



## Mark Scheme (Results)

Summer 2022

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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Summer 2022

Question Paper Log Number P65003A

Publications Code 1RA0\_2B\_2206\_MS

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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.

| Question number | Answer  | Reject  | Mark       |
|-----------------|---|---|------------|
| <b>1(a)</b>     | <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"> <li>• Earthquakes are considered natural suffering (1)</li> <li>• Volcanoes cause suffering (1)</li> <li>• An example of natural suffering is a drought (1)</li> <li>• Famine is natural suffering (1)</li> <li>• Destructive winds are considered to cause natural suffering (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul> | <b>(3)</b> |

| Question number | Answer  | Reject  | Mark       |
|-----------------|---|---|------------|
| <b>1(b)</b>     | <p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• It was by the power of the Holy Spirit that Mary became pregnant (1) bringing about the Incarnation (1)</li> <li>• The Holy Spirit is the giver of life (1) and comes from the Father and Son (1)</li> <li>• He has spoken through the Prophets (1) for example Jonah (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated belief/development</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul> | <b>(4)</b> |

| Question number | Answer   | Reject   | Mark       |
|-----------------|--|--|------------|
| <b>1(c)</b>     | <p>AO1 5 marks</p> <p>Award one mark for each teachings. Award further marks for each development of the teachings 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>• 2 Corinthians 5:10 says 'For we must all appear before the judgment seat of Christ, so that each of us may receive what is due us for the things done while in the body, whether good or bad.' (1) teaching Christians that they will appear before Christ after death (1) and be judged (1)</li> <li>• The parable of the Sheep and Goats teaches that there will be rewards and punishments after death (1) 'and he will separate the people one from another as a shepherd separates the sheep from the goats.' (Matthew 25:32) (1) The good will go to heaven and the bad to hell (1)</li> <li>• On the cross Jesus told the criminal he would go to heaven (1) 'Jesus answered him, "Truly I tell you, today you will be with me in paradise.'" (Luke 23:43) (1) teaching that there is a place after death (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated teachings / development</li> <li>• Development that does not relate both to the teachings and to the question</li> <li>• Reference to a source of wisdom that does not relate to the teachings given.</li> </ul> | <b>(5)</b> |

| Question number | Indicative content  | Mark        |
|-----------------|---|-------------|
| <b>1(d)</b>     | <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></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• During the last days of Jesus' life, he acts as a role model for Christians. He washes the disciples' feet taking on the role of a servant. 'After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.' (John 13:5)</li> <li>• He demonstrates his humanity, for example he asks God to not let him die. Jesus Prays at Gethsemane 'Going a little farther, he fell with his face to the ground and prayed, "My Father, if it is possible, may this cup be taken from me. Yet not as I will, but as you will.'" (Matthew 26:39)</li> <li>• He demonstrated his divinity when he rose from the dead, conquering death. Only someone with divine powers could do this.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• As the Second Person of the Trinity, the person of Jesus can be best understood by reflecting on his divine nature as reflected in his relationship with the Father and the Holy Spirit.</li> <li>• The events of the last week only show a snapshot of the life of Jesus, and as such can't be used to fully explain his Person. There will be other events that also show his humanity and his divinity</li> <li>• During the last week some people would focus more on his human emotions that he showed, which might mean that do not fully appreciate or recognise the diverse aspects of Jesus' person. The focus would be on his suffering rather than his victory.</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> | <b>(15)</b> |

| <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**

| <b>Marks</b>   |                                 | <b>Descriptors</b>  |
|----------------|---------------------------------|---|
| <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 three.</p> <ul style="list-style-type: none"> <li>• Palm crosses are given out on the first Sunday (1)</li> <li>• On the Thursday many Christians have a holy communion service (1)</li> <li>• Services on Good Friday reflect on Jesus' sacrifice (1)</li> <li>• On Easter Sunday Christians celebrate the resurrection by going to church (1)</li> <li>• They join in with Easter traditions such as the giving of chocolate eggs (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul> | <b>(3)</b> |

| Question number | Answer  | Reject   | Mark       |
|-----------------|---|--|------------|
| <b>2(b)</b>     | <p>AO1 4 marks</p> <p>Award one mark for providing an reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Some Christians make a pilgrimage to retrace Jesus' footsteps (1) as he spent his life in and around Jerusalem (1)</li> <li>• Christians go on pilgrimage to study the Bible and pray (1) for example, to Iona which is the site of a monastery founded by the monk Columba in 563 (1)</li> <li>• Some Christians go on pilgrimage to remember Mary (1), for example, in 1061 in Walsingham a noblewoman had a vision of Mary who took her to Nazareth (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       |
|-----------------|--|--|------------|
| <b>2(c)</b>     | <p>AO1 5 marks</p> <p>Award one mark for each view. Award further marks for each development of the view up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <p>Candidates who do not consider different views within Christianity cannot be awarded more than 3 marks.</p> <ul style="list-style-type: none"> <li>• Some Christians only have two sacraments. (1) This is because Jesus only commanded his followers to share in baptism and communion (1) 'And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me.'" (Luke 22:19) (1)</li> <li>• Catholic Christians have seven sacraments (1) they represent times that God shows his grace (1) 'The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the sacraments. There are seven sacraments in the Church: Baptism, Confirmation or Chrismation, Eucharist, Penance, Anointing of the Sick, Holy Orders, and Matrimony' (Catechism of the Catholic Church 1113) (1)</li> <li>• Quakers do not have any sacraments (1) they believe that they are not needed to receive his grace (1). 'Religion is living with God. There is no other kind of religion. Living with a Book, living with or by a Rule, being awfully high-principled are not in themselves religion, although many people think they are and that is all there is to it' (Bernard Canter 1962) (1).</li> </ul> <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> <li>• Repeated view /development</li> <li>• Development that does not relate both to the view and to the question</li> <li>• Reference to a source of wisdom that does not relate to the view given.</li> </ul> | <b>(5)</b> |

| Question number    | Indicative content   | Mark  |
|--------------------|--|---|
| <p><b>2(d)</b></p> | <p>AO2 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>• The Lord's Prayer was given by Jesus to his disciples as an example of how to pray, therefore it must be the best one. Jesus said 'And when you pray, do not keep on babbling like pagans, for they think they will be heard because of their many words. Do not be like them, for your Father knows what you need before you ask him' (Matthew 6:7)</li> <li>• Believers do not have to be concerned that they have forgotten something important as it expresses adoration, confession and supplication, therefore they feel they have communicated with God successfully</li> <li>• The Lord's Prayer is said by congregations around the world, and it was also said by the early church, therefore there is no reason to add anything, it is perfect as it is.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Prayer is a way of personally communicating with God, therefore needs to be from the heart and contain personal messages and requests, this cannot be done by only saying the Lord's Prayer</li> <li>• In Philippians 4:6 it says, 'Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God.' Your requests must be personal, the Lord's Prayer does not allow for this.</li> <li>• Some Christians find set prayers, like the Lord's Prayer, feel repetitive. They read them and do not engage with the words; therefore, they prefer to worship God in their own words.</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> | <p style="text-align: right;"><b>(12)</b></p> |

| 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> |