Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies A (1RA0/3B)
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.

Paper 3: Philosophy and Ethics 3B – Christianity Mark Scheme 2019

Question number	Answer	Reject	Mark
1(a)	AO1 3 marks Award one mark for each point identified up to a maximum of three. • Visions show God is omnipresent (1) • God is creative, creating visions for the believer (1) • God can show his omnipotence by changing people's lives through visions (1) • God wants to communicate with the believer (1) • Visions show God is benevolent (1). Accept any other valid response.	• Lists (maximum of one mark)	**3**

Question number	Answer	Reject	Mark
1(b)	AO1 4 marks Award one mark for providing a miracle. Award a second mark for development of the miracle. Up to a maximum of four marks. • Miracles show that God is active in the world, (1) God works to heal people (1) • They show God is compassionate (1) for example, when Jesus raised the Widow of Nain's son (1) • God is all powerful, (1) he showed his power over nature when Jesus calmed the storm (1). Accept any other valid response.	• Repeated miracle /development • Development that does not relate both to the miracle given and to the question.	**4**

Question number	Answer	Reject	Mark
1(c)	AO2 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. • Attending Church youth groups would help build a child's Christian identity (1) providing an understanding of their relationship with God (1) in Proverbs 22:6 God promises that if a child is brought up to believe in God they will remain faithful to that belief (1) • A Christian will be taught about the nature and importance of God throughout their childhood (1) this would therefore provide children with an understanding of the reality of God (1) reflecting the belief expressed in Proverbs 22:6 where God promises that if a child is brought up to believe in God they will remain faithful to that belief (1) • Being part of a local church community provides a child with a Christian support network (1) the Sunday school teacher might support by teaching biblical stories (1) reflecting the belief expressed in Proverbs 22:6 where God promises that if a child is brought up to believe in God they will remain faithful to that belief (1). Accept any other valid response.	• Repeated way/ development • Development that does not relate both to the way given and to the question • Reference to a source of wisdom that does not relate to the way given.	**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. **AO2** **Arguments for the statement**: • The world contains many things that point to the idea that they must have been designed. For example, how the universe works according to laws shows the beauty of creation. They all involve complex things working together. This could not have been by chance therefore God must have designed it • The intricate beauty of the design of things, like snowflakes, finger prints and sunsets could not happen by chance. Therefore, the intricacy of the design would make people say it must have had a designer • God has designed the world to appeal to humans, the nature of mountains and oceans appear to have a beauty an artist would have to spend time designing. The only thing powerful enough to design something as beautiful and complex as the world would be God. Therefore, God must exist. **Arguments against the statement**: • Non-religious people reject the design argument because the world is full of ugly things, like volcanoes and earthquakes, which a powerful and loving God would not have designed. Therefore, God cannot exist • The evidence of design can be explained by science without the need for a God. Science says that matter is eternal and that the universe began when this matter exploded. The beautiful solar system came out of the explosion and the nature of the earth allowed it to develop life through evolution • The world is designed by nature, (glaciers, rainfall etc), it is nothing to do with God therefore any perceived beauty is naturally occurring and needs no explanation with reference by a designer. 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.	
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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. • Providing opportunities for families to worship together (1) • Providing rites of passage (1) • Providing advice and counselling for families (1) • Running groups for young families (1) • Running youth clubs and youth activities (1). Accept any other valid response.	• Lists (maximum of one mark)	**3**

Question number	Answer	Reject	Mark
2(b)	AO1 4 marks Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks. • Sex is a gift from God (1) to be enjoyed between one man and one woman who are married to each other (1) • Sex was given by God for procreation (1) homosexual sex is not procreative therefore is not honouring to God (1) • Sex is unitive (1) and can be enjoyed by couples in a loving relationship (1). Accept any other valid response.	• Repeated teaching/ development • Development that does not relate both to the teaching given and to the question.	**4**

Question number	Answer	Reject	Mark
2(c)	AO1 5 marks Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks. • Catholic Christians do not allow religious divorce, (1) the couple have made a covenant with God in the sacrament of marriage (1) Jesus said 'Therefore what God has joined together, let no one separate.' (Matthew 19:6) (1) • Some Christians do not advocate divorce but accept divorce in the case of adultery (1), because the marriage has already broken down (1) and because Jesus said divorce was wrong 'except for sexual immorality' (Matthew 19:9) (1) • Some Christians accept divorce (1) because it is the most loving thing to do (1) they believe if a person confess their sins they are forgiven (1 John 1:9) (1). Accept any other valid response. Candidates who do not consider different attitudes within Christianity cannot be awarded more than 3 marks.	• Repeated attitude/ development • Development that does not relate both to the attitude given and to the question • Reference to a source of wisdom that does not relate to the attitude given.	**5**

Question number	Indicative content	Mark

2(d)	AO2 12 mark
	
	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 Roman Catholic Church teaches that using artificial contraception is wrong because it is against 'natural law'. It breaks the natural connection between the procreative and the unitive purposes of sex
	   • The Humanae Vitae declared that the only allowable forms of family planning for Catholic Christians are natural methods because they do not separate the unitive and procreative purposes for sex
	   • Some Christians think contraception is the major cause of sexual promiscuity, broken families, the rise in divorce rates and sexually transmitted diseases and therefore should not be used.
	
	Arguments against the statement:
	   • Many Christians accept the use of contraception to manage the size of families. This protects the existing children from issues such as neglect and overcrowding and allows couples to plan how many children they can raise
	   • Some Protestants believe that it is acceptable to use artificial birth control, as long as it is not used to encourage or permit promiscuous behaviour
	   • Some Christians would ask the question 'is it the most loving thing to do for everyone involved?' The use of artificial contraception may be the most loving thing to do to prevent the passing on of a genetic disorder.
	
	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.
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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.