



## **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCSE  
In Religious Studies (1RA0/3A)  
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 - 2018**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<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>• God is love (1)</li> <li>• God is the one who forgives (1)</li> <li>• God is transcendent and cannot be grasped by all humans (1)</li> <li>• God is benevolent in sending his son (1)</li> <li>• All things are possible for God (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>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• There is an innate spiritual sense in all people (1) which means even though people don't believe in God they will have some awareness of the existence of God (1)</li> <li>• So many people have had religious experiences they must be true (1) for example Bernadette's vision (1)</li> <li>• Non-religious people may simply interpret religious experiences differently (1), if someone has a numinous experience it may lead them to belief in God because the experience will make them feel that God is real (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 given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief 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>• Aquinas states that everything in the universe is in motion (1) but nothing can move unless it is moved by something else (1) therefore Aquinas said it is 'necessary to arrive at a first mover' (1)</li> <li>• Things in the world have a cause (1) and cannot keep going back with causes because any causal chain has to have a beginning (1) Aquinas concluded 'the first efficient cause is God' (1)</li> <li>• Anything caused to exist must be caused to exist by something else (1) Parmenides said that 'nothing comes from nothing,' (1) therefore some being exists of its own necessity (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/belief 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>	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><b>A02</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• If God knows everything that is going to happen, he must have known all the suffering that would come from creating the universe in the way he did. So some people believe, he should have created the universe in a different way to avoid suffering</li> <li>• Most religious believers believe that God is omnipotent, omniscient and benevolent so the fact that there is suffering in the world raises a problem; suffering challenges their beliefs in God</li> <li>• When suffering is experienced firsthand it becomes a personal problem which also challenges a person's religious belief, so if they experience a natural disaster or the death of their child then it can sometimes make it hard to believe in God.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• There is no easy answer to the problem of suffering as everyone has to come to terms with the fact that it is part of all human experience, God created this world as a preparation for paradise</li> <li>• Catholics believe that suffering exist as God wants them to help those who suffer. The New Testament teaches that Jesus regarded suffering as something to be fought against, Jesus healed the sick, fed the hungry and even raised the dead</li> <li>• God created humanity in his image which means he created them with free will, he wants all to be free people, suffering is caused by human misuse of free will and so is not the fault 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>	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, including any relevant philosophical and/or ethical arguments.</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, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments.</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, including any relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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 marks</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
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"> <li>• Catholic teachings say that in all circumstances divorce is wrong (1)</li> <li>• Catholic couples make their promise in the marriage ceremony to keep the marriage permanent (1)</li> <li>• Catholics may get a legal divorce but the Catholic Church says that they are still married in the eyes of God (1)</li> <li>• The Catholic Church teaches that divorce cannot end the sacrament of marriage (1)</li> <li>• The Catholic Church teaches that divorce can introduce disorder into the family (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum one mark).</li> <li>• Answers about annulment.</li> </ul>	3

Question number	Answer	Reject	Mark
2(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 marks.</p> <ul style="list-style-type: none"> <li>• The Catholic Church teaches that men and women have equal status in the sight of God (1) as they are both created in the image of God (1)</li> <li>• Although equal they have different qualities (1) women are the ones with the biological ability to bear new life (1)</li> <li>• Both men and women are needed to bring up Christian families (1) particularly when passing on moral principles and the Christian faith (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>	4

Question number	Answer	Reject	Mark
2(c)	<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>• Sex is an act of love and commitment (1) The Bible teaches that sex outside marriage is wrong (1) 'the sexual act must take place exclusively within marriage, outside marriage it constitutes a grave sin' (Catechism of Catholic Church 2390) (1)</li> <li>• Adultery is forbidden in the Ten Commandments (1) this breaks the marriage vows that the couple have made (1) in marriage the physical intimacy of the spouses becomes a sign and pledge of spiritual communion (Catechism of Catholic Church 2360) (1)</li> <li>• Promiscuity is abusing the gift of sex that God has given to married couples (1) a person's body belongs not to them but to God and so it should be used in the way that God would want; (1) 'They are no longer two; from now on they form one flesh' (Catechism of Catholic Church 2364) (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>	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><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• The marriage ceremony states that one of the reasons for marriage is that the couple “will accept children lovingly from God.” When couples marry they are beginning a new family unit with the hope of having children</li> <li>• The family also provide an accepted unit in which reproduction may take place, and in which the children may be reared, the family is to meet the human needs of love and companionship. Within the nuclear family, a child learns how to behave in the society into which they are born</li> <li>• Catholics teach that the nuclear family is God’s plan for the protection and nurturing of people. The Church teaches that the family was created by God as the basic unit of society the only place to bring up children.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Marriage is not compulsory for Catholics and they feel that they can serve God by remaining single, for example as a priest or nun</li> <li>• Some people see the extended family as more important because they are caring for the elderly, helping to raise the children which provides a stronger basis for society</li> <li>• Some people are unable to have children either physically or financially, they can serve God though leading full Christian lives.</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>	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, including any relevant philosophical and/or ethical arguments.</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, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments.</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, including any relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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>

