



## **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCSE  
In Religious Studies (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 - 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>• Baptism is when a child is welcomed into the Church (1)</li> <li>• Attend Sunday school to learn about their faith (1)</li> <li>• Attend a Church school with a Christian ethos (1)</li> <li>• Young people attend Church with the family (1)</li> <li>• During their childhood, they are taught to pray (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 an understanding. Award a second mark for development of the understanding. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• God is complex and beautiful (1) and this is reflected in his revelation of his creation (1)</li> <li>• It shows that God cares for his people (1) for example in revelation of his Son who died (1)</li> <li>• Hebrews says God speaks through his Son (1) Jesus was God incarnate and reveals more about the character and nature of God (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 understanding given and to the question</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO2 5 marks</p> <p>Award one mark for each example. Award further marks for each development of the example 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>• <b>The healing of the royal official's son (John 4:43-54) (1)</b>; this miracle was based on the faith of the father (1), it shows Jesus had power over illness and was able to heal (1)</li> <li>• Jesus changed water into wine at a wedding in Cana in Galilee (<b>John 2:1-11) (1)</b>; <b>this was the first of his signs through which he revealed his glory (1)</b>; and <b>his disciples believed in him (1)</b></li> <li>• <b>Jesus calmed the storm on the sea of Galilee (Mark 4:25-36) (1)</b>; this was a sign of his power over nature (1) and showed his humanity as he was on the boat asleep at the time of the storm (1).</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated example/development</li> <li>• Development that does not relate both to the example and to the question</li> <li>• Reference to a source of wisdom that does not relate to the example given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
1(d)	<p data-bbox="444 247 821 275">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="444 306 1352 453">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 data-bbox="444 489 505 516"><b>AO2</b></p> <p data-bbox="444 520 862 548"><b>Arguments for the statement:</b></p> <ul data-bbox="492 552 1360 909" style="list-style-type: none"> <li data-bbox="492 552 1333 699">• The cosmological argument is based on observation suggesting there must be a God because all things in the universe are in motion, but nothing can move unless it is moved by something else: but this cannot go on to infinity so there must be a first mover who is God</li> <li data-bbox="492 703 1360 814">• Aquinas argued that everything seems to have a cause and there is no example of anything causing itself. However, there must have been a first cause and this cause must have been all-powerful so must have been God</li> <li data-bbox="492 819 1333 909">• An infinite regression of causes ultimately has no initial cause, which means there is no cause of existence. Since the universe exists, it must have a cause. This cause must be God.</li> </ul> <p data-bbox="444 947 927 974"><b>Arguments against the statement:</b></p> <ul data-bbox="492 978 1349 1276" style="list-style-type: none"> <li data-bbox="492 978 1305 1094">• Non-religious people may argue against the cosmological argument proving God exists by raising the question 'if everything needs a cause, then why should this process stop with God?'</li> <li data-bbox="492 1098 1349 1188">• It is possible that matter itself is eternal and so was never created, this would mean that there would be no need for a first cause, the process of causes could go back forever</li> <li data-bbox="492 1192 1317 1276">• Just because everything in the universe needs an explanation does not mean the universe itself needs an explanation. The universe could just have been there forever.</li> </ul> <p data-bbox="444 1314 857 1341">Accept any other valid response.</p> <p data-bbox="444 1379 1352 1470">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**

Marks		Descriptors
<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
<b>2(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>• Family worship takes place on a Sunday to encourage the family to worship together (1)</li> <li>• Offering rites of passage gives families opportunities to seek support from the church (1)</li> <li>• Classes for parents gives families opportunities to seek support from the church at challenging times (1)</li> <li>• Sunday schools educates children in the Christian faith (1)</li> <li>• Counselling supports the family to resolve issues (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 purpose. Award a second mark for development of the purpose. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>The marriage service in some Churches identifies having children as a purpose of marriage (1) as this is the first instruction given to Adam and Eve (1)</li> <li>Some Christians marry to express their love for one another (1) showing a lifelong commitment (1)</li> <li>It represents the unity between Christ and his Church (1) this is identified and confirmed during the marriage service (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated purpose/development</li> <li>Development that does not relate both to the purpose 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 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>Jesus taught that divorce was wrong (1) and that marriage was for life (1) 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh' (Matthew 19:5) (1)</li> <li>Jesus said in Matthew 19:6 that no human could separate what God had joined together (1), marriage is an agreement between God and the couple (1) and this cannot be dissolved by any earthly power (1)</li> <li>'Anyone who divorces his wife, except for sexual immorality, and marries another woman commits adultery' (Matthew 19:9) (1) This suggests that divorce is not what God intended (1), and to marry after a divorce in the majority of cases, or to marry a divorced person, is the same as committing adultery (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated example/development</li> <li>Development that does not relate both to the example and to the question</li> <li>Reference to a source of wisdom that does not relate to the example given.</li> </ul>	5

Question number	Indicative content	Mark
2(d)	<p>A02 12 mark</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 A02 descriptors.</p> <p><b>A02</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Christians believe that both male and female were created in the image of God, showing neither is superior to the other; the teaching is shown in Genesis 1:27 where humanity is created in his image</li> <li>• St Paul taught that in Christ all are equal. This should apply to the relationships within the family where all take equal responsibility and there should be no unfair division of tasks</li> <li>• In today's society women and men are protected by law and should be treated equally in all situations including the home.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• St Paul taught that wives should submit to their husbands. This indicates that in the family the husband should make all decisions as head of the family</li> <li>• St Paul stated that it is the husband's role to love his wife so ensuring her needs are met before his own; suggesting that an attitude of patriarchy might be appropriate within the family</li> <li>• Adam was created first and Eve to be his mate. This implies that Adam was created to be in charge and this can be transferred to the family.</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>	<b>12</b>

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>

