



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies A (1RA0)

Paper 4: Area of Study 4 – Textual Studies

Option 4A: Mark's Gospel

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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
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"> • Jesus' baptism shows he is God's Son (1) • God, the Father, the Son and Spirit were all present (1) • Christians today follow Jesus' example and are baptised (1) • It shows Jesus' willingness to take on the sins of humanity (1) • It marked the beginning of Jesus' ministry (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 reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Jesus was arrested because he challenged the temple authorities (1), so they 'began looking for a way to kill him, for they feared him ...' (Mark 11:18) (1) • The teachers of the law believed Jesus was guilty of blasphemy (1). Jesus said he had the authority to forgive sins and for the teachers of the law only God could do this (1) • Jesus was considered a threat to public order under Roman rule (1). The final charge against him was that he claimed to be 'King of the Jews' (Mark 15:26) (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
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each point. Award further marks for each development of the point 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"> • Peter's confession shows that Jesus is the Messiah (1). When Jesus asked the disciples who people thought he was they replied, "Some say John the Baptist; others say Elijah; and still others, one of the prophets" (Mark 8:28) (1) but Peter said; "You are the Messiah." (Mark 8:29) (1) • Jesus saw his imminent suffering and death as God's will (1), he taught that the 'Son of Man must suffer many things' (Mark 8:31) (1), but three days after his death he would rise again (Mark 8:31) (1) • Jesus wanted to keep his identity as the Messiah a secret (1), 'Jesus warned them not to tell anyone about him' (Mark 8:30), (1); he did not want to be thought of as a king like messiah (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated point/ development • Development that does not relate both to the point and to the question • Reference to a source of wisdom that does not relate to the teaching given. 	(5)

Question number	Indicative content	Mark
1(d)	<p data-bbox="370 249 768 281">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="370 327 1300 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="370 569 435 600">AO2</p> <p data-bbox="370 606 808 638">Arguments for the statement:</p> <ul data-bbox="370 644 1300 1194" style="list-style-type: none"> <li data-bbox="370 644 1300 837">• The nature miracles are evidence Jesus is divine because only someone with God's powers could defy the laws of nature. For example, Jesus was able to control a storm, 'Even the wind and the waves obey him' (Mark 4:41); the only explanation being that that Jesus is God <li data-bbox="370 844 1300 995">• The nature miracles must be due to the activity of God as the disciples witnessed these miracles and were amazed (Mark 6:51). Therefore, such events cannot be just coincidences and the only explanation is that Jesus is divine <li data-bbox="370 1001 1300 1194">• In the accounts of the nature miracles there are links to the Old Testament thus proving that Jesus was the expected Messiah. In the feeding of the five thousand, there is a link with manna and the Moses tradition, the people were expecting a messiah like Moses, therefore, the miracle shows Jesus to be that person. <p data-bbox="370 1243 873 1274">Arguments against the statement:</p> <ul data-bbox="370 1281 1300 1866" style="list-style-type: none"> <li data-bbox="370 1281 1300 1432">• Non-religious people would argue that nature miracles can be explained in other ways, e.g. in the feeding of the five thousand the people brought their own food out of hiding. Therefore, it does not provide reliable evidence that Jesus was from God <li data-bbox="370 1438 1300 1631">• Some Christians believe the nature miracles were not meant to be used as evidence. Their significance lies in the message they convey, not their historical validity e.g. the calming of the storm was written to offer comfort to Christians who were facing persecution <li data-bbox="370 1638 1300 1866">• The nature miracles alone are not evidence for Jesus' divinity. At the beginning of the Gospel of Mark it clearly states his purpose to show Jesus as the Messiah, the Son of God (Mark 1:1) therefore, it is through Jesus' whole life and teachings that Jesus is shown to have been sent from God not just through the nature miracles. 	(15)

	<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>	
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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 mark	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"> • The disciples were unable to cure the boy who was possessed with a spirit (1) • The boy had been ill since childhood (1) • The father said to Jesus 'I do believe; help me overcome my unbelief!' (Mark 9:24) (1) • Jesus commanded the spirit to leave the boy and never enter him again (1) • Jesus told the disciples prayer was required for the boy to be healed (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 way. Award a second mark for development of the way. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Peter's denial is significant as it acts as a warning that it is not easy to be a disciple (1) as even Peter let Jesus down (1) • It teaches Christians what fear and lack of faith may lead to (1) as Mark suggests Peter denied knowing Jesus out of fear for his own life (1) • It sets an example that like Peter, people should not be overcome with guilt at their failings (1) but go on to serve others as he did (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
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 parable teaches about the potential cost of discipleship (1) 'some of them they beat, others they killed' (Mark 12:5) (1). This helps Christians who are facing persecution today (1) • It teaches that the loved Son, Jesus, should not be rejected (1) as God sent him to save humanity, (1) 'the stone the builders rejected has become the cornerstone' (Mark 12:10) (1) • It acts as a warning to Christians to not make the same mistakes as the tenants of the vineyard (1), to whom the Kingdom of God was offered, but they rejected (1). Otherwise, like the vineyard the Kingdom of God will be offered to others (Mark 12:9) (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 teaching and to the question • Reference to a source of wisdom that does not relate to the way given. 	(5)

Question number	Indicative content	Mark
<p>2(d)</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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Preaching the Gospel is the most important thing as it is continuing the mission Jesus gave to the disciples, 'go into all the world and preach the gospel' (Mark 16:15). Therefore, the most important responsibility for Christians is to evangelise • It follows the example of the Twelve Disciples, who called people to repent and follow Jesus (Mark 6:12). Therefore, being a disciple today means Christians should do likewise • Many Christians believe the role of the Church is to spread the Gospel as a way of bearing public witness to their faith, as such preaching to others is a vital part of this. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The call to preach, is only one aspect of discipleship as the twelve disciples were also called to heal people (Mark 6:13) too. Therefore, such actions are an equally important way of spreading the Gospel • If Jesus came to serve others the most important thing his followers can do is to follow his example and serve others (Mark 10:43-45), which may or may not include preaching • In the 21st century there are different ways a Christian can show discipleship in their lives; not all are called to preach. Therefore, the most important thing is that each person follows their own vocation. <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>(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. 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.