



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE A Level
In Religious Studies (9RS0)
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.

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"> • Black theology is seen as a form of Liberation theology. • Black theology was developed by James Cone in the 1960s as a reaction to religious indifference regarding racial injustice. • Black theology has emerged from the field of struggle and seeks to concern itself with issues of everyday challenge within both church and society. • Black theology seeks to affirm black people's identity. • Black theology explores a perspective of God which does not reflect traditional ideas, for example, that Jesus was black rather than white.

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>4 marks AO1, 8 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 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"> • It is believed by some Christians that God guided the authors of the Bible to write down his will, word for word. • There is internal evidence (material within the Bible that testify to its divine origin) for example unity; even though it is 66 individual books, written in 3 different languages, over a period of about 1500 years, by more than 40 authors who came from many walks of life, the Bible remains one unified book from beginning to end. • The Bible is considered as the major source for Christian beliefs, practices and worship. <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"> • It is believed that the Bible is the word of God by many Christians because it consists of a range of material such as law, prophecy, writings, history, poetry, gospels, letters, apocalyptic, parables, miracles and for some Christians the Apocrypha, through which God is revealed. • The Bible is believed to be the word of God from a historical perspective because Christianity accepted the Jewish canon and consequently Christians believe that God spoke through the Old Testament prophets and revealed his will throughout the Old Testament. • Some literalist Christians believe the Bible is the word of God because they consider it to be inspired, infallible and inerrant. • However, there are some liberal Christians that do not accept that the Bible is the definitive word of God because for them the Bible is merely a collection of Christian texts that came about as a result of refinement by people who thought they were led by God to discern his teachings. <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 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"> • McGrath’s position that beliefs should be questioned. • McGrath’s personal example of becoming a Christian after being an atheist. • Whether religious belief is a delusion or ignorance. • Dawkins’ claim that beliefs are critical. • Whether belief in God is infantile and/or irrational.

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>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"> • McGrath’s criticism of Dawkins’ understanding of faith. • McGrath’s rejection of Dawkins’ ‘infantile’ analogy. • McGrath’s claim that Dawkins’ argument about probability is flawed. <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"> • McGrath’s criticism that Dawkins’ fails to distinguish between belief in God and religion is strong because there is evidence that many people believe in God without considering themselves part of organised religion. • A strength of McGrath’s critique is his argument that Dawkins’ attempts to reason from a philosophical and/or theological perspective is ineffective because Dawkins has no academic background in either of these disciplines. • McGrath’s argument that Dawkins’ criticisms of religious belief are also reflected in atheistic or scientific belief is strong for the reason that many questions are left unanswered and some scientific theories have later been refuted. • Whilst McGrath agrees with Dawkins that the religious education of children needs to be reviewed, his dismissal of Dawkins’ ‘infantile’ analogy is strong because many people start to believe in God later in life; they may convert to a religion from an atheistic or agnostic position; they may find new faith or reach a reasoned judgement that belief in God is justified. McGrath’s argument is supported from his own experience as well as his referencing Anthony Flew’s experience when he was in his eighties. • McGrath’s dismantling of Dawkins’ argument that science leads to atheism is strong for the reason that it establishes that Dawkins, in effect, has discarded rationality and embraced a disillusioned approach of assertive atheism. • However, McGrath makes some personal attacks on Dawkins, for example, he points out that Dawkins doesn’t properly acknowledge the academic and theological nature of Martin Luther’s text; instead McGrath suggests Dawkins appears to offer ‘selected’ opinions which have been garnered from the internet. As a consequence, this weakens the overall strength of McGrath’s arguments because McGrath has fallen into the <i>ad hominem</i> fallacy trap. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

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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"> • Sacramental worship, reflecting the outward sign of grace, distinguishes the Eucharist as significant for the Roman Catholic and Orthodox churches. • The Eucharist is significant for most Christian denominations as they adhere and respond to Jesus' last instruction 'to do this in remembrance of me'. • The significance of celebrating the Eucharist for Christians reflects their recognition of, and participation in, sharing in the death 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"> • There are different understandings of the extent to which God is present in the practice of the Eucharist and this therefore reflects the significance of the Eucharist for believers. • Roman Catholics believe that the practice of the Eucharist demonstrates its significance because at the culmination of the Eucharist, the bread/wafer and wine are changed by priestly consecration into the body and blood of Christ (transubstantiation). • For Orthodox Christians the significance of the Eucharist is because they believe they partake mystically of Christ's body and blood and as a result receive his life and strength. • For some Protestant churches the Eucharist is significant because it reflects a belief that the Eucharist should be viewed as an act of 'remembrance' or 'memorial' rather than being sacramental. • The diversity of the practice of the Eucharist reflects diversity of belief and this is significant for believers because it need not be seen as a correlation between belief regarding presence or sacraments. • The Eucharist for some Christians is celebrated infrequently, or even not at all, and therefore it is not considered a central part of worship and may even hold less significance for some believers. • One of the beliefs of Christianity is that all adherents are 'members of one 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. (This shows links to Philosophy of Religion). • The Eucharist has significance 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. (This shows links to Religion and Ethics). <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

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).

		<ul style="list-style-type: none">• 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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