



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies B (3RB0/1B) Short Course
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.

Short Course Paper 1: Religion and Ethics 1B - Christianity Mark Scheme – 2019

| Question number | Answer | Reject | Mark |
|------------------------|--|---|-------------|
| Q1 (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 believe the world was created in 6 days (1) • The world was created from nothing (1) • Some believe God caused the Big Bang (1) • Some believe God created Eve from Adam (1) • Some believe the biblical Creation is symbolic (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 belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Those who believe in Jesus will go to heaven (1) 'whoever believes in him shall not perish but have eternal life' (John 3:16) (1) • There is an eternal life after this one (1) Jesus taught that those who believe will have eternal life (1) • People will be judged on whether they go to heaven or hell (1) this is shown in the Parable of the Sheep and the Goats (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief given and to the question. | 4 |

| Question number | Answer | Reject | Mark |
|-----------------|--|--|------|
| 1(c) | <p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the 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"> • It describes God as the all-powerful Father (1) which means that he can do anything (1) the Creed starts 'We believe in one God, the Father, the Almighty' (1) • The Creed refers to Jesus as the Son of God (1) it says, 'We believe in one Lord, Jesus Christ, the only Son of God' (1) explaining the second person of the Trinity (1) • It includes a description of the third person of the Trinity (1) 'We believe in the Holy Spirit, the Lord, the giver of life' (1) and explains that the Holy Spirit 'proceeds from the Father and the Son' (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief given and to the question • Reference to a source of wisdom that does not relate to the relief given. | 5 |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 1(d) | <p data-bbox="354 279 748 310">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="354 359 1279 548">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 data-bbox="354 596 415 627">AO2</p> <p data-bbox="354 638 789 669">Arguments for the statement:</p> <ul data-bbox="354 680 1284 1066" style="list-style-type: none"> <li data-bbox="354 680 1284 827">• There is no solution that explains why God would cause the good and the innocent to suffer, for example, why would he allow natural disasters to kill people whilst they are in places of worship? <li data-bbox="354 837 1284 947">• An all-powerful God should be able to create a world which can encourage people to become like God and still not contain any evil and suffering, otherwise he is not all-powerful <li data-bbox="354 957 1284 1066">• An all-knowing God would know how to create human life that had free will and yet use free will to only do good, thus not causing any moral evil. <p data-bbox="354 1115 854 1146">Arguments against the statement:</p> <ul data-bbox="354 1157 1284 1503" style="list-style-type: none"> <li data-bbox="354 1157 1284 1266">• Evil and suffering is required for human life to know the difference between pain and happiness, if it did not exist then humanity would not know the difference <li data-bbox="354 1276 1284 1386">• Some Christians believe the Bible shows that God will reward everyone who deserves eternal life and it is only this eternal life with God that can be perfect, not the mortal life away from God <li data-bbox="354 1396 1284 1503">• There are successful explanations, but humans are not God and are not created to understand his reasoning, once humans have died then they will understand the reasons for evil and suffering. <p data-bbox="354 1551 794 1583">Accept any other valid response.</p> <p data-bbox="354 1631 1248 1736">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"> • The Church of England says it can be used to strengthen love (1) • The Church of England accept it if used 'in the light of Christian principles' (1) • Pope Paul VI said it is 'intrinsically wrong to use contraception' (1) • It is against natural law (1) • Some Christians accept it in order to improve a family's standard of living (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"> • Marriage is a part of God's plan (1). In Mark's Gospel it says God 'made them male and female. For this reason, a man will leave his father and mother and be united to his wife' (10: 6-7) (1) • Marriage means the couple always have companionship (1) they have the support and encouragement of someone who cares for them (1) • Marriage demonstrates commitment (1), this enables trust and love to grow throughout marriage (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 belief. Award further marks for each development of the 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"> • Family means that each person within the group has a role given by God (1) so they fulfil their own responsibilities (1) In Ephesians 6:1 it says 'Children, obey your parents in the Lord, for this is right' (1) • The family provides companionship (1) they have the company of people who care and love them (1) 'It is not good for the man to be alone. I will make a helper suitable for him' (Genesis 2:18) (1) • Family enable children to be raised as Christians (1), parents support and educate their offspring (1) as the Church of England marriage service states it is 'bringing them up in accordance with God's will' (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief given and to the question • Reference to a source of wisdom that does not relate to the belief 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 Arguments for the statement:</p> <ul style="list-style-type: none"> • The role of the local church community, particularly the minister, is to counsel couples so that their relationships are healthy, they provide pre-marriage sessions • Family life is about relationships, and the church community supports healthy family relationships by providing sessions for children and social activities for families as a whole • Society and extended families are often fractured and leave families isolated, it is essential that the local church helps parents in their roles, as Pope John Paul said ‘an education for love rooted in faith can lead to the capacity of interpreting "the signs of the times"' (Familiaris Consortio). <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The local community does more to support families in need than parishes, things such as food banks help those in financial difficulty and the local parish cannot do these things • The extended family know the family the best and are in the best position to support the family's growth and wellbeing, by providing company and companionship, rather than a parish community that might not know them very well • A couple's relationship might break down and they need help legally to resolve their issues, this might not be possible from the church community who may not have the skills to know what needs to be done. <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. |