



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In Religious Studies (4WRS2) Paper 1B

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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.

Marking guidance for levels-based mark schemes

How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level

The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Mark scheme

Christianity

Question number	Answer	Reject	Mark
1(a)	Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks. • Jesus was crucified (1) which was a form of Roman execution (1) • He was crucified alongside two criminals (1), one of whom asked to be with Jesus in paradise (1) • The Gospels say that Jesus died at the ninth hour of the day (1), and that darkness came over the city (1). Accept any other valid response.	• Repeated feature/ development. • Development that does not relate to both the feature given and the question.	(4)

Question number	Answer	Mark
1(b)	Students will develop responses using ideas/reasoning/arguments such as: • The Bible contains a variety of genres, including historical narratives, poetry, parables, allegories, and apocalyptic literature. Some Christians believe that not all parts of the Bible are intended to be read as historical records. Some texts may convey spiritual truths or moral teachings through symbolic or figurative language • For many Christians, the primary purpose of the Bible is to convey spiritual and moral teachings rather than to provide an exhaustive historical or scientific account. They may prioritise the lessons	(6)

	and insights the text offers over strict historical accuracy • Over time, scientific discoveries and advances in historical scholarship have provided new insights into the world, and human history. Some Christians view the Bible as a text inspired by God but recognise that human understanding has evolved, and historical or scientific claims in the Bible may need to be interpreted in light of this new knowledge. Accept any other valid response.	
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Mark	Descriptor
0	• No rewardable material.
1-3	• Limited use of religious terms. • Description of relevant religion, beliefs and values is mostly satisfactory. • Gives a partial explanation of the significance and influence of beliefs and values.
4-6	• Use of religious terms is appropriate and shows understanding. • Explanation of relevant religion, beliefs and values is comprehensive. • Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 described below. The student will develop responses using ideas/reasoning/arguments such as: • In certain Christian traditions, such as the Roman Catholic, Eastern Orthodox, and some high-church Anglican Churches, there is a hierarchical structure, with ordained

	clergy holding formal leadership roles, which they believe is the privilege of ordination • In some traditions, lay people have only limited access to roles in the Church, such as reading the scripture and teaching catechism, but have no role in administering sacraments or leading congregational worship • Some Christian denominations believe that leadership can only come as the result of years of theological training, so that Christian doctrine will not be misrepresented, and this severely limits the possibility of lay leadership • Some Christian denominations actively involve lay people in leadership roles within the Church. Lay-led ministries include teaching, pastoral care, outreach, administration, worship coordination, and youth work. These denominations believe that lay leaders often bring unique skills, experiences, and perspectives to these roles • Some denominations, such as certain Baptist and Congregationalist Churches, practise congregational governance. This means that important decisions are made collectively by the congregation, with lay members having a significant role in shaping the Church's direction and policies • The Synod of the Church of England has an essential role for lay people, alongside bishops and priests, and they have a share in decision making about Church attitudes to matters such as the ordination of women and relationship with other faiths. Accept any other valid response. (10 marks)
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Mark	Descriptor
0	No rewardable material.
1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.

4-6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • 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.
7-8	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between 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.

Question number	Answer	Reject	Mark
2(a)	Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks. • Special Good Friday services are held in churches around the world (1). The focus of these services is reflecting on Jesus' suffering and crucifixion (1) • Church liturgy on Good Friday is usually solemn and reflective (1),	• Repeated way/development. • Development that does not relate to both the way given and the question.	(4)

	emphasising themes of repentance (1) Some Christian communities stage Passion plays (1) which are dramatic presentations depicting the events of Jesus' death (1). Accept any other valid response.		
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Question number	Answer	Mark
2(b)	Students will develop responses using ideas/reasoning/arguments such as: - The reported apparition associated with Walsingham has given the place deep spiritual significance within the Christian community. Pilgrims believe that Mary's presence in Walsingham brings comfort, healing, and guidance to those who seek her intercession - Lourdes is renowned for its association with miraculous healings. Some Christians believe that the waters from the spring that appeared during the apparitions have curative properties. Pilgrims often bathe in or drink the water in hopes of physical and spiritual healing - Taizé offers an environment conducive to spiritual renewal, reflection, and contemplation. The daily rhythm of prayer services, Scripture readings, meditation, and silence provides pilgrims with opportunities to deepen their relationship with God. Accept any other valid response. Only one place of pilgrimage can be credited.	(6)

Mark	Descriptor
0	• No rewardable material.
1-3	• Limited use of religious terms. • Description of relevant religion, beliefs and values is mostly satisfactory. • Gives a partial explanation of the significance and influence of beliefs and values.
4-6	• Use of religious terms is appropriate and shows understanding. • Explanation of relevant religion, beliefs and values is comprehensive. • Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 described below. The student will develop responses using ideas/reasoning/arguments such as: • Christmas and Easter are central to the Christian faith because they commemorate the most significant events in the life of Jesus Christ. Christmas celebrates the incarnation—the belief that God became human in the form of Jesus. Easter commemorates the resurrection, which is seen as the pinnacle of Jesus' redemptive work for humanity • Christmas marks the birth of Jesus, which is considered the fulfillment of Old Testament prophecies and the beginning of God's plan for salvation. Easter, on the other hand, marks the triumph of Jesus over death, sin, and the grave, making salvation possible for all believers • The events of Christmas and Easter provide the foundation for many of the most important Christian doctrines. Christmas establishes the divinity and humanity of Jesus, while Easter affirms the belief in Jesus' role as the Saviour • Focusing solely on Christmas and Easter neglects the significant ministry, teachings, and parables of Jesus during his earthly life. These teachings provide profound insights into ethical and moral principles that guide the lives of believers, and some Christians may consider this as equally important • Jesus' ministry was characterised by numerous miracles and acts of compassion. His healings, feedings, and interactions with people highlight his love for humanity and demonstrate his divine nature • Many Christians believe that it is all the events in Jesus' life that serve as a model for Christian living. His humility, compassion, forgiveness, and love for all people offer lessons and examples that guide believers in their relationships with others and their service to God. Accept any other valid response. (10 marks)

Mark	Descriptor
0	No rewardable material.
1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • 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.
7–8	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9–10	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between 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.

Question number	Answer	Reject	Mark
3(a)	Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks. • Bible readings are often included in a Christian marriage ceremony (1). Passages that emphasise love and commitment are selected (1) • The central moment of the ceremony is the exchange of vows (1). The couple publically declare their commitment and promises to each other (1) • Prayers are commonly included in a Christian marriage ceremony (1). These prayers may include requests for God's guidance for the couple's journey together (1). Accept any other valid response.	• Repeated feature / development • Reject development that does not relate to both the feature given and the question.	(4)

Question number	Answer	Mark
3(b)	Students will develop responses using ideas/reasoning/arguments such as: • Church buildings provide a designated space for collective worship, where believers come together to participate in sacraments like the Eucharist. This communal worship allows Christians to strengthen their relationship with God and experience a sense of divine presence • Being part of a church community, centred around the church building, offers a sense of belonging to	(6)

	something greater than oneself. It provides a supportive environment where individuals can connect with fellow believers, build friendships, and experience a sense of family • Church buildings serve as visible symbols of Christian presence in communities. They often have a historical, architectural, and cultural significance that testifies to the long-standing tradition of Christianity in various regions. Accept any other valid response.	
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1-3	• Limited use of religious terms. • Description of relevant religion, beliefs and values is mostly satisfactory. • Gives a partial explanation of the significance and influence of beliefs and values.
4-6	• Use of religious terms is appropriate and shows understanding. • Explanation of relevant religion, beliefs and values is comprehensive. • Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 described below. The student will develop responses using ideas/reasoning/arguments such as: • Private worship allows individual Christians to establish a deeply personal and intimate connection with God. It

	provides a space for sincere and unfiltered expressions of faith, allowing believers to speak to God from the heart • Private worship provides an environment free from distractions, enabling individuals to focus their minds and hearts solely on God. This deep concentration can lead to a more profound spiritual experience • Private worship enables believers to engage in spiritual practices that resonate with their individual needs, such as meditation, journaling, contemplation, and personal prayers • Christianity places significant importance on community and fellowship. Throughout the Bible, communal worship, teaching, and fellowship are highlighted as integral aspects of the faith • Common worship often includes teachings, sermons, and insights from clergy and other believers. These contribute to a broader understanding of the faith and to personal growth • Engaging in shared rituals, such as receiving communion or participating in baptism, highlights the communal aspect of Christian worship and reinforces the unity of believers. Accept any other valid response. (10 marks)
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