



Pearson
Edexcel

Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE

In Religious Studies B (3RB0/2B) Short
Course

Paper 2: Area of Study 2- Religion, Peace
and Conflict

Option 2B 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: Religion, Peace and Conflict 2B - Christianity 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"> • There is one God (1) • Jesus is the Son of God (1) • Jesus is of one being with the Father (1) • Jesus came down from heaven (1) • The Holy Spirit proceeds from the Father and the Son (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 shows the power of God (1) he had the power to raise the dead (1) • It is evidence that Jesus is divine (1) as he can do something no mortal can (1) • It fulfils the Old Testament prophecies (1) Isaiah says 'he will swallow up death forever' (25:8) (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. Award further marks for each development of the reason 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 shows God might not show love for his creation (1) yet he is supposed to be omnibenevolent (1) The Psalmist says 'The Lord is compassionate and gracious, slow to anger, abounding in love' (103:8) (1) • It shows God might not know that evil is happening (1) However, God is supposed to be omniscient (1) Paul writes to the Hebrews 'Nothing in all creation is hidden from God's sight' (4:13) (1) • The problem shows that God does not have the power to end suffering (1) But God is supposed to be omnipotent (1). The crucifixion illustrates that even Jesus who was supposed to be divine suffered (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</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • It shows that Jesus is God and yet took on human form in order to form relationships and be revealed to humanity, humans require physical relationships in order to know one another • It shows that God had a plan in order to save humans, it was God's plan that he would take flesh and as Jesus would die and be resurrected • It shows God's love for humanity, 'But God demonstrates his own love for us in this: While we were still sinners, Christ died for us' (Romans 5:8). <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The Bible does not explicitly use the term Incarnation although John 1:14 refers 'The Word became flesh and made his dwelling among us', this might not reflect the idea of becoming fully human at the same time as being fully divine • The Bible records that although Jesus was human he could do things that were not human, Jesus is described as sinless and was able to work miracles thus his divinity is more important than his humanity • As God is all powerful it would be possible to save humanity and reveal himself in any way he chose, he did not need to become human, he only did so as an expression of his love. <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 marks.</p> <ul style="list-style-type: none"> • St Paul says that grace comes through good works (1) • The parable of the Sheep and Goats show Christians should help one another (1) • Many Christians regard acts of mercy as essential (1) • Christians are expected to show compassion to others (1) • Christians will be rewarded for their good actions (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"> • Punishment might reform criminals making them into better members of society (1), this shows that even criminals are shown love (1) • Punishment shows society that justice has happened to the victims (1) this may allow the victim to move forward in their life (1) • The aim of punishment should be to protect people in society (1) it should separate criminals from the things that make them commit crime, and from their victims (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"> • Christians may try to ensure that there is equality in the world (1) inequality may lead to crime (1) Micah 6:8 tells Christians they should 'act justly' (1) • Christians might work for good relationships in communities (1) so everyone works for each other's rights (1), as Isaiah says 'Learn to do right; seek justice. Defend the oppressed' (1:17) (1) • Christians might work for those who are not included in society (1) these people are more likely to offend (1) Jesus explained in the Parable of Good Samaritan that Christians should help everyone, including those regarded as enemies (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 data-bbox="352 275 536 300">AO2 12 marks</p> <p data-bbox="352 344 1278 483">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="352 528 759 553">Arguments for the statement:</p> <ul data-bbox="352 562 1289 882" style="list-style-type: none"> <li data-bbox="352 562 1289 663">• Life has been created by God and is holy, so it cannot ever be right to harm another person, torture does not recognise the person as sacred it dehumanises them and thus is wrong <li data-bbox="352 672 1289 772">• Torture encourages humans to degrade others which goes against Jesus’ teachings on love and forgiveness, the Bible teaches that people should love one another, it is not loving to maim someone <li data-bbox="352 781 1289 882">• Torturers take on a role which places them in absolute power over another, the only person who should have this power is God, a torturer may violate justice whereas God is justice. <p data-bbox="352 927 818 952">Arguments against the statement:</p> <ul data-bbox="352 960 1289 1281" style="list-style-type: none"> <li data-bbox="352 960 1289 1061">• Torture of criminals to ascertain the truth may protect society, Aquinas said the safety of the community was more important than the wellbeing of an individual <li data-bbox="352 1070 1289 1171">• Some Christians may apply situation ethics and say that in specific situation it might be appropriate to torture an individual to prevent further crimes occurring <li data-bbox="352 1180 1289 1281">• Some Christians may apply utilitarian ethics and say that if the result of torturing a criminal can be justified in some way i.e. it may save lives, then it is acceptable to do it in these circumstances. <p data-bbox="352 1326 762 1350">Accept any other valid response.</p> <p data-bbox="352 1395 1289 1496">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.