



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE
In Religious Studies (3RA0/02)
Paper 2: Area of Study 2 – Study of 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: Study of Religion – Christianity Mark Scheme -2018

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"> • The last supper which took place on the Thursday night (1) • Betrayal by Judas to the authorities (1) • Arrest in the Garden of Gethsemane (1) • Trial(s) by the different authorities at the time (1) • Crucifixion and death of Jesus on the Friday (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number		Reject	Mark
1(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 marks.</p> <ul style="list-style-type: none"> • Some Christians believe it is literally true (1) and made the world in six days (1) • Some Christians believe it is a metaphor (1) and is there to help people understand why God created the world (1) • Some Christians see the biblical account as helping them to understand how God brought the world into being (1) and believe there is no conflict with science (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		Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/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"> • It reminds Christians that Jesus came to earth as a human being to suffer and die for humanity (1), at Christmas the community join together to celebrate the Incarnation of God in Jesus. (1) 'the Word became flesh and made his dwelling among us' (John 1:14) (1) • In Jesus humans can see what God is like (1) when God became flesh He revealed his glory, nature and power through Jesus (1) 'anyone who has seen me has seen the Father' (John 14:9) (1) • Jesus came to earth to restore the relationship between God and humanity, (1) it therefore allows Christians to have a relationship with God (1) 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life' (John 3:16) (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 and to the question. • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content 'God cannot be all loving because suffering exists'	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"> • God created the world and therefore must be responsible for the existence of suffering, how could a loving God punish the whole of humanity for Adam and Eve's sin? • If God was all loving and all powerful he would prevent suffering, as he does not do so he cannot be either of these things • Some would argue that God uses suffering to strengthen faith, this does not seem to be an action of an all loving Father. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • It is the fault of humanity that there is suffering in the world. This goes back to the story of the Fall and Adam and Eve's use of the gift of freewill given by an all loving God • The world is a vale of soul making, it is an environment where everything that is necessary for human growth and development has been put in place by an all loving God • God, as a loving Father is a person's comforter throughout suffering. 'My comfort in my suffering is this: Your promise preserves my life' (Psalm 119:50). <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 marks	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		Reject	Mark
2(a)	AO1 3 marks Award one mark for each point identified up to a maximum of three. <ul style="list-style-type: none"> • Through individual or communal prayer (1) • Singing as in charismatic worship (1) • By following the Book of Common Prayer (1) • In silence as in the Quaker tradition (1) • By partaking in the Eucharist (1). Accept any other valid response.	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number		Reject	Mark
2(b)	AO1 4 marks Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks. <ul style="list-style-type: none"> • To preach the gospel (1) to convert people to Christianity (1) • To help others as commanded by Jesus (1) for example providing hospitals and medical centres in areas of need (1) • To dedicate their lives to God (1) as an expression of their vocation (1). Accept any other valid response.	<ul style="list-style-type: none"> • Repeated feature/ development • Development that does not relate both to the feature given and to the question 	4

Question number		Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/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"> • They provide a pattern familiar to believers (1) enabling them to be comfortable in their worship of God (1) and do as Jesus suggested by praying such prayers as the Lord's Prayer: 'This, then, is how you should pray' (Matthew 6:9) (1) • The words of the set prayers have been said throughout history (1) reciting these aloud increases a sense of shared belief and unity (1) Jesus taught his disciples one prayer that is still learned by Christians today known as the Lord's Prayer (Matthew 6: 9-13) (1) • When people are not confident to pray personally the set prayers give them the words and encouragement to pray (1) once they have learned the structure and gained confidence they can use this for personal prayers. (1) The Lord's Prayer found in Matthew's Gospel gives an example and guidance to do this (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 and to the question. • Reference to a source of wisdom that does not relate to the reason 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"> • In 1 Peter 5: 1-4 it suggests that 'shepherds of God's flock' such as ministers and priests have a special responsibility to be the spiritual leaders and lead by example where they serve, this is in their local community • As the local community has a lot of needs that can be met both spiritually and physically by the Church, for example, food banks and night shelters. The Church does not need to go wider to do good work • If every church showed love of others in their local community then everybody in the worldwide Christian community would be supported and no needs left unmet. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Christianity is a worldwide religion and there are believers all over the world, some are being persecuted for their faith and therefore all Christians have a responsibility to raise awareness of this with authorities and provide prayer and support for the victims • In Mark 16: 15 Jesus told his disciples to 'go into all the world and preach the gospel'. This indicates that he felt that looking after the local Church was not as important as spreading the gospel to everyone • The world has people who are suffering more than in the UK, from natural disasters, war and starvation, for example, in the Sudan or Syria. The church needs to show love for all. <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. 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.

