



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In Religious Studies 8RS0
Paper 4B – 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 4: Study of Religion, Option 4B: Christianity
Mark scheme

| Question number | Indicative content |
|-----------------|---|
| 1 | <p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • There is an explicit identification of the three distinct persons of the Trinity in the New Testament. • The three persons of Father, Son and Holy Spirit are frequently listed together in a triadic pattern of unity and equality. • The Father is called or referred to as God in both the Old and New Testaments. • The Son (Jesus) is called or referred to as God throughout the New Testament. • The Holy Spirit is called or referred to as (or granted the status of) God. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1). |
| Level 2 | 3–5 | <ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1). |
| Level 3 | 6–8 | <ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1). |

| Question number | Indicative content |
|-----------------|--|
| 2 | <p>3 marks AO1, 6 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • In the Orthodox and Roman Catholic traditions it is believed that God is present in the forms of bread and wine during the Mass. • In Protestant practice the bread and wine are seen as symbols. • Protestant Churches have the elements usually offered to all Christians. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • In some traditions the priest has a central role in the consecration of the elements because he alone has apostolic authority. • The Eucharist is regarded as a sacrament in some traditions because it symbolizes and effects the union of Christ with the faithful. • There is a huge range of diverse practice because of the way Christians have interpreted Jesus' command 'to do this in remembrance of me'. • Some celebrations of the Eucharist are less formal and more infrequent because the emphasis is on 'remembrance' or 'memorial' rather than being sacramental. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2). |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2). |
| Level 3 | 7–9 | <ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2). |

| Question number | Indicative content |
|-----------------|--|
| 3 | <p>3 marks AO1, 6 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The Church is apostolic due to its foundation on the teaching of the apostles. • Since the Council of Constantinople (AD 381), the idea of apostolicity has been part of the Creed. • The Church's doctrine and sacraments continue to reveal its apostolic nature. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • The Church is apostolic because it continues to spread the gospel entrusted and explicitly commissioned to Christ's apostles. • The apostolicity of the Church is important because it is an object of faith and this affects the life of the Christian community. • Apostolicity is important because apostolic succession has been acknowledged since the beginning of Christianity and this gives it historical authenticity. • The Church continues to proclaim and defend the teaching of the apostles, which is important because it was received directly from Jesus. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> |

| Level | Mark | Descriptor |
|----------------|-------------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2). |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2). |
| Level 3 | 7–9 | <ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2). |

| Question number | Indicative content |
|-----------------|---|
| 4(a) | <p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and use of specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • There was an argument whether the nature of Jesus was divine or human. • Jesus cannot have two natures; his divinity swallowed up his humanity. • Gnosticism argued that the divine Christ could never become flesh, which is evil. Jesus only seemed human and only appeared to die, for God cannot die. • Jesus is not equally human and divine but one person with one nature. • Jesus is fully human and fully divine, having two natures in one person. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1). |
| Level 2 | 3–5 | <ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1). |
| Level 3 | 6–8 | <ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1). |

| Question number | Indicative content |
|-----------------|---|
| 4(b) | <p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Arian heresy denied the divinity of Jesus. • Arius taught that only God the Father was eternal and too pure and infinite to appear on earth. • This heresy within the Early Church developed a significant following. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • The Arian heresy, associated with the name of Arius, a priest in Alexandria, is the most significant in the history of Christianity because it concerns what is understood as the mystery of the Trinity. • In AD 325, Constantine decided that he would settle the Arian controversy once and for all and called for a Council of all the parties involved in the dispute. This is significant because it resulted in the Nicene Creed. • That the Nicene Creed became the universal confession of faith is important in that all churches could use it to define orthodox faith in Christ. • Of immense significance is that the Nicene Creed eventually led to the formulation of the Athanasian Creed that contains a clear and concise statement of the Trinity and the incarnation of Christ. • Eventually the Chalcedonian definition became significant because it stated that Jesus is perfectly God and perfectly man. • This is still significant for Christians today because it remains a controversial issue for the current debate about the divinity of Jesus. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–5 | <ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues may be selected (AO2). • Makes basic connections between a limited range of elements in the question. • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). |
| Level 2 | 6–10 | <ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgments are made with little or no attempt to appraise evidence (AO2). |
| Level 3 | 11–15 | <ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements are supported by an attempt to appraise evidence (AO2). |
| Level 4 | 16–20 | <ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question. • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2). |

