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## Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE  
In Religious Studies A (1RA0)  
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: Christianity Mark Scheme – 2023**

<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>• Jesus fed the five thousand (1)</li> <li>• He walked on water (1)</li> <li>• He was resurrected from the dead (1)</li> <li>• Moses parted the Red Sea (1)</li> <li>• The Hebrews were fed bread from heaven (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.</p> <ul style="list-style-type: none"> <li>• Someone might begin to believe in God when they are healed (1) after praying for healing (1)</li> <li>• Someone might begin trust God when they find a solution to a problem (1) they believe could only have been given by God (1)</li> <li>• Someone might find faith in God when they pray and God answers them in a personal way (1) for example hearing an inner voice that could only be God. (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 providing an understanding. Award a second mark for development of the understanding/belief. Up to a maximum of four. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• The design argument shows that God has eternal power (1) as he was there at the beginning to design the world and will be at the end (1) 'For since the creation of the world God's invisible qualities—his eternal power' (Romans 1:20) (1)</li> <li>• It shows God is divine (1) as only something with a divine nature could create something so complex (1), 'For since the creation of the world God's invisible qualities... And divine nature' (Romans 1:20) (1)</li> <li>• The design argument shows that God cares about the world he created (1). 'Indeed, the very hairs of your head are all numbered.' (Luke 12:7) (1), the detail of the design is ever present (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated understanding/development</li> <li>• Development that does not relate both to the role given and to the question.</li> <li>• Reference to a source of wisdom that does not relate to the understanding given.</li> </ul>	<b>5</b>

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></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians believe God reaches out to people via a religious experience. If someone feels they have experienced God, this will be the most convincing proof of God’s existence because they have personally experienced or felt God for themselves. It is not simply an argument based on logic or reason</li> <li>• A religious experience could be a dream or vision where God speaks to a person offering proof he exists. This first-hand experience is utterly convincing to that person</li> <li>• The existence of God proven through a religious experience can gain even greater credibility when the life of the person who experiences God is dramatically changed.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some non-religious people argue that religious experience is all in the mind. We do not fully understand the complexities of the human mind and perhaps it can play tricks on us, making us think we have experienced God</li> <li>• Religious experiences that occur during an illness, for example, someone being ‘healed’, could be explained if the person is receiving medication that creates hallucinations</li> <li>• It could be argued that religious experiences are simply coincidences, or that a person is looking for a religious experience and therefore creates one in their mind.</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

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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**

<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 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
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>• Some Christians allow divorce for adultery (1)</li> <li>• Physical violence is sometimes considered a reason for allowing divorce (1)</li> <li>• Emotional abuse is sometimes considered a reason for allowing divorce (1)</li> <li>• If the marriage has truly broken down and nothing can save it (1)</li> <li>• Some Christians allow divorce when both parties do not love each other anymore (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
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.</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 reason given and to the question.</li> </ul>	<b>4</b>

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>• The Bible teaches ‘Children, ‘obey your parents in the Lord, for this is right.’ Ephesians 6:1 (1) This places a responsibility on parents to give education and advice (1) It enables children to fulfil the commandment (1)</li> <li>• In Deuteronomy 6:6-7 it says, ‘These commandments that I give you today are to be on your hearts. Impress them on your children.’ Talk about them when you sit at home. (1). The family should spend time studying the commandments (1) They offer an opportunity to educate children in what is right (1)</li> <li>• In Proverbs 22:6 it says ‘Start children off on the way they should go, and even when they are old they will not turn from it.’ (1) What parents teach at home determines what sort of person the child will become (1) it contributes to the child but also society (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>	<b>5</b>

Question number	Indicative content	Mark
2(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></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• The Catholic Church teaches that family planning using artificial contraception is wrong as it interferes with God’s plan for procreation</li> <li>• Humanae Vitae explained that preventing pregnancy ‘contradicts the will of the Author of Life’; therefore, any Christian using artificial contraception is defying God’s will</li> <li>• One of the purposes of marriage is fruitfulness, God commanded people to be ‘fruitful and increase in number’ (Genesis 1:28); as such the use of family planning to prevent this should not be used.</li> </ul> <p><b>Arguments against the statement</b></p> <ul style="list-style-type: none"> <li>• People who believe in Situation Ethics could maintain that if contraception is used to limit the size of a family it can be the most loving thing to do; as it can raise the standard of living for the existing children in the family</li> <li>• Catholics can use natural family planning, as it does not separate the sexual act from its procreative potential; as such it does not go against the Church’s teachings</li> <li>• Utilitarian’s could argue that it is morally defensible if the method used is preventing a pregnancy rather than having an abortive function.</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

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