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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 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.

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>• Religious experiences are for a short period of time (1)</li> <li>• The experience cannot be fully described (1)</li> <li>• The person experiencing it learns something about God (1)</li> <li>• People experiencing them will feel at peace (1)</li> <li>• A person does not choose to have one (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 point. Award a second mark for development of the point. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The revelation with Noah shows that God is just (1) because he punished the bad people (1)</li> <li>• It shows God is compassionate (1) because he saved Noah (1)</li> <li>• It shows God is faithful (1) because despite future disobedience God has kept his promise to never flood the earth (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated point /development</li> <li>• Development that does not relate both to the point 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 example. Award further marks for each development of the example 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>• God revealed himself to Abraham in a vision (1) In the vision God told Abraham about the future. (1) 'The word of the Lord came to Abram in a vision' (Genesis 15:1) (1)</li> <li>• Three disciples experienced a vision when Jesus took them up on a mountain (1). They saw Jesus joined by Moses and Elijah (1) 'There he was transfigured before them. His face shone like the sun, and his clothes became as white as the light' (Matthew 17:2) (1)</li> <li>• The birth of Jesus was announced through a vision (1) to Mary from the angel Gabriel (1). 'But the angel said to her, "Do not be afraid, Mary; you have found favour with God."' (Luke 1:30) (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated example / development</li> <li>• Development that does not relate both to the example and to the question</li> <li>• Reference to a source of wisdom that does not relate to the example given.</li> </ul>	<b>(5)</b>

Question number	Indicative content	Mark
<p><b>1(d)</b></p>	<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>• Christian parents pass on their beliefs and values to their children, therefore Christian beliefs become the norm for the child and as they grow up they continue these beliefs</li> <li>• God made a promise that if children are brought up to believe in him, then they would not give up on this way of life. Proverbs 22:6 says ‘Start children off on the way they should go, and even when they are old they will not turn from it.’</li> <li>• Children always believe what the parents teach and say, so therefore, when they teach about God then children believe this.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Non-religious people point out that an upbringing that encourages belief in God does not always lead to belief in God, often children will reject belief as it is not the norm in general society</li> <li>• Christian parents/adults often do not live up to the example of Christianity that they teach. If children believe that their parents are hypocritical then they may also feel that the religion is hypocritical and reject it.</li> <li>• Non-religious people may observe that teenagers often rebel against their parents. If their parents are religious, then religion and belief in God is something they may rebel against.</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><b>(15)</b></p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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>• Some Christians accept the use of artificial contraception to control family size (1)</li> <li>• They would accept it to protect the health of a woman (1)</li> <li>• To avoid unwanted pregnancies (1)</li> <li>• To support the financial wellbeing of a family (1)</li> <li>• To enjoy sex without the possibility of a pregnancy (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 teaching. Award a second mark for development of the teaching. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Marriage was created by God (1). He instructed the man to leave his family and be united with his wife in one flesh (1)</li> <li>• In marriage, God joins the couple together in a sacred bond (1) that humans have no right to break (1)</li> <li>• Marriage is for life (1) Mark 10:11 says 'Anyone who divorces his wife and marries another commits adultery' (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> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(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>• Some Christians believe that the man should be head of the household (1) with all others in the household subject to him (1). They use the teaching of St Paul who said, 'For the husband is the head of the wife as Christ is the head of the church, his body, of which he is the Saviour' (Ephesians 5:23) (1)</li> <li>• Many believe that men and women have equal roles (1) because they were created at the same time (1) 'So God created mankind....male and female he created them.' (Genesis 1:27) (1)</li> <li>• Evidence from the gospels is that Jesus treated women as equal (1). Therefore, some Christians believe they should also be equal within the family (1). He had female disciples that stayed with him at the cross (Matthew 27:55) (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 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
<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>• Some Christians believe lifelong homosexual relationships are acceptable, therefore welcome same sex couples into churches. They believe that the teachings of the Bible needs reinterpreting in the light of modern knowledge</li> <li>• Most Christians no longer agree with some official teachings and in 2015 62% of voters in Ireland (a Catholic country) voted to allow same sex marriage. All research suggests that Christians now accept same sex couples</li> <li>• Scientific and medical research has shown that homosexuality is most likely to be caused by genetic and hormonal factors as the baby developed therefore, this is the way God has created the person.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• In Genesis God created Eve to be a companion to Adam and told them to multiply, therefore some Christians believe that it is God's intention that sex should be between a man and a woman</li> <li>• Some Christian Churches teaches that being homosexual is not a sin but it is a sin to have a sexual relationship with someone of the same sex, therefore do not allow same sex relationships</li> <li>• Some Christians refer to the passage in Leviticus 18:22 "Do not have sexual relations with a man as one does with a woman; that is detestable." Therefore, do not allow same sex relationships as it appears to go against the word of God.</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>