



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel GCSE
In Religious Studies (3RB0/1B)
Paper 1: Area of Study 1 – Religion and Ethics
Option 1B: 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 1: Religion and Ethics 1B - Christianity Mark Scheme – 2018

(Short Course)

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"> • It might provide arguments against the existence of God (1) • It might show that God does not protect people (1) • Earthquakes may result in the death of innocent people (1) • Drought may mean crops do not grow (1) • Forest fires destroy habitation (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
1(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"> • It is the forgiveness of sin (1) which is achieved by the death and resurrection of Jesus (1) • Atonement means Christians believe they can go to heaven (1) as the relationship between humanity and God has been restored (1) • Jesus was the only way atonement could be achieved (1) because only he is both God and human (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
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief 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"> • Heaven is a place where God is (1) and from where he will return on judgement day (1) as explained in the 39 Articles 'he ascended into Heaven, and there sitteth, until he return to judge all Men at the last day' (1) • Heaven is a reward (1) for those people who live according to God's rules (1) Matthew's Gospel says 'great is your reward in heaven' (1) • Hell is a punishment (1) as shown in the parable of the Sheep and Goats (1) when the people who did not help others are sent to hell (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 • Reference to a source of wisdom that does not relate to the reason 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 Arguments for the statement:</p> <ul style="list-style-type: none"> • The scientific explanation of the creation of the universe can be accepted if the description in Genesis is regarded as metaphorical, and scientific theories have evidence to support them • Metaphorical explanations support the creative power and spiritual importance of God as creator, without causing difficulty in understanding how creation could take place in 6 days • Eminent Christians such as Augustine have questioned a literal understanding of Genesis 1-3. Augustine said 'What kind of days these were it is extremely difficult, or perhaps impossible for us to conceive'. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • There are other understandings of the account of creation which mean it might not be metaphorical, some believe that God being omnipotent could create as the Bible describes • The biblical use of the word 'days' could possibly refer to periods of time, then the account ceases to be metaphorical and becomes easier to understand as it can be supported by evolutionary evidence • To describe the biblical account of creation as metaphorical means it is a 'story' or 'allegory'. Christians who perceive the Bible as God's word would say this is disrespectful and lacking in understanding of God's nature. <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"> • 'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.' (1) • All people were made by God (1) • Jesus taught 'love one another' (1) • All people deserve to be treated equally (1) • Some Christians believe there should be no gender specific roles (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"> • Some Christians think it allows a higher standard of living for the family (1), as they may not have so many children to provide for (1) • It might protect the health of the mother (1), consecutive pregnancies might lead to health issues (1) • The Church of England teaches it should be for the couple to decide what is best for their family (1) 'in such ways as are acceptable to husband and wife' (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 reason/belief. Award further marks for each development of the reason/belief 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"> • They may form support groups, (1) such as Mothers and Toddlers groups (1) Matthew 19:14 teaches 'Let the little children come to me, and do not hinder them' (1) • The parish might provide marriage preparation courses (1) couples are given encouragement to raise a faithful Christian family (1) Genesis 2:18 'It is not good for man to be alone I shall make a companion for him' (1) • The parish will provide opportunities for families to worship together (1), for example special services for children (1) Matthew's Gospel teaches 'Let the little children come to me, and do not hinder them' (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 • Reference to a source of wisdom that does not relate to the reason 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"> • Hebrews 13 says 'Let marriage be held in honour among all, and let the marriage bed be undefiled, for God will judge the sexually immoral and adulterous' therefore marriage is described in the Bible as the correct place for sexual activity • Paul says 'The husband should give to his wife her conjugal rights, and likewise the wife to her husband' showing that sexual relationships are part of the purpose of marriage • Some Christians regard all sexual relationships outside of marriage as adultery which is forbidden in many places in the Bible. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some non-religious people would say sexual relationships are a natural part of a relationship where the couple try to make each other happy and this need not be within marriage • Some Christians would say that attitudes to sexual relationships have changed since the Bible was written and that now it is acceptable to have sex outside of marriage • The Church of England teaches that marriage is the ideal but have also publicly said that people who cohabit should have the same rights as those who are married. <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, including any relevant philosophical and/or ethical arguments. 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, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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.

