



Pearson
Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE AS Level
In Religious Studies (8RS0)
Paper 4: Study of Religion
Option 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.

Paper 8RS0 4B: Study of Religion – Christianity - Mark Scheme - 2020

Question number	Answer	Mark
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 love (agape) is the core motivation of all Christian ethical/behavioural responsibility. • This view characterises Christian love as exemplified in the love of God for humanity. • Christian love is expressed by the commands of Jesus to love God and neighbour. • The ideal of self-less Christian love embraces everyone, not just friends, but also enemies. • Christian love is reflected in the Golden Rule often paraphrased as ‘do to others as you would want them to do to you’. 	(8)

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	Mark
2	<p>3 marks AO1, 6 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 the AO2 descriptors described below.</p> <p>If candidates answer more than one topic read all the answer and credit the best one.</p> <p>The exemplar chosen in this mark scheme is the crucifixion.</p> <p>Candidates may refer to the following in relation to AO1:</p> <ul style="list-style-type: none"> • The depiction of the crucifixion is viewed by many as being a defining image of Christianity. • Depiction of the crucifixion is considered by some as a valuable aid for devotion and worship. • Examples of visual representations (e.g. pictures, stained glass windows etc) of the crucifixion within the Christian tradition support the teaching of the biblical narrative. <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"> • Depiction of the crucifixion is significant because it invites a theological focus on the pain and agony of Christ. • It is significant because it can be understood as a symbol of God sending his only son to share in the pain and suffering endured by humanity. • Depictions of the crucifixion are significant because they foster reflection and contemplation on the act of atonement that brought about redemption for humanity. • It is significant in Christian art because throughout different periods in history it reflected the immediate and predominant milieu of religious thought and feeling; for example, doctrine expressed by means of symbols and allegory in medieval art. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	(9)

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). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
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). • 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	7-9	<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	<p>3 marks AO1, 6 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"> • Biblical ethical guidelines could be followed as the Bible is believed to make known God’s will for humanity. • The Bible contains ethical teaching for a range of moral issues, for example, poverty, war and social justice. • The biblical account of the life of Jesus is a moral example for Christians to emulate. <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"> • The Bible could be interpreted as offering only general moral advice based on God’s moral behaviour and therefore the way in which a person responds to that advice might be influenced by the way a person may want to be treated. • The Bible covers ethical teachings from a long time ago and these can be viewed to comprise of a universal and moral guidance because they could be applied to various contemporary situations with which Christians may be confronted. • The diversity found within Christian Churches has resulted in some Protestant denominations ‘advocating the Bible alone is the source of authority, and therefore of ethical teaching’, whilst on the other hand the Roman Catholic Church maintains that the Bible is only one of the sources of ethical teaching for adherents to consider alongside the <i>magisterium</i>, for example. • Some argue that because the Bible’s ethical teachings do not explicitly address modern day issues such as genetic engineering or human cloning then its ethical teachings are anachronistic and thus irrelevant. <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	1-3	<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). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
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). • 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	7-9	<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
4(a)	<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 who answer using only one topic rather than two cannot normally proceed beyond level 2.</p> <p>Candidates may refer to the following:</p> <ul style="list-style-type: none"> • The Eucharist is celebrated by most Christian denominations as a response to Jesus' last instruction. • In Roman Catholic practice, at the culmination of the Eucharist, the bread/wafer and wine are changed by priestly consecration into the body and blood of Christ (transubstantiation) and served to the congregants. • Orthodox Christians believe that during the Eucharist they partake mystically of Christ's body and blood and through it receive his life and strength. • In some Protestant denominations the bread and wine are viewed as symbols. • The elements of the Eucharist may be dispensed by an ordained priest/minister or by eucharistic ministers or even shared out by all worshippers.

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	Indicative content
4(b)	<p>5 marks AO1, 15 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"> • The Eucharist can be viewed as a sacrament, the external sign of an inner grace. • Both the Orthodox and Roman Catholic churches celebrate the Eucharist with much pomp and ceremony: ornate vessels, colourful vestments, dignified music and liturgy, processions, incense. • The Protestant Eucharist is celebrated relatively simply as the elements do not actually become the body and blood of Christ. <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"> • For Roman Catholics belief in transubstantiation is significant because it reflects their faith in the literal words of Jesus when he said: "This is my body; this is my blood"; therefore, Roman Catholics take him at his word during the eucharistic service. • It is significant that Protestants along with the Catholic and Orthodox Church share a sense of the sanctity of the Eucharist, because the Eucharist is celebrated today by these churches. • Whatever way the Eucharist is celebrated in the various churches it is still significant in shaping the experience of believers because it is thought to be a source of comfort and challenge for all Christians. • The differing understanding of the elements within some Protestant churches is significant for the experience of their followers; on the one hand for Lutherans, the elements do not change but they do contain Christ's real presence; for Calvinists, the real presence is considered efficacious only for the elect; for Zwinglians, there is no real presence, as the Eucharist is essentially a memorial ritual. • One of the beliefs of Christianity is that all adherents are 'members of one of another', and this is significant for their participation in the Eucharist because they join together in an activity which, at the same time, is both a personal and also a corporate religious experience that is part of shaping their relationship with, and to, God.

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| | <ul style="list-style-type: none">• The Eucharist is significant in shaping the experience of believers because it embraces an egalitarian ethic in which everyone is invited, (all receive and there is enough for all); the eucharistic act of eating contrasts with the eating that takes place in the rest of believers' lives, which involves separation in class, ethnicity, and need. Nevertheless, there are believers such as members of the Salvation Army and Quakers who see no need to celebrate the Eucharist on principle. |
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Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-5	<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 may be selected (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).
Level 2	6-10	<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).
Level 3	11-15	<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 (AO2). • Judgements are supported by an attempt to appraise evidence (AO2).
Level 4	16-20	<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 (AO2). • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).

