



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In Religious Studies A (1RA0)
Paper 3: Area of Study 3 – Philosophy and
Ethics
Option 3A – Catholic Christianity

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2021

Question Paper Log Number P66453A

Publications Code 1RA0_3A_2111_MS

All the material in this publication is copyright

© Pearson Education Ltd 2021

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

Question number	Answer	Reject	Mark
1(a)	<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"> • Anything that is designed needs a designer (1) • Paley used an analogy of a watch to explain the design argument (1) • There is plenty of evidence that the world has been designed (1) • Laws of science show design in the world (1) • The only possible designer of something as complex as the world would be God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing an issue. Award a second mark for development of the issue. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Catholics are challenged about the nature of God (1) because some people ask why Omnibenevolent God will allow suffering (1) • It might raise the question of how to respond to the suffering (1), whether they should respond practically or spiritually (1) • It might raise the question of why good people suffer (1) when everyone is created in the image of God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated issue/development • Development that does not relate both to the issue given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<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"> • Visions come from God (1) 'the word of the Lord came to Abram in a vision' (Genesis 15:1) (1) this proves God is all present (1) • Many visions tell people to believe in God (1) similar to the transfiguration 'just then there appeared before them Moses and Elijah, talking with Jesus' (Matthew 17:1-13) (1), the message of the vision confirms that God exists (1) • The vision is often personal and therefore can only come from God (1), for example, when Paul was in prison he had a vision proving God knew what he needed (1). 'The following night the Lord stood near Paul and said, "Take courage! As you have testified about me in Jerusalem, so you must also testify in Rome.'" (Act 23:11) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Nothing happens by chance; everything has a reason or cause if this goes back to the beginning of what started everything off. It can be argued that the only thing powerful enough to start everything off would be God • Parmenides said that “nothing comes from nothing”; leading some Catholics to believe that since the universe exists it must have been caused by something greater than ourselves • If the universe has no first cause, then there would be no universe, but as there is a universe God must therefore be the first cause. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • If everything needs a cause then God must also need a cause, proving that God cannot be the first cause so the world could not have been caused by God • Non- religious people would say matter is eternal and was never created, meaning that there is no need for a first cause, this can be supported by science and evolution showing that God did not cause the world • Causation simply proves that the world has a first cause, this does not prove that it is the Christian God, it could be the creator in any religion or even a mixture of good and evil. <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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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	<ul style="list-style-type: none"> 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. 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	<ul style="list-style-type: none"> 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. 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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)	<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"> • Through providing sacramental preparation (1) • Through providing family worship opportunities (1) • Holding activities for parents (1) • Running groups for children (1) • Providing counselling (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(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"> • Divorce can end suffering (1) if two people have made a mistake in marrying they should be granted forgiveness for that mistake (1) • Some argue it is better to divorce than live in a loveless marriage (1) believing God would want people to live lives filled with love not sadness (1) • It may be better people to divorce than to continue in hatred (1) and in the long run this may be the 'lesser of two evils' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<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"> • The actions of Jesus are represented at Mass, the role of Jesus must be taken by a man (1) 'Only a baptised man validly receives sacred ordination.' (Catechism of the Catholic Church 1577) (1) The Catholic Church teaches that ordaining only men it does not affect the equal status of women (1) • The Catholic Church believe that all priests are successors of Jesus' apostles (1) and as he only appointed men, this role is not open to women (1) 'The Lord Jesus chose men to form the college of the twelve apostles, and the apostles did the same when they chose collaborators to succeed them in their ministry ... For this reason, the ordination of women is not possible.' (Catechism of Catholic Church 1577) (1) • Catholics believe that men and women have different roles and important differences, physical, psychological and emotional (1); they have different gifts which should be put to different uses (1) 'We also urge that women should have their own share of responsibility and participation in the community life of society and likewise of the Church' (Justice in the World, 1971) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
2(d)	<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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Catholics believe that marriage shows commitment as it was established by God for a lifelong relationship of love and faithfulness and a way of establishing and preserving society • Marriage is the only place in which sex should take place, this giving of one another completely in marriage shows total commitment, allowing them to have children and raise a Catholic family • Marriage is a sacrament that no human can break, thus joining the couple together in total commitment before God because the bonds of marriage cannot be broken 'What God has joined together' (Mark 10:9-10) <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Non-religious people may say society has changed, living together has become more socially acceptable and many couples live faithfully and totally committed without the need for marriage • Many marriages end in divorce, proving that despite the promises made at the marriage ceremony the commitment is not total and everlasting • Commitment is related to emotional feelings between two people that depends on trust, love, understanding and standing by each other this does not need legal documents to prove it, marriage is often a customary practice followed a legal formality. <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"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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	<ul style="list-style-type: none"> 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. 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	<ul style="list-style-type: none"> 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. 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.