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## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies A (1RA0)

Paper 3: Area of Study 3 – Philosophy and Ethics

Option 3A: 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.

**Paper 3: Philosophy and Ethics 3A – Catholic Christianity Mark Scheme – 2022**

Question number	Answer	Reject	Mark
<b>1(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>• Everything has a cause (1)</li> <li>• The universe must have a cause (1)</li> <li>• The only being powerful enough to cause a universe is God (1)</li> <li>• There must be a first cause (1)</li> <li>• Aquinas said there is an unmoved mover (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 characteristic. Award a second mark for development of the characteristic. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The design argument shows the loving nature of God (1) he designed the world with everything humans needed to live (1)</li> <li>• The design argument is proof of God's involvement in the world, (1) it shows that only God is powerful enough to design it</li> <li>• The design argument proves that God is all knowing (1) because the universe could only have been designed by a being that knows the purpose of the universe (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated characteristic /development</li> <li>• Development that does not relate both to the characteristic 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 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>• A miracle breaks the laws of science (1) as only God has the power to perform miracles (1) the Catechism states that miracles 'invite belief in Jesus' (548) (1)</li> <li>• Miracles can lead people to believe in God as only God has the power to defy the laws of nature (1). Jesus healed the royal official's son (John 4:43- 54) (1) as a result both the official and his household believed in Jesus as a result of the miracle (1)</li> <li>• Miracles show that God in the Holy Spirit is active in the world (1); for example healings recorded by the Church at Lourdes, (1) St Paul taught healings are a gift of the Holy Spirit (1 Corinthians 12:9-10) (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 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>• Some non-religious people would agree as a vision is seeing or hearing someone or something holy as fake as they reject the idea of God; God cannot communicate anything real as he doesn't exist, therefore they must be in the imagination of that person</li> <li>• People who have mental illness, stress or on medication can experience hallucinations very similar to the visions had by the saints; there is a similarity between people's reports of seeing or hearing something today that are thought to be hallucinations by medical science</li> <li>• The vision only exists in the mind of the person who experiences the visions, many people have had visions of Mary, they see her as white, despite her being from the Middle East so therefore they may be just hallucinations.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Catholics accept that people can have visions and they are a real religious experience, as with St Joan, as the Church investigated her claim the vision must have been genuine</li> <li>• Visions are real religious experiences as some visions are given in detail and occur a number of times, such as with St Bernadette; this makes people believe that they must be real</li> <li>• The messages in the visions from God in biblical visions have become a reality, as when God spoke to Abraham and promised him an heir and later Isaac was born; the promise came true so was not an hallucination.</li> </ul> <p>Accept any other valid response.</p>	(15)

	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.	
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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 family should introduce children to the faith (1)</li> <li>• Parents should love their children (1)</li> <li>• The family is the place where children learn the difference between right and wrong (1)</li> <li>• The family provides an economic unit in which everyone is supported (1)</li> <li>• To look after those members who can no longer look after themselves (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.</p> <ul style="list-style-type: none"> <li>• The Catechism teaches men and women should have equal rights in society (1) this is because God created them both in his image (1)</li> <li>• The Church teaches that there should be no gender discrimination because God gave humans their bodies (1) this difference should be a means of joy not of discrimination (1)</li> <li>• The Catholic Church teaches that men and women have equal status in the eyes of God; (1) however it also teaches that they have different qualities and roles (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>• Humanae Vitae opposed the use of artificial contraception (1) because it separates the unitive and creative aspects of intercourse (1) 'The fundamental nature of the marriage act, while uniting husband and wife in the closest intimacy, also renders them capable of generating new life' (Humanae Vitae) (1)</li> <li>• Sex was given by God for procreation (1) contraception then prevents humans from fulfilling God's command (1) 'be fruitful and multiply.' (Genesis 1:28) (1)</li> <li>• Some forms of artificial contraception are considered by some as abortifacient (1) causing the destruction of a fertilised egg (1). Humanae Vitae opposes 'The Church urges man not to betray his personal responsibilities by putting all his faith in technical expedients' (Humane Vitae) (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 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
<p><b>2(d)</b></p>	<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><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• The Bible teaches that everyone has human dignity because they are made in the image of God; all people must be accepted with respect, compassion and sensitivity and Catholics must avoid any sign of unjust discrimination</li> <li>• Non-religious people would observe that changes in the law have made it easier to be openly in a same-sex relationship and as a result society is more aware and accepting of same-sex couples</li> <li>• Most non-religious people accept same-sex relationships. They regard people’s sexuality as their own concern believing everyone has an equal right to a loving relationship.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• The Catholic Church does not support same-sex relationships as the Bible condemns such activity; calling for celibacy as people cannot help their sexual orientation – but they can control their sexual activity</li> <li>• It is the tradition of the church that sexual activity should create life as well as bring the couple closer together; it is not possible for same-sex couples to naturally create life so a sexual relationship would not be supported by the Catholic Church</li> <li>• Catholics believe that sex should take place within marriage, any sex that takes place outside of marriage is wrong and as marriage is the uniting of a man and a woman this means that sex between people of the same gender is wrong.</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>	<p style="text-align: right;"><b>(12)</b></p>

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>