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Edexcel

## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B Short Course (3RB0)

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

Option 2A: Catholic 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	Reject	Mark
<b>Q1 (a)</b>	<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"> <li>• Grace is the free and undeserved help God gives (1)</li> <li>• Grace is taking part in God's life (1)</li> <li>• It is a gift from God (1)</li> <li>• It can bring forgiveness of sins (1)</li> <li>• It comes through the Holy Spirit (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>1(b)</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"> <li>• The biblical account of Creation shows the power of God (1). God can create from nothing (1)</li> <li>• The biblical account of Creation shows how special human life is (1); it shows that humans are created in the image of God (1)</li> <li>• The biblical account shows that humans were made stewards of the world (1), as they were asked to take care of it (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(c)</b>	<p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching 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"> <li>• The Paschal Mystery provided redemption for humanity (1), Jesus fulfilled the scriptures foretelling the saving of the world (1) 'The Messiah will suffer and rise from the dead on the third day' (Luke 24:46) (1)</li> <li>• The death and resurrection of Jesus led to the beginning of the Catholic faith (1) during the resurrection appearances Jesus told the disciples what they needed to do next (1) 'and repentance for the forgiveness of sins will be preached in his name to all nations' (Luke 24:47) (1)</li> <li>• It proves that Jesus is God incarnate (1), he was sacrificed and rose again (1) 'The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again' (Luke 24:7) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated teaching / development</li> <li>• Development that does not relate both to the teaching given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the teaching given.</li> </ul>	<b>(5)</b>

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><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Humans should not have dominion over the world, Catholics believe that we are stewards of the world, God made humanity to care for the world, not to simply do with it what they please</li> <li>• Some Catholics believe that as the whole world is God's creation and God is in his creation sustaining it and caring for it; humans have no right to rule supremely over it</li> <li>• Some Catholics believe that God gave the world to humanity as a gift, and as a gift from God it is holy, and they should value and cherish it. It would be wrong to treat it as a commodity.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Catholics would argue that God instructed humanity to have dominion over the world, Genesis states, 'God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it"' (Genesis 1:28)</li> <li>• Some Catholics believe that humanity is the pinnacle of God's creation, the only creature made in God's image, as such they have a duty to rule over the world ensuring it is ordered towards human life</li> <li>• Some Catholics believe that it is essential that they have dominion over the world. In this way they can ensure that the whole of creation benefits from the world God has created for them.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as</p>	(15)

	instructed in the question) cannot achieve marks beyond Level 2.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

**SPaG**

<b>Marks</b>		<b>Descriptors</b>
<b>0 marks</b>	<b>No marks awarded</b>	<ul style="list-style-type: none"><li>• The candidate writes nothing.</li><li>• The candidate's response does not relate to the question.</li><li>• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>
<b>1 mark</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with reasonable accuracy.</li><li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Candidates use a limited range of specialist terms as appropriate.</li></ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with considerable accuracy.</li><li>• Candidates use rules of grammar with general control of meaning overall.</li><li>• Candidates use a good range of specialist terms as appropriate.</li></ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with consistent accuracy.</li><li>• Candidates use rules of grammar with effective control of meaning overall.</li><li>• Candidates use a wide range of specialist terms as appropriate.</li></ul>



Question number	Answer	Reject	Mark
<b>2(a)</b>	<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"> <li>• The Church teaches that capital punishment should not be used (1)</li> <li>• The Catholic Catechism teaches it is an attack on the dignity of the person (1)</li> <li>• Pope Francis called it an 'inhuman measure' (1)</li> <li>• Most believe capital punishment is murder (1)</li> <li>• They are taught capital punishment goes against a person's human rights (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>2(b)</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"> <li>• Catholics believe punishment is just because it shows people are treated according to their actions (1), criminals will be subject to the due course of the law (1)</li> <li>• Punishment provides those involved with a sense of justice (1). Catholics believe that it has been recognised that a wrongdoing has occurred (1)</li> <li>• If the punishment is just it will encourage reconciliation between victim and criminal (1), this then allows them to move forward successfully (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason /development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(c)</b>	<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"> <li>• Catholics believe that good actions will lead to the reward of heaven (1), that the actions a person does on earth are seen by God (1), Jesus taught in the Parable of the Sheep and the Goats ‘whatever you did for one of the least of these brothers of mine, you did for me.’ (Matthew 25:40) (1)</li> <li>• Some Catholics believe that there has to be an eternal reward for actions on earth (1), otherwise there would be no need to be moral on earth (1), the Parable of the Sheep and the Goats points out ‘ the righteous [go] to eternal life.’ (Matthew 25:46)</li> <li>• Catholics may believe that reward for good deeds is essential for entering God’s kingdom (1), that a Catholic becomes a better person by doing them (1), St Paul teaches ‘ Let us not become weary in doing good, for at the proper time we will reap a harvest’ (Galatians 6:9)(1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>(5)</b>

Question number	Indicative content	Mark
2(d)	<p data-bbox="362 279 560 310">AO2 12 marks</p> <p data-bbox="362 359 1239 552">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="362 596 430 627"><b>AO2</b></p> <p data-bbox="362 636 803 667"><b>Arguments for the statement:</b></p> <ul data-bbox="362 676 1247 1108" style="list-style-type: none"> <li data-bbox="362 676 1247 829">• Some Catholics believe that in order for the victims to feel that they can forgive the perpetrator, they must also see that they have been brought to justice and so it is an important part of restoring life to normal</li> <li data-bbox="362 837 1247 991">• Non-religious people may recognise that if victims do not feel that justice has been done, they may feel more negatively about the experience, and this may mean they are unable to live normally</li> <li data-bbox="362 999 1247 1108">• Some Catholics may feel that justice is important as it may lead to reformation of the criminal, restorative justice in particular brings healing to both the victim and the criminal.</li> </ul> <p data-bbox="362 1152 868 1184"><b>Arguments against the statement:</b></p> <ul data-bbox="362 1192 1247 1583" style="list-style-type: none"> <li data-bbox="362 1192 1247 1304">• Catholics may say that victims do not need to see that justice is done, because they know that there is eternal justice, God will judge after death and his judgement is just</li> <li data-bbox="362 1312 1247 1423">• Some Catholics might feel that victims might not need justice as they should forgive the criminal anyway, following the teachings of Jesus</li> <li data-bbox="362 1432 1247 1583">• Some non-religious people might believe that victims do not need justice as it does not change the fact that the person had been maltreated in the first place; what they need is some form of personal recompense.</li> </ul> <p data-bbox="362 1627 808 1659">Accept any other valid response.</p> <p data-bbox="362 1703 1230 1816">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

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	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
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