Mark Scheme (Results)

November 2020

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 - 2020

Question number	Answer	Reject	Mark
1(a)	AO1 3 marks Award one mark for each point identified up to a maximum of three. • A loving God would not let people suffer (1) • God would not create the world with suffering (1) • God should be powerful enough to end suffering (1) • A father would not allow his children to suffer (1) • An omniscient God would know to warn people against suffering (1). Accept any other alternative valid response.	• Lists (maximum of one mark)	**3**

Question number	Answer	Reject	Mark
1(b)	AO1 4 marks Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks. • Catholics respond by saying it is impossible for the Big Bang to have just happened (1) nothing happens by chance everything has a reason or cause (1) • They would refer to Parmenides who states nothing comes from nothing (1) therefore the only thing powerful enough to start everything off would be God (1) • They would respond by saying that it is impossible for universe to cause itself (1) only God has necessary existence (1). Accept any other valid response.	• Repeated way/ development • Development that does not relate both to the way given and to the question	**4**

Question number	Answer	Reject	Mark
1(c)	AO1 5 marks 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. • The revelation shows the complete nature of God as superior over all (1) as he was both fully human and fully God (1) 'so [the Son] became as much superior to the angels as the name he had inherited is superior to theirs' (Hebrews 1:4) (1) • God is all powerful as revealed to the apostles (1) he showed power over nature (1) he 'rebuked the wind and said to the waves, "Quiet! Be still!" and the wind died down and it was completely calm' (Mark 4:39) (1) • It is proof of God's love, it allows people to love God (1) as he revealed himself to save humans so that we could have a full relationship with Him (1) as 'For God so loved the world he gave his one and only Son' (John 3:16) (1). Accept any other valid responses.	• Repeated way/ development • Development that does not relate both to the way and to the question	**5**

Question number	Indicative content	Mark
1(d)	AO2 12 marks, SPaG 3 marks 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. **A02** **Arguments for the statement:** • Any religious believer who has any religious experience will find that the experience supports their belief in God, proving his existence because they now have more direct evidence of God's presence on earth • If the person praying feels that God is listening to the prayer then they have a religious experience and are sure that God exists. If a private prayer is answered, e.g. when someone prays for a sick loved one to recover and it happens, it proves God's existence • Religious experiences strengthen people's faith; something greater than themselves must be causing the event, the only possible cause of the experience is God therefore it proves his existence. **Arguments against the statement:** • Non-religious people might suggest the evidence of a religious experience is always based on a personal or a witness account, people can be mistaken and are often influenced by external stresses or can lie • Non-religious people would argue developments in science means that many religious experiences can now be explained for example the crossing of the Red Sea can be explained by tectonic activity. • If God is meant to be omni-benevolent then why do only some people have religious experiences and prayers answered whilst others still suffer, therefore, God does not exist. Accept any other valid response. 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.	**15**

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• 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. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• 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. • 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.
Level 3	7–9	• 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. • 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.
Level 4	10–12	• 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. • 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.

SPaG

Marks		Descriptors
0 marks	**No marks awarded**	• The candidate writes nothing. • The candidate's response does not relate to the question. • The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	**Threshold performance**	• Candidates spell and punctuate with reasonable accuracy. • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Candidates use a limited range of specialist terms as appropriate.
2 marks	**Intermediate performance**	• Candidates spell and punctuate with considerable accuracy. • Candidates use rules of grammar with general control of meaning overall. • Candidates use a good range of specialist terms as appropriate.
3 marks	**High performance**	• Candidates spell and punctuate with consistent accuracy. • Candidates use rules of grammar with effective control of meaning overall. • Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	AO1 3 marks Award one mark for each point identified up to a maximum of three. • The Catholic Church accepts that women are equal but have different roles within the church (1) • The Catholic Church allows women to be lay chaplains (1) • The Church of England allows women to be vicars (1) • Many keep the tradition that women should not have leadership in the Church (1) • The Catechism teaches that only men can be priests (1). Accept any other alternative valid response.	• Lists (maximum of one mark)	3

Question number	Answer	Reject	Mark
2(b)	AO1 4 marks Award one mark for providing a purpose. Award a second mark for development of the purpose. Up to a maximum of four marks. • It brings believers closer to God and helps them to get to know him better (1) as Catholic marriage is a sacrament (1) • Catholic marriage is to join two people together as one (1) the couple will promise to be exclusive (1) • Catholic marriage is life giving (1) the couple will promise not only to have children, but also that they will help each other to grow in love (1). Accept any other valid response.	• Repeated purpose/development • Development that does not relate both to the purpose given and to the question	4

Question number	Answer	Reject	Mark
2(c)	AO1 5 marks 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. • Parishes help families because they have a duty to help children baptised in the Church (1), the congregation have made promises that they will help the parents with a Christian upbringing (1) 'The parish is the Eucharistic community and the heart of the liturgical life of Christian families' (Catechism of the Catholic Church 2226) (1) • It is necessary for the parish to help support all generations within a family (1) the parish provides support and activities for all (1) 'likewise, you who are younger, be subject to the elders. Clothe yourselves, all of you with humility towards one another' (1 Peter 5:5) (1) • Christianity teaches that the family is God's plan (1) it is the basic unit of society where children should be brought up in (1) The parish is the heart of the liturgical life of Christian families; it is a privileged place for the catechesis of children and parents (Catechism of the Catholic Church 2226) (1). Accept any other valid response.	• Repeated reason/ development • Development that does not relate both to the reason and to the question	**5**

Question number	Indicative content	Mark
2(d)	AO2 12 marks 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. **AO2** **Arguments for the statement:** • The Catechism of the Catholic Church teaches that pre-marital sex is wrong, sex outside of marriage is a grave sin. The sexual act must take place exclusively within marriage • Christians are taught to avoid having sex outside marriage for example adultery. They believe that married couples should show faithfulness to each other through marriage • Catholic Christianity teaches that sex was given to humans by God for the joy, pleasure and procreation of children. Children should be brought up in a Christian family so sex should only take place within marriage. **Arguments against the statement:** • Some non-religious people believe that couples may live together and sex outside marriage is acceptable as long as it is between two people committed to a long-term and loving relationship. • Non-religious people might suggest that sex before marriage is an important step along the way to the fuller commitment of marriage, which they can then take fully informed as to their compatibility • Non-religious people believe people should use their conscience. Prohibitions against sex outside of marriage were given so long ago that they cannot apply to our modern society, where life is very different. People should be able to make up their own minds about what is right and wrong. Accept any other valid response. 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.	**12**

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• 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. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• 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. • 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.
Level 3	7–9	• 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. • 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.
Level 4	10–12	• 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. • 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.