



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In Religious Studies B (3RB0) (Short Course)
Paper 2: Area of Study 2 – Religion, Peace and
Conflict
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: Religion Peace and Conflict 2B - Christianity Mark Scheme

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 is God made flesh (1) • Jesus was incarnated at Christmas (1) • The Incarnation was needed to allow salvation (1) • The Incarnation was foretold in the Old Testament (1) • The Incarnation shows Jesus is fully human and fully divine (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 an event. Award a second mark for development of the event. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • God started creation (1) in the beginning there was nothing (1) • God created over 6 days (1) and each day he was pleased with his creation (1) • God created humans (1) he created woman to be a companion for man (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated event/development • Development that does not relate both to the event given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 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"> • Christians today re-enact The Last Supper in worship services (1) they feel it was commanded by Jesus (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) • Christians believe the death of Jesus means they can go to heaven (1) because his death opened the gates to heaven (1) Jesus tells the man on the cross next to him "Truly I tell you, today you will be with me in paradise." (Luke 23:43) (1) • Christians believe they will be resurrected (1) this means they will have eternal life with God (1) 'Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die"' (John 11:25) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief given and to the question • Reference to a source of wisdom that does not relate to the belief 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</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Christians may believe God is best described as Trinity because it emphasises how different God is to humans, it shows his divinity and how incomprehensible God is to the human mind • Some may think he is best described as Trinity as it shows the different ways that Christians may experience God, as a Father, as Jesus and active in the Holy Spirit • Some may feel God is best described as Trinity as this is how he is shown in the Baptism of Jesus when God is present in all three persons. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some may feel that God is not best described as Trinity as it is a very difficult concept to understand; historically there have been many misunderstandings of what the Trinity is • Trinity may not be the best way to describe God the idea is not one that people are familiar with in other contexts, so it could be understood that there are three Gods rather than one • Some Christians will say that there are better ways of describing God than Trinity, that calling God Father may help in forming a personal relationship. <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 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 Bible teaches everyone should be shown love (1) • 'Eye for eye, tooth for tooth' (Exodus 21:24) (1) • 'If anyone slaps you on the right cheek, turn to them the other cheek also' (Matthew 5:39) (1) • The Parable of the Sheep and Goats shows wrongdoers will be punished in hell (1) • 'Do not repay anyone evil for evil' (Romans 12:17) (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 response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians will teach about justice (1) so that people do not resort to crime if they feel unfairly treated (1) • Christians may support charities so that no one lives in poverty (1) people who might otherwise feel the need to turn to crime are financially supported (1) • They will try to support those who feel marginalised by society (1) so that they feel part of society rather than want to work against it (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response/ development • Development that does not relate both to the response given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 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"> • Christians believe punishment should help reform a person (1) so that they become a better person (1) 'if someone is caught in a sin, you who live by the Spirit should restore that person gently' (Galatians 6:1) (1) • They may believe that punishment should protect people from harm (1) in the same way that Christians expect God to protect them (1) 'Keep me safe, Lord, from the hands of the wicked; protect me from the violent' (Psalm 140:4) (1) • Some Christians would argue that punishment should not take revenge on criminals (1) because God will ensure people are punished (1) 'Do not take revenge, my dear friends, but leave room for God's wrath' (Romans 12:19) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief given and to the question • Reference to a source of wisdom that does not relate to the belief given. 	5

Question number	Indicative content	Mark
2(d)	<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"> • Some Christians believe that they should do good actions as they will be rewarded with eternal life, this is shown in the Parable of the Sheep and Goats • Some Christians may say that good is always rewarded as good actions will make them into better people, they describe this life as the vale of soul making • Some Christians may explain that good actions are what God asks of them when Jesus commanded that they should love their neighbour and so God will reward them. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians would argue that good actions are simply what a person should do by following God’s rules and that there is no reward required • Some Christians would say that often it is good people that suffer in life and that it does not always follow that a good action will receive a tangible reward • Some Christians would argue that good actions are the morally correct response and that they should be done with no expectation of a reward. <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, including any relevant philosophical and/or ethical arguments. 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, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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.