishment for those who are bad meaning that there is a fairness to life • Believing in heaven and the correct way to get there gives a purpose to life as a Christian seeks to follow Jesus and act in a Christlike way • Believing in heaven gives people an understanding of where people go after death, this provides Christians with comfort and enables them to make sense of the loss of loved ones. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • Catholics may believe that heaven and hell make no sense without a reference to purgatory as justice for those who require purification after this life • It is argued that hell is an outdated concept that makes no sense of anything next to a belief in an all loving God who will save everyone • Belief in heaven and hell does not make sense in a pluralistic world where the traditional ideas would condemn a large proportion of humanity to hell based on belief. <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	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of 3.</p> <ul style="list-style-type: none"> • Baptism is the first of the Catholic sacraments (1) • Confirmation reaffirms the sacrament of Baptism (1) • The Eucharist is when Catholics receive the body and blood of Christ (1) • Marriage, the union between a man and a woman (1) • Holy orders are when someone is ordained (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark). 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing an action. Award a second mark for development of the action. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It gives immediate aid in times of disaster (1) for example, it gave emergency relief to the survivors of the Nepal Earthquake (1) • It gives long term aid and education (1) for example, it provides medical care, clean water and farming equipment in many countries (1) • It runs political campaigns (1) for example it organised marches in London in 2012 against climate change (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated action/development • Development that does not relate both to the action given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO2 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"> • A church offers support to the community (1) by providing counselling and support for members of the local community (1) as Peter describes in his letter when he says to the elders 'be shepherds of God's flock' (1 Peter 5:2) (1) • It provides a place and support for the coming together of the community (1) for example funerals and marriages (1) as 'where two or three gather in my name, there am I with them' (Matthew 18:20) (1) • The church keeps people grounded, flushing out the burden of life (1) by providing a bedrock of faith and answers to humanity's deepest needs (1) Peter describes this as being an example to the flock and identifying with Christ's sufferings (1 Peter 5:1-4) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
2(d)	<p>AO1 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2 Arguments for the statement</p> <ul style="list-style-type: none"> • Prayer develops a relationship with God, developing a relationship with God is the main focus of the Christian life. God promised to be with those who pray, 'Come near to God, and he will come near to you' (James 4:8) • Some Christians who spend their lives in prayer can change things, God is all powerful and all loving and requests to God can change the world. Prayer helps to make all things work together for good (Romans 8:26-28) • Prayer allows Christians to confess their sins, sin happens daily so it is important to do this every day. In Psalm 32:5 it says 'I will confess my transgressions to the Lord.' <p>Arguments against the statement.</p> <ul style="list-style-type: none"> • It is more important to evangelise and share God's gift of salvation to others because Jesus said go into all the world and preach the gospel (Mark 16:15) • It is more important to do good works. In the parable of the sheep and goats Jesus explains how this will enable people get to heaven, he does not mention the use of prayer and if you are busy praying they may not have time to do good works (Matthew 25:31-46) • It is more important to show love to the world. Jesus said that the greatest commandments were to love God and to love your neighbor as yourself. If you are busy praying you cannot be showing Gods love in action (Matthew 22:35-40). <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

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