



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies A (3RA0) Short Course
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: Christianity (Short Course) Mark Scheme -2019

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"> • On day one God created light (1) • He created the land, sea and trees (1) • He created fish and birds (1) • He created land animals and people (1) • As part of creation God rested on day seven (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

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Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a problem. Award a second mark for development of the problem. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The problem of suffering challenges their understanding of the characteristics of God (1) If God is all loving how can he let suffering continue? (1) • It may challenge their belief in God's existence (1) if he cannot stop the suffering then how can he be omnipotent (1) • It challenges Christians to know how to respond to suffering (1) in a way to show God's love (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated problem/ development • Development that does not relate both to the problem given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way 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"> • In baptism, God the Holy Spirit is present (1) remembering the baptism of Jesus (1) 'At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him' (Matthew 3:16) (1) • In prayer Christians pray to God the Father (1) as taught in the Lord's Prayer 'Our Father in heaven.' (Matthew 6:9) (1) because they believe he, as Creator, cares for all that he has made (1) • In the Eucharist, Jesus, God the Son, is celebrated (1) as the Saviour and Redeemer of the world (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 given and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

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>AO2</p> <p>Arguments for the statement</p> <ul style="list-style-type: none"> • The resurrection of Jesus shows that he had the power to overcome death which is important because it proves that he was God incarnate • For Christians, the resurrection is confirmation of their faith that Jesus was the Son of God and the Saviour of humanity. 'For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures' (1 Corinthians 15:3-4) • It is what Christianity is based on, without the resurrection salvation would not have been possible, without it there would be no eternal life 'And if Christ has not been raised, our preaching is useless and so is your faith' (1 Corinthians 15:14). <p>Arguments against the statement</p> <ul style="list-style-type: none"> • His birth is more important, if he had not been born as the incarnation of God he would not have been able to die or rise from the dead • It is his death that saves humanity from sin not the resurrection, it is when Jesus took the place of the sacrificial lamb and enabled salvation to be possible for all • It was the way Jesus lived and the miracles and teachings he gave that are the most important events; these all teach Christians how to live their lives today. <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	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"> • Christians go to Jerusalem to visit the sites associated with Jesus (1) • Iona to spend time reflecting on the Christian journey (1) • Walsingham to visit the shrine of Our Lady (1) • Taize to join in communal worship (1) • Rome to visit St Peter's basilica (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Informal prayers can be used at any time (1) and put before God personal thoughts, feelings and requests (1) • Some Christians say that these prayers are led by the Holy Spirit (1) and are often done to support other Christians using everyday language (1) • Prayers can be said in response to situations that arise (1) for example if a person who needs prayer immediately (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 given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way 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"> • The Church speaks out against oppression and terrorism in the world (1) campaigning for peace and human rights (1) Jesus taught about looking after the oppressed in the parable of the Sheep and Goats (Matthew 25:31-46) (1) • The World Council of Churches brings Christians together on organised days of prayer (1) often responding to calls for help and support for those in need (1) 'In the same way, faith by itself, if it is not accompanied by action, is dead.' (James 2:17) (1) • Churches work to build inter-religious trust and respect (1) by educating young people in schools and holding interfaith meetings (1) responding to Jesus' call to 'love one another' (John 13:34) (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 • Reference to a source of wisdom that does not relate to the way 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"> • People just think about such things as Easter Eggs, rabbits and secular celebrations of the festival, therefore many people do not link the festival with the religious history or story of Easter • For some Christians the most important thing is the teachings of Jesus and they have come to view the Easter story as just a myth, therefore Easter has lost its original meaning • Some Christians focus on Easter’s pagan origins; it comes from an old English word ‘eastre’ the name of an Anglo-Saxon goddess of dawn. Therefore, they think it’s a good thing that it has lost its original meaning. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Most Christians still consider this to be the most important festival, it celebrates the resurrection of Jesus and is central to the Christian faith. It is the event on which Christianity is founded • In Corinthians 15:12-34, believers are told to believe that without the resurrection their faith is a delusion and they are still lost in sin. Therefore, Easter can never lose its original meaning • Despite the secularisation of the festival it has not lost its meaning and is a way to spread the gospel. Television programming still show the history and meaning of the festival and this may lead to more believers in the future. <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.