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Edexcel

## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies A Short Course (3RA0)

Paper 1: Area of Study 1- Study of 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>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>• Simon of Cyrene carried the cross (1)</li> <li>• Jesus was nailed to the cross (1)</li> <li>• Jesus was mocked (1)</li> <li>• A sign was placed above the cross (1)</li> <li>• The stone was rolled away (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	
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Believing in God the Son is important as it helps Catholics understand the love of God, (1) leading to salvation from sin (1)</li> <li>• Belief in the Holy Spirit helps Catholics to understand the presence of God in the world (1) and the strength that it brings to Christians (1)</li> <li>• Belief in God the Father helps Catholics understand the power and creativity of God (1) and his care for the world and its people (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief /development</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<p><b>1(c)</b></p>	<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>• Being human and God means that he was able to feel and experience human emotions (1) this means that in their own life people can relate to Jesus (1). 'No one has ever seen God, but the one and only Son, who is himself God and is in the closest relationship with the Father, has made him known' (John 1:18) (1)</li> <li>• Jesus being fully divine means God became known to humans (1), if Jesus was not conceived of the Holy Spirit, he would not be God incarnate (1); but just a man 'Jesus is true God and true man' (Catechism 464) (1)</li> <li>• Only through being fully human and fully God could Jesus bring salvation from sin (1), if Christians try to live by his example, they know that they are living as God wants them to (1). 'Yet to all who did receive him, to those who believed in his name, he gave the right to become children of God' (John 1:12) (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>	<p><b>(5)</b></p>

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> <b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Literalist Christians view everything in the Bible as absolute truth. Every word in the Bible is the Word of God and so must be true, believing that God created the world in six days</li> <li>• Literalists believe that God is omnipotent and could create as the Bible describes, both Genesis 1 and 2 are scientific truth, with chapter 1 giving an overview and chapter 2-3 giving greater details of day six, so is the truth</li> <li>• Literalists reject the scientific idea of the Big Bang and evolution; they argue that it was God that created the universe and it was not an accident but planned by God as detailed in the creation account.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• The Catholic Church believes that the Bible is the Word of God expressed through writers of the time. The Creation account is not regarded as an absolute fact. It has stories with true meanings, based on the first human beings and their knowledge of God</li> <li>• Liberal Christians such as Church of England view the Bible as written by humans inspired by God but the Creation account may need reinterpreting in light of the modern world</li> <li>• Eminent Christians, such as Augustine, have questioned a literal understanding of Genesis 1-3. Augustine said, 'What kind of days these were it is extremely difficult, or perhaps impossible for us to conceive' (The City of God 11:6-7).</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.</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**

Marks		Descriptors
<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>• Catholics pray to connect to God (1)</li> <li>• Prayer can be used to show gratitude (1)</li> <li>• Catholics pray to ask for forgiveness (1)</li> <li>• Catholics pray to ask God for help (1)</li> <li>• Catholics pray to be freed from distractions of daily life (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>Students are required to recognise that Christianity is the main religious tradition of Great Britain.</p> <p>Award one mark for describing a relevant Catholic attitude. Award a second mark for a contrasting description from another Christian tradition. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Catholic worship follows a fixed pattern and includes structured liturgy (1) whereas in other Christian traditions worship is more charismatic focusing on the Bible and guidance by the Holy Spirit (1).</li> <li>• When Catholics receive the body and blood of Jesus, they do so as part of a formal structure (1) while some Non-conformist Christians take the bread and wine in a more spontaneous service (1)</li> <li>• For Catholics Mass is a sacrament (1) whilst in other Christian traditions they believe they can lead a spiritual life without the sacraments (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude /development</li> <li>• Development that does not relate both to the attitude 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>• The purpose of the vigil of the deceased is to bring people together in faith (1) set prayers are said and a homily is given (1) Vincent Nichols, Archbishop of Westminster terms it as 'the first stage in the journey' (Preparing For My Funeral) (1)</li> <li>• The purpose of the Funeral Liturgy is to offer worship and thanksgiving to God, (1) involving the use of the Paschal Candle (1) to represent the risen Christ, the 'Light of the World' (John 8:12) (1)</li> <li>• The liturgy of the word is a formal practice with the focus on eternal life (1) as the person is now able to begin their journey to eternal life (1) this is emphasised through the words 'I look forward to the resurrection of the dead and the life of the world to come' in the Nicene creed (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
2(d)	<p data-bbox="379 280 574 313">AO2 12 marks</p> <p data-bbox="379 360 1260 555">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="379 600 443 633"><b>AO2</b></p> <p data-bbox="379 640 821 674"><b>Arguments for the statement:</b></p> <ul data-bbox="379 680 1273 1189" style="list-style-type: none"> <li data-bbox="379 680 1273 869">• The exposition and adoration of the Blessed Sacrament helps to deepen a connection with God as it was inspired by Jesus asking his disciples to watch in the Garden of Gethsemane, it stimulates the faithful to an awareness of the presence of Christ and is an invitation to spiritual communion with him</li> <li data-bbox="379 875 1273 1025">• Stations of the Cross gives Catholics a chance to pray through the journey of Jesus to the cross, understanding his suffering and the human nature of Jesus, allowing a deeper appreciation of thanks for what Jesus did for them</li> <li data-bbox="379 1032 1273 1189">• Using the Rosary helps to deepen connections with God as it provides a structured calm time of prayer and meditation, allowing an opportunity to reflect on the main events in the life of Jesus and work of the Virgin Mary.</li> </ul> <p data-bbox="379 1234 885 1267"><b>Arguments against the statement:</b></p> <ul data-bbox="379 1274 1260 1742" style="list-style-type: none"> <li data-bbox="379 1274 1260 1424">• Many Protestants do not support popular piety to deepen connections with God as they do not practice Eucharistic adoration because they do not believe in transubstantiation, the Eucharistic is simply symbolic</li> <li data-bbox="379 1431 1260 1581">• Non-Catholics do not pray the Rosary because of its connections with a Mary as they do not believe she was the immaculate conception, praying to God directly would be a better way than popular piety</li> <li data-bbox="379 1588 1260 1742">• Most Protestants do not follow the Stations of the Cross because some of them are not based on Bible accounts, in addition stopping at each station can be viewed as having elements of idolatry.</li> </ul> <p data-bbox="379 1794 826 1827">Accept any other valid response.</p> <p data-bbox="379 1872 1252 1984">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.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
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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>