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**Edexcel**

## Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies A (1RA0)

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: Second Religion 2B - Christianity Mark Scheme - 2020**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(a)</b>	<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"> <li>• Intercession through prayer (1)</li> <li>• Working with charities (1)</li> <li>• Explain that it is a test from God (1)</li> <li>• Explain it is the result of free will (1)</li> <li>• Explain it as part of vale of soul-making (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(b)</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"> <li>• The Holy Spirit is part of the Trinity (1) who communicates with people today (1)</li> <li>• Through the Holy Spirit Christians have a personal relationship with God (1) they believe he lives in their hearts (1)</li> <li>• The Holy Spirit was promised by Jesus (1) as a comforter and guide to Christians (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO2 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"> <li>• Salvation is through Jesus (1) as in Acts 4:12: 'salvation is found in no one else, for there is no other name to mankind by which we must be saved' (1) as Jesus provided the way to God when he rose from the dead (1)</li> <li>• Jesus offers a permanent solution for sin (1). His sacrifice replaced the Jewish law (1) 'Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them.' (Matthew 5:17) (1)</li> <li>• Salvation cannot be achieved by works (Ephesians 2:8) (1). Christians believe that grace is a spiritual gift which God gives his people (1) Jesus dying was an extension of God's grace (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated teaching/development</li> <li>• Development that does not relate both to the teaching and to the question</li> <li>• Reference to a source of wisdom that does not relate to the teaching given.</li> </ul>	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><b>AO2</b>  <b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• What happens to Christians after death is based on the way they have lived in this life; therefore, they live more charitable lives to gain a better afterlife</li> <li>• Christians will be judged, after death, on how they have looked after the poor, this is explained to them in the Parable of the Sheep and Goats</li> <li>• Some Christians believe it is sinful to ignore the needs of others and not show God’s love on earth, therefore they live better life so they can get to heaven.</li> </ul> <p><b>Arguments against the statement</b></p> <ul style="list-style-type: none"> <li>• It is not the belief in life after death that makes Christians more charitable but the teachings of Jesus about love and service to others. For example, the teaching from the Good Samaritan</li> <li>• Surveys show that all people give as equally as much to charity and work for the good of all people, despite religious belief. Some Christians do it for humanitarian reason and not for a reward in heaven</li> <li>• Paul taught it was by faith, God’s grace and salvation through Jesus’ death not good works that Christians will go to heaven, so some Christians do not feel the need to concentrate on better life to go to heaven.</li> </ul> <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

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>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.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

## SPaG

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<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"> <li>Local churches run food banks (1)</li> <li>Offer family counselling and support (1)</li> <li>Provide pensioner groups (1)</li> <li>Allow the facilities to be used for community groups (1)</li> <li>Provide support in times of crisis (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Lists (maximum one mark)</li> </ul>	<b>3</b>



Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The prayer starts with 'Our Father' (1). This represents his parent like love for his children (1)</li> <li>• 'Thy Kingdom come' (1) is requesting that God's rule comes to earth and his power seen in the affairs of human beings (1)</li> <li>• 'Forgive us our sins, as we forgive those who sin against us' (1) reminds Christians that their ability to forgive others comes from God as he forgives them (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development</li> <li>• Development that does not relate both to the feature given and to the question</li> </ul>	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"> <li>• It was Jesus' great commission to his disciples (1) He commanded his disciples go and make more disciples (1) 'Go into all the world and preach the gospel to all creation.' (Mark 16:15) (1)</li> <li>• Many Christians see evangelical work as part of their service to God (1). They follow the example of St Paul who spent much of his time evangelising (1): 'Then the Lord said to me, 'Go; I will send you far away to the Gentiles' (Acts 22:21) (1)</li> <li>• It is a Christian duty to share the gospel (1) without salvation people will go to hell (1) Mark 16:16 'Whoever believes and is baptised will be saved; but whoever who does not believe will be condemned' (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>5</b>

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><b>AO2</b></p> <p><b>Arguments for the statement</b></p> <ul style="list-style-type: none"> <li>• Easter celebrates the resurrection of Jesus. Without the resurrection there would be no salvation. In 1 Corinthians 15:14 it says, 'and if Christ has not been raised, our preaching is useless and so is your faith.'</li> <li>• Easter assures Christians that Jesus is alive and can help and guide his Church and be with individual Christians</li> <li>• Easter confirms that there is an afterlife. Jesus rose from the dead; his followers are promised that they will have life after death.</li> </ul> <p><b>Arguments against the statement.</b></p> <ul style="list-style-type: none"> <li>• Christmas is the celebration of the Incarnation. It was the fulfillment of the Old Testament prophecies. Without the birth of Jesus there would be no Christianity</li> <li>• Christmas is a time that unites Christians and allows non-practicing Christians and communities to reflect on their beliefs and consider their faith</li> <li>• Christmas reminds Christians of the importance of family and that Jesus was born as a baby to live a fully human life. Christians are reminded that Jesus knows what it is like to live on earth in human form.</li> </ul> <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"> <li>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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>