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Edexcel

## Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies A (1RA0)

Paper 3: Area of Study 3 – Philosophy and Ethics

Option 3B 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 3: Philosophy and Ethics 3B – Christianity Mark Scheme – 2020**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(a)</b>	<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"> <li>• Religious experiences give knowledge of God (1)</li> <li>• They usually include a message from God (1)</li> <li>• They bring believers into direct contact with God (1)</li> <li>• A miracle reveals God is all-powerful (1)</li> <li>• They reveal something about the nature of God (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<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>• Prayer is a way to communicate with God (1) sharing all aspects of life with him (1)</li> <li>• It provides a platform for confessing sins (1) and asking for help to overcome temptation (1)</li> <li>• It provides an opportunity to express gratitude to God (1) for the things he provides (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
1(c)	<p>AO2 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"> <li>• The covenant through Jesus revealed God's glory (1) by showing God's power while he was on earth (1) 'The Son is the radiance of God's glory and the exact representation of his being' (Hebrews 1:3) (1)</li> <li>• The covenant with Noah reveals God's mercy towards his creation (1). It was between God and 'every creature on earth' (Genesis 9:17) (1). The flood brought judgment on all, but his mercy saved a remnant (1)</li> <li>• In fulfilling his covenant with Abraham 'I will make you into a great nation' (Genesis 12:2) (1). God shows he is in control of nature (1) as he caused Sarah to be pregnant (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development</li> <li>• Development that does not relate both to the way given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the way 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>• Non-religious people would argue that science can explain most miracles, and those that cannot be explained now will be in the future, as science continues to gain more knowledge of the universe. Therefore, they do not prove God’s existence</li> <li>• Miracles could be just a coincidence. There is no evidence that God is involved, it relies of the faith of the recipient. When Jesus calmed the storm, it may have been going to end anyway as the storms on Galilee are prone to stop and start quickly</li> <li>• It is hard to believe in evidence of miracles when evil is so prominent. If God is all-loving and all-powerful he could have created the miracle to stop the suffering.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Christians believe there are many examples of miracles that offer proof of God’s existence and concern for his people. They have happened all over the world to lots of different people these cannot all be coincidence</li> <li>• A miracle is something that breaks the law of science that only God could have done, for example the feeding of the five thousand. Science cannot explain everything and many scientists believe in God because of their scientific study</li> <li>• Miracles are still happening, and particularly healing miracles, have been carefully investigated. Results seem to show that prayer does lead to healing, e.g. Jeanne Fretel who was diagnosed as incurable with tuberculosis and upon her pilgrimage to Lourdes in 1948 all her sign disappeared completely and she was fully cured.</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 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"> <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>
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, including any relevant philosophical and/or ethical arguments. 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>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<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>• Christians set up organisations to oppose gender prejudice (1)</li> <li>• Groups use social media to promote the rights of women in Christianity (1)</li> <li>• The Roman Catholic Women priests group speaks out against injustice (1)</li> <li>• Some groups organise petitions to send to Church leaders (1)</li> <li>• Some groups produce leaflets to raise awareness (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
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Some Christians believe that the best parents for raising children consists of a father and a mother (1) because this is what God intended from creation (1)</li> <li>• Some Christians believe that although homosexual relationships are acceptable having children is not (1) the union itself cannot cause procreation (1)</li> <li>• Some Christians believe it does not matter if the parents are the same sex (1) as long as the child is brought up in a loving relationship (1).</li> </ul> <p>Candidates that do not consider different responses within Christianity cannot be awarded more than 2 marks.</p> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated response/ development</li> <li>• Development that does not relate both to the response given and to the question</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 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>• It is a gift from God from creation (1) it was given for the right atmosphere to engage in sexual relations (1) “and the two will become one flesh” (Mark 10: 8) (1)</li> <li>• The Catholic Church teaches that marriage is a sacrament (1) in the Catechism it says God is the author of marriage (1601) (1) as it provides a stable environment for the upbringing of children (1)</li> <li>• It is a public declaration of love and commitment (1) in front of God (1) ‘Therefore what God has joined together, let no one separate’. (Mark 10:9) (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>	5

Question number	Indicative content	Mark
2(d)	<p>AO2 12 mark</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>• Jesus said ‘Let the children come to me, and do not hinder them’ (Matthew 19:13-14) and the church has a role in the community to support families in keeping them safe and educated in the faith</li> <li>• Some older children start to question God and leave the church; they are searching for meaning and purpose in their lives. The church should provide activities for them to keep them safe, in Psalm 119:9 it says ‘how can a young man keep his way pure? By guarding it according to your word’</li> <li>• In 1 Timothy 4:12 it says, ‘Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.’ Therefore, the church should provide role models, counselling and wholesome activities to encourage the young people.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Most churches already have counsellors and youth leaders to support, mentor and guide young people. Many churches have appointed ministers for children who are especially trained in the needs of modern youth</li> <li>• There are youth camps and organisations that bring church groups together from around the country. Many churches work together support young people in international charity projects</li> <li>• There are groups like ‘Youth for Christ’ who work around the world to support local churches and schools in providing Christian support for teenagers. They are aware of the pull of the world and provide activities to engage teenagers in the church.</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 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"> <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>
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, including any relevant philosophical and/or ethical arguments. 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>