



Mark Scheme (Final)

November 2021

Pearson Edexcel GCE A Level
In Religious Studies (9RS0)
Paper 4B: 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.

Question number	Answer
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Christian belief that the Eucharist is a means of sharing in the death of Christ. • The sacraments are considered an outward sign of internal grace. • The Roman Catholic doctrine of transubstantiation. • The concept of transignification (the change that takes place in the Eucharist). • The Eucharist reflects for some the 'real presence' of Jesus and for others it is seen as a memorial.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Answer
2	<p data-bbox="345 306 732 338">4 marks AO1, 8 marks AO2</p> <p data-bbox="345 369 1382 499">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="345 537 1230 569">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="391 573 1214 737" style="list-style-type: none"> <li data-bbox="391 573 1081 636">• Some of the earlier converts and leaders of churches were women, eg Priscilla in Ephesus. <li data-bbox="391 640 1214 703">• The Roman Catholic and Orthodox Churches still do not permit women to become priests. <li data-bbox="391 707 1057 737">• The biblical notion of equality in Christianity. <p data-bbox="345 772 1312 903">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="345 940 1230 972">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="391 999 1230 1675" style="list-style-type: none"> <li data-bbox="391 999 1230 1129">• In the New Testament it states that, 'all are one in Christ Jesus', irrespective of social status, sex or culture and because of this it could be argued that there should be no discrimination on the basis of gender. <li data-bbox="391 1157 1133 1287">• Because Feminist theology, influenced by secular feminism, challenged the established church to modernise, many women today occupy leadership positions in various Christian denominations. <li data-bbox="391 1314 1198 1518">• Because some Christians have been pragmatic in supporting gender equality due to changes in society (equal pay and sex discrimination laws etc) in recent decades and consequently some denominations have embraced these developments thus reflecting progress in gender equality. <li data-bbox="391 1545 1198 1675">• Because women in the Roman Catholic Church are seen as equal but different to men some consider this to be a lack of progress in the move towards equality in gender within Christianity. <p data-bbox="345 1713 1409 1776">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	5–8	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	9–12	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3(a)	<p>10 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Barth viewed Jesus' death as a form of penal substitution atonement. • Barth's view is that Jesus died and took the punishment that sinful humanity deserved. • Because Jesus was God incarnate Barth argued that Jesus was both the Judge and the judged. • For Barth Jesus as Judge is someone who justly represents the people and can act as their substitute. • Through Jesus' death on the cross humanity can be reconciled to God. • For Barth the substitutionary atonement of Jesus is ultimately an event between God the Father and God the Son.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding of key religious ideas and beliefs is superficial (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).
Level 3	7–10	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).

Question number	Indicative content
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p>If candidates analyse just one significance they cannot normally proceed beyond level 3.</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Barth's understanding of substitution atonement is embedded in his Christocentric theology. • Barth accepts the reality of the incarnation, and thus Jesus being able to reconcile humanity to God through his death. • Hick sees the incarnation as a 'myth' and so Jesus was just a good man who was a moral teacher. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Barth affirms the divinity of Jesus as necessary for Jesus' death being a substitutionary act and therefore this is significant as some consider the language used by Barth to be legalistic and exclusivist. • Hick does not accept the divinity of Jesus, although he does not deny that Jesus died on the cross, and argues that Jesus is not the only way to salvation and this is significant because Hick is seen as being an inclusivist. • Hick believes that Jesus is no more significant than any other religious figure and, for this reason, Jesus must be considered at best, as a teacher of morality, rather than God incarnate. • In suffering the punishment humankind deserves, Barth argues that Jesus Christ frees everyone from the divine judgment, and Christ is thus the substitution upon whom the severity of God's judgment is directed and this is a significant reason for Barth identifying Christ as 'our Representative and Substitute'. • Barth's view is significant because of its explanation for the state of humanity and the part that Jesus has in bringing to humanity atonement and therefore this supports Christian teaching. • Hick's understanding is significant for Christians today because his vocabulary is compatible with contemporary elements of Liberal Christianity and is therefore deemed more accessible for all. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are selected (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2).
Level 2	5–8	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).
Level 3	9–12	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 4	13–16	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).
Level 5	17–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
4	<p>5 marks AO1, 25 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • A hallmark of the Pentecostal and Charismatic movement is the emphasis placed on the role of the Holy Spirit. • The Azusa Street Revival at the start of the 20th Century in Los Angeles is generally identified as the birthplace of the Pentecostal movement although its roots can be traced back to early Methodism. • Pentecostal and Charismatic worship is informal and often incorporates speaking in tongues (<i>glossolalia</i>) and praying for the healing of the sick. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • In the 20th Century Pentecostalism became the largest and fastest-growing form of Christianity in the world especially when the Charismatic element (those in mainstream Christianity that embraced the role of the Holy Spirit) emerged in the 1960s and therefore this is significant because the movement is not considered a denomination but a major strand of Christianity itself (along with Protestantism and Roman Catholicism). • A major impact of the movement is evident in some countries, especially Latin America, where Catholicism reigned for centuries but as a result of Pentecostal growth there arose religious pluralism and competition and this is significant because it influenced the emergence of Catholic Charismatic groupings. • Worship is often vibrant and less structured with an emphasis on corporate participation characterised by spontaneity, clapping of hands, dance, raised arms, prophecy and glossolalia which is significant because this has influenced similar non liturgical types of worship in other churches. • From its beginning Pentecostalism has been vigorously evangelistic and missionary-minded; Pentecostals are passionately concerned to share Christ, and for this reason many today know about Christianity who would otherwise not have had it not been for the impact made by the missionary endeavours of Pentecostals. • Pentecostal and Charismatic Christians tend to focus too much on feelings, emotions and personal experiences and because of this their influence is significantly weakened

among other Christians.

- The emphasis given to demonic activity and the reliance on spiritual warfare in Pentecostalism is significant because they can become obsessed on angelic forces and the interpretation of end-time events.
- The Pentecostal and Charismatic belief in the role of Holy Spirit is confirmed by adherents seeking an experience called the baptism in the Holy Spirit and therefore, for this reason, the influence of this religious experience is seen as validating doctrine and not independent of it. (This shows links to Philosophy of Religion)
- Traditionally Pentecostalism was started by the poor and, focused on the poor, and for this reason it has influenced and impacted the poor in South America, Africa and Asia, where its exponential growth is grounded in anger at extensive poverty and inequality resulting in demands for social justice (This shows links to Religion and Ethics).

Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). • Conclusions are provided but are simplistic and/or generic (AO2).
Level 2	7–12	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements made with little or no attempt to appraise evidence (AO2). • Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).
Level 3	13–18	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of some of the elements in the question are made (AO2). • Judgements are supported by an attempt to appraise evidence (AO2). • Conclusions are provided, which logically draw together ideas and are partially justified (AO2).
Level 4	19–24	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2). • Reasoned judgements are supported by the appraisal of some evidence (AO2). • Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).

Level 5	25–30	<ul style="list-style-type: none">• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).• Makes connections between the full range of elements in the question (AO2).• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).
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