



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE A Level
In Religious Studies (8RS0)
Paper 4: Study of Religion
Option 4B: Christianity

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2022

Question Paper Log Number

Publications Code 8RS0_4B_2206_MS

All the material in this publication is copyright

© Pearson Education Ltd 2021

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 | 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"> • Whether the nature of Jesus was divine or human. • Jesus as God incarnate. • Early Church views on the nature and role of Jesus, such as those of Arius and Athanasius. • The role of Jesus as the Son of God in bringing salvation to humanity. • Jesus as the revelation of God, Mediator, Prophet, Priest and King. | (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>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The Trinity is the foundational Christian belief that God is one Being who exists in three persons. • Analogies are used in an attempt to help Christians understand how the Father, Son, and Holy Spirit can be three and one without contradiction. • Two popular analogies for the Trinity are the water and the egg (most other analogies resemble one of them). <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"> • Analogies might be a successful way of thinking about the Trinity because they help to shed light on the mystery of the concept of God existing as three persons. • Analogies help affirm the doctrine of the Trinity in a legitimate way because they seek to avoid the contrasting heresies of modalism and polytheism. • The notion of analogy might solve the problem of the Trinity because analogies attempt to explain how the Father, Son, and Holy Spirit can be three and one without contradiction. • However, some might argue that God cannot be described in a way we can fully understand because the Trinity is a mystery and appears to be logically inconsistent. • Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1. | (8) |

| 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"> • The Eucharist is celebrated by most Christian denominations in order to follow the command of Jesus 'to do this in remembrance of me'. • The Eucharist is regarded as a sacrament reflecting the external sign of an inner grace. • The Eucharistic elements are usually dispensed by an ordained priest/minister or may be shared out by all worshippers. <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 all Christians the Eucharist is important because it represents the last meal that Christ had before his crucifixion. • The Eucharist is important because it is considered a source of grace that symbolises Christ's connection with Christians. • The Eucharist is important because it reflects an intrinsic bond that serves as a reminder that Christians are connected through the Body and the Blood of Christ. • For Catholics the Eucharist is important because it is considered the real, tangible, living body and blood of Christ under the appearances of bread and wine; for other Christians (e.g. Protestants) the Eucharist is seen as a symbol or memorial of Christ's act of redemption. Furthermore, some Christians, e.g. members of the Salvation Army, see no need for the Eucharist as an act of remembrance. <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 may refer to the following.</p> <ul style="list-style-type: none"> • The unity of the Church implies that it is a single, united and global entity. • The unity of the Church denotes the union of Christians in their various denominations in that they are bound to one another by the gospel. • The unity of the Church is rooted in Christ's own unity with God the Father. • The concept of unity is a reflection of the teaching in the Bible that 'there is one body and one Spirit... one Lord, one faith, one baptism, one God and Father of all, who is over all and through all and in all' (Ephesians 4:4-6). • The unity of the Church is expressed in the common confession of the apostolic faith. |

| 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 Church's nature identified through the four attributes: unity, holiness, catholicity and apostolicity. • These attributes demonstrate the Church's dependence upon God. • The Church may be viewed as an organism in which every member functions and associates with other members. <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 emergence of creeds (such as Nicene, Apostles and Athanasian) had a major impact on Christianity because there was a need to demonstrate and articulate the nature of the Church in the face of schism and heresy which were beginning to become divisive elements in the Early Church. • The emphasis on the concept of unity that has impacted Christianity is reflected in the effort to ensure that unity in diversity is grounded in theological tradition, culture and historical contexts because these are deemed central to the nature of the Church. • The Ecumenical movement is evidence of one interpretation of the nature of the Church because it encouraged denominations to come together in shared understanding, theological convergence, common suffering and common prayer, shared witness and service. • One interpretation of the attribute of catholicity that has impacted Christianity is that of mission because the Church is universal and has been sent to proclaim Christ to the entire human race; therefore the gospel and its life-transforming character remains at the heart of the nature of the Church. • An enduring impact of the attribute of apostolicity is the recognition that apostolic succession has been evident since the beginning of Christianity and therefore the nature of the Church as apostolic is not simply a statement but is accepted as an object of faith. • The attribute of holiness has continually impacted Christianity because of the position the Church has taken in contrast to individual and communal sin; this holiness can be seen from the beginning of the Church in the lives of holy men and women. <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 | 1–5 | <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). |