



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE  
In Religious Studies A (1RA0)  
Paper 2: Area of Study 2 – Study of Second  
Religion  
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: Study of Second Religion 2B – Christianity Mark Scheme – 2023**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(a)</b>	<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"> <li>• Atonement is the idea that the relationship between humans and God can be healed (1)</li> <li>• It is the uniting of God and humanity (1)</li> <li>• God allowed the process of human atonement to begin by sending Jesus into the world (1)</li> <li>• Jesus' death began the process of atonement (1)</li> <li>• It is referred to as 'being at one with God' (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The Bible teaches that 'the Word' was God, (1) and that this Word became flesh in Jesus (1)</li> <li>• In 1 Timothy 3:16 it says, 'He appeared in the flesh' (1) referring to Jesus being the Incarnation of God (1)</li> <li>• The gospel of Matthew explains the miraculous birth of Jesus (1) as Mary becomes pregnant by the Holy Spirit (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching given and to the question.</li> </ul>	<b>4</b>

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"> <li>• Jesus had authority to promise life after death to others (1), for example, the thief on the cross (1). Jesus answered him, 'Truly I tell you, today you will be with me in paradise.' (Luke 23:43) (1)</li> <li>• Jesus had power over death (1) as he came back after being crucified (1). 'For we know that since Christ was raised from the dead, he cannot die again; death no longer has mastery over him.' (Romans 6:9)</li> <li>• Jesus was divine (1) and loved by God (1). '...[A]nd who through the Spirit of holiness was appointed the Son of God in power[a] by his resurrection from the dead: Jesus Christ our Lord.'(Romans 1:4) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated point/ development</li> <li>• Development that does not relate both to the point and to the question</li> <li>• Reference to a source of wisdom that does not relate to the point given.</li> </ul>	<b>5</b>

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><b>AO2</b></p> <p><b>Arguments for the statement</b></p> <ul style="list-style-type: none"> <li>• God created the world and therefore must be responsible for the existence of suffering, this may cause some Christians to question how a loving and righteous God could punish the whole of humanity for Adam and Eve’s sin?</li> <li>• Some Christians may ask if God was loving and righteous why does he not prevent suffering?</li> <li>• Some Christians argue that God uses suffering to strengthen faith, however this may raise the question, can this be an action of a loving and righteous Father?</li> </ul> <p><b>Arguments against the statement</b></p> <ul style="list-style-type: none"> <li>• Some Christians argue 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 which was given by a loving and righteous God</li> <li>• 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 a loving and righteous God</li> <li>• God, as a loving and righteous Father is a person’s comforter throughout suffering. ‘My comfort in my suffering is this: Your promise preserves my life’ (Psalm 119:50).</li> </ul> <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

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>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.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

**SPaG**

<b>Marks</b>		<b>Descriptors</b>
<b>0 marks</b>	<b>No marks awarded</b>	<ul style="list-style-type: none"><li>• The candidate writes nothing</li><li>• The candidate's response does not relate to the question.</li><li>• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>
<b>1 mark</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with reasonable accuracy.</li><li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Candidates use a limited range of specialist terms as appropriate.</li></ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with considerable accuracy.</li><li>• Candidates use rules of grammar with general control of meaning overall.</li><li>• Candidates use a good range of specialist terms as appropriate.</li></ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with consistent accuracy.</li><li>• Candidates use rules of grammar with effective control of meaning overall.</li><li>• Candidates use a wide range of specialist terms as appropriate.</li></ul>



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"> <li>• The church community offers prayer for the individual (1)</li> <li>• It performs rites of passage (1)</li> <li>• It can offer childcare (1)</li> <li>• The church can provide financial support (1)</li> <li>• It provides moral guidance (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing an activity/belief. Award a second mark for development of the activity /belief. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The congregation follow a set pattern of worship (1) usually found in a printed book (1)</li> <li>• Christians often participate together (1), repeating key teachings (1)</li> <li>• Traditions are followed during the worship (1) this may include singing hymns (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated activity/ development</li> <li>• Development that does not relate both to the activity given and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
2(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"> <li>• Missionary work began with Jesus' disciples (1), Jesus gave them a direct instruction (1). 'He said to them, "Go into all the world and preach the gospel to all creation.'" (1) (Mark 16:15)</li> <li>• Peter followed Jesus' instructions to spread his teachings (1), after a vision he taught that salvation was for everyone (1). 'Then Peter began to speak: "I now realise how true it is that God does not show favoritism but accepts from every nation the one who fears him and does what is right.'" (Acts 10:34-35) (1)</li> <li>• Throughout history the Church continued to follow the 'great commission' (1) going into the world to share the gospel of Christ (Mark 16:15) (1) creating many believers (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated point/ development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the point given.</li> </ul>	<b>5</b>

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><b>AO2</b></p> <p><b>Arguments for this statement:</b></p> <ul style="list-style-type: none"> <li>• Many Christians think that sacraments mark special points in a person's faith journey, especially Baptism which marks the beginning and, as such, are the most important event of Christian life</li> <li>• The Church of England teaches that the sacraments were instituted by Jesus and as such are an important link to him and must be central to a Christian's life</li> <li>• The Catholic Church teaches that the sacraments are integral to Christian life: 'The seven sacraments touch all the stages and all the important moments of Christian life' (Catechism of the Catholic Church 1210).</li> </ul> <p><b>Arguments against this statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians say that there are other events in Christian practice that are more important, such as beginning a personal relationship with Christ</li> <li>• Some Christians would argue that sacraments are purely ritual and are not part of a real relationship with God and so they are not necessary to Christian life</li> <li>• Some would say that sacraments are just one part of Christian life, but there are other events such as Easter that are equally significant in Christian life.</li> </ul> <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"> <li>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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>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.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>