



**General Certificate of Secondary Education
2019**

Religious Studies

Paper 2a

The Christian Church with a Focus
on the Catholic Church

[GRE21]

MONDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

Level 1: The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

Level 2: The candidate presents a clear knowledge and understanding with some development.

Level 3: The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

Level 1: The candidate presents opinion supported by one simple reason.

Level 2: The candidate presents opinion supported by two simple reasons or one developed reason.

Level 3: The candidate presents a well-argued response with evidence of informed insights.

Quality of written communication

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

Level 2 (Limited): The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

Level 3 (Good): A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

Level 4 (Very good): Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

Level 5 (Excellent): The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

Section A

Answer **all** questions.

AVAILABLE
MARKS

1 The Sacrament of Baptism

(a) (i) **Who administers the Sacrament of Baptism in the Catholic Church?**

- A priest/deacon

(AO1)

[1]

(ii) **Name three symbols used in a baptismal ceremony.**

- Water
- White garment
- Anointing oils – Oil of Chrism & Oil of Catechumens
- The Cross
- A Candle

Accept valid alternatives

(AO1)

[3]

(iii) **What role do the Godparents play?**

- They are representatives of the Christian family and they promise to support the parents in bringing the child up in the faith.

Accept valid alternatives

(AO1)

[1]

(b) Explain why baptism is important for Catholics.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of baptism.

| Levels | Criteria | Comments | Marks |
|---------------|---|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none">• One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- Through baptism a person becomes a member of the Catholic Church.
- To begin a new life with God and to be cleansed from sin.
- To allow them to receive other sacraments within the church.
- Baptism is the one sacrament which unifies all Christians.
- Baptism is important as it protects against evil and sin.
- Through baptism Christians receive the grace and fullness of God's Holy Spirit.

Accept valid alternatives
(AO1)

[5]

- (c) “Being baptised as an adult is better than being baptised as a baby.”
Do you agree with this statement? Give reasons for your answer.

Target: An evaluation of adult baptism and whether it is better than infant baptism.

| Levels | Criteria | Comments | Marks |
|---------|--|--|-------|
| 0 | Unsupported opinion or no relevant evaluation. | | 0 |
| Level 1 | Opinion which may be supported by one simple reason. | <ul style="list-style-type: none"> The candidate presents some relevant information. | 1 |
| Level 2 | Opinion supported by two simple reasons or one developed reason. | <ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. | 2–3 |
| Level 3 | A well-argued response with evidence of informed insights. | <ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. | 4–5 |

Answers may include:

- A baby is not old enough to understand what they are doing. Baptism is only meaningful if it is a personal choice/commitment therefore adult baptism is better.
- Baptism cannot make someone a Christian. It is an outward sign of an inward change therefore it is pointless baptising an infant.
- Believer’s baptism is the only kind of baptism seen in the New Testament and we should follow this example.
- People sometimes baptise out of tradition and this is unfair as the baby being baptised may not want to believe in Christ.

On the other hand:

- Infant baptism is very important as this is the first step which brings them into the community of faith.
- Catholics believe that baptism is a sacrament in which people experience God’s grace and goodness. Babies should not be excluded from this experience as we all belong to God.
- For Catholics baptism removes original sin and this means that babies begin their new life journey free from sin.
- It is important to practise infant baptism so they can receive other sacraments as they grow older.
- Although the baby is unable to make promises for themselves during baptism, they do get an opportunity to renew these promises as they grow older and develop understanding, e.g. Confirmation.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 The Sacrament of Ordination

AVAILABLE
MARKS

(a) (i) Who can receive the Sacrament of Ordination?

- Men who have been recommended by the Bishop for priesthood.

(AO1)

[1]

(ii) Name three symbols that are used during Ordination.

- The laying on of hands.
- The stole and chasuble.
- The chalice and paten.
- The anointing of the holy oil of chrism.
- The sign of peace.

Accept valid alternatives

(AO1)

[3]

(iii) What promise is made during the ceremony of Ordination?

- To love and serve God.
- A promise of obedience to the bishop.

Accept valid alternatives

(AO1)

[1]

**(b) Do you think a priest should always be a man?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of gender equality in clerical ordination.

| Levels | Criteria | Comments | Marks |
|---------------|--|--|--------------|
| 0 | Unsupported opinion or no relevant evaluation. | | 0 |
| Level 1 | Opinion supported by one simple reason. | The candidate presents some relevant information. | 1 |
| Level 2 | Opinion supported by two simple reasons or one developed reason. | Reasoned arguments are given to analyse and evaluate personal responses. | 2–3 |
| Level 3 | A well-argued response with evidence of informed insights. | Well-formed and reasoned arguments are given to analyse and evaluate personal responses. | 4–5 |

Answers may include:

- It is the tradition of the Church to have male priests.
- A priest is Christ's representative on earth and therefore he must always be a man as Christ himself was a man.
- Jesus chose twelve men as his disciples therefore a priest must continue this role.

On the other hand:

- It breaches inequality laws to only allow men to become priests.
- Although Jesus did not specifically choose women to be his apostles he had many women disciples.
- Women played a key role in the early church, e.g. women were also the first witnesses to the Resurrection.
- Other Christian Churches allow women to have leadership roles, e.g. ministers and pastors.
- Jesus treated men and women as equals. Women also possess the qualities needed to be a good priest.

Accept valid alternatives
(AO2)

[5]

(c) **“Priests should be allowed to marry.”**
Do you agree with this statement? Give reasons for your answer.

Target: An evaluation of clerical celibacy.

| Levels | Criteria | Comments | Marks |
|---------|--|--|-------|
| 0 | Unsupported opinion or no relevant evaluation. | | 0 |
| Level 1 | Opinion which may be supported by one simple reason. | <ul style="list-style-type: none"> The candidate presents some relevant information. | 1 |
| Level 2 | Opinion supported by two simple reasons or one developed reason. | <ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. | 2–3 |
| Level 3 | A well-argued response with evidence of informed insights. | <ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. | 4–5 |

Answers may include:

- Priests need to focus fully on their duties, married life would mean less flexibility.
- Giving up marriage and family is a sacrifice for the sake of God and the Church.
- Jesus expected his disciples to leave everything behind including family life.
- It is a sign of total dedication.
- It means he is free to love all of God’s people equally.

On the other hand:

- There is a shortage of priests and therefore allowing them to marry may encourage more to choose the priesthood.
- Married priests would have a better understanding of marital and family problems.
- Other Christian traditions allow their ministers to marry.
- Celibacy has good points, but it should be optional.

Accept valid alternatives
 (AO2)

[5]

15

AVAILABLE
 MARKS

3 Festivals – Holy Week

AVAILABLE
MARKS

(a) Describe two events which are remembered during Holy Week.

Target: Knowledge of the events which took place during Holy Week.

| Levels | Criteria | Comments | Marks |
|---------|---|--|-------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none"> One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- Palm Sunday/Entry into Jerusalem**
It remembers the Triumphal Entry of Jesus into Jerusalem on a donkey. The people waved palm branches in honour of him and shouted “Hosanna”. Today people bring their own palm branches or palm crosses are given out in some churches.
- Holy Thursday/Last Supper**
This day remembers the events of the Last Supper Jesus had with his disciples before his death. At the Last Supper Jesus gave his disciples a new commandment ‘To love one another as I have loved you’. The link between the old and new covenant is stressed strongly in the Maundy Thursday rite – Jesus is called the ‘Lamb of God’. The new covenant is between God and Christians.
- Good Friday/Crucifixion**
Good Friday remembers the day that Jesus was crucified. It is a day of sadness and sombre reflection on the death of Jesus. It is called ‘Good’ because of the Christian understanding of Jesus’ death – a willing sacrifice that redeems the world to God.
- Easter Vigil/Holy Saturday**
After Jesus was taken from the cross he was buried in a stone tomb. On this day Christians continue to contemplate the death of Jesus, there is also a sense of anticipation and excitement for the day ahead, the Day of Resurrection.

- **Easter Sunday/The Resurrection**

Easter Sunday is the central festival of the Church year. It recalls Jesus' resurrection from the dead. After the solemn events of Holy Week comes Easter Sunday, a great day of joy.

Accept valid alternatives
(AO1)

[5]

(b) Explain the purpose of Lent.

Target: Knowledge and understanding of the purpose of Lent for Christians.

| Levels | Criteria | Comments | Marks |
|---------|---|--|-------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none"> • One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- Lent is a time of preparation for Easter. It is when Christians remember Jesus' time spent in the wilderness. Jesus fasted for 40 days and 40 nights before he began his ministry.
- During Lent, Christians think about their lives and try to focus on what really matters. It is a time when they try to change their ways and develop a closer relationship with God.
- It is a time of preparation and a period of prayer, fasting and giving alms.

Accept valid alternatives
(AO1)

[5]

- (c) “Celebrating church festivals is a waste of time.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of festivals and whether they serve a meaningful purpose.

| Levels | Criteria | Comments | Marks |
|---------|--|--|-------|
| 0 | Unsupported opinion or no relevant evaluation. | | 0 |
| Level 1 | Opinion which may be supported by one simple reason. | <ul style="list-style-type: none"> The candidate presents some relevant information. | 1 |
| Level 2 | Opinion supported by two simple reasons or one developed reason. | <ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. | 2–3 |
| Level 3 | A well-argued response with evidence of informed insights. | <ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. | 4–5 |

Answers may include:

- Festivals help Christians to have a sense of tradition and history.
- It is important to remember the death and birth of Christ at significant times throughout the year.
- Christian festivals make up the liturgical calendar, giving Christians organisation and structure to worship, as well as creating anticipation and celebration.
- Festivals bring families together in faith.
- Celebrating church festivals creates a sense of community spirit, a feature of the Early Church.

On the other hand:

- Church festivals are a distraction to true worship.
- Christmas and Easter are good examples of how celebrations can become more important than the religious beliefs behind the festival.
- Church festivals have become very commercialised and the religious significance is therefore overshadowed.
- People should remember and celebrate their love for God daily and so Church festivals are not needed.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 St Patrick

**AVAILABLE
MARKS**

(a) Outline the main events in Patrick’s life.

Target: Knowledge of the main events in Patrick’s life.

| Levels | Criteria | Comments | Marks |
|---------------|---|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none"> • One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- Patrick was first brought to Ireland as a slave boy at the age of 16.
- He came to know God through his captivity. He prayed frequently.
- After 6 years he escaped.
- When he returned home he experienced many dreams and visions.
- In a dream he received a call from the Irish, begging him to return to the land of his captivity.
- Patrick responded to the call and returned to Ireland.
- Patrick encountered many difficulties and hardships during his ministry. His life was often in danger. Coroticus killed and captured many of his newly baptised converts.
- He baptised many thousands.

Accept valid alternatives
(AO1)

[5]

(b) Do you think Christians today can learn from the life and teachings of Patrick?

Give reasons for your answer.

Target: Analysis of Patrick's teachings.

| Levels | Criteria | Comments | Marks |
|---------|---|--|-------|
| 0 | Unsupported opinion or no relevant evaluation. | | 0 |
| Level 1 | Opinion which may be supported by one simple reason. | <ul style="list-style-type: none"> The candidate presents some relevant information. | 1 |
| Level 2 | Opinion supported by one or two simple reasons or one developed reason. | <ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. | 2–3 |
| Level 3 | A well-argued response with evidence of informed insights. | <ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. | 4–5 |

Answers may include:

- Patrick encouraged people to strive for Christian perfection. People today should try to live like Christ.
- Patrick taught the gospel should be the main motive for Christian behaviour.
- Patrick taught that Christians should speak out against injustice and to speak the truth.
- Patrick warns Christians about breaking the Commandments.
- Patrick highlights the importance of forgiveness.
- Patrick speaks about Christian unity and how we must come together as one.

On the other hand:

- Patrick's teachings date back to the 4th and 5th centuries and are no longer relevant.
- Due to a decline in religious faith people may not be aware of Patrick's teachings.
- Christians can learn more from their local church leaders.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

(c) “There is nothing religious in the way St Patrick’s Day is celebrated today.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation on the religious significance of St Patrick’s Day.

| Levels | Criteria | Comments | Marks |
|---------|---|--|-------|
| 0 | Unsupported opinion or no relevant evaluation. | | 0 |
| Level 1 | Opinion which may be supported by one simple reason. | <ul style="list-style-type: none"> The candidate presents some relevant information. | 1 |
| Level 2 | Opinion supported by one or two simple reasons or one developed reason. | <ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. | 2–3 |
| Level 3 | A well-argued response with evidence of informed insights. | <ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. | 4–5 |

Answers may include:

- There are many Christians today who celebrate St Patrick’s Day for religious reasons only.
- Many people attend church services in his honour.
- Many Christians wear shamrocks on St Patrick’s Day to reflect Patrick’s teaching on the Trinity.
- Many Christians honour Patrick because he is hailed for bringing Christianity to Ireland.
- On St Patrick’s Day many people attend pilgrimages, e.g. Croagh Patrick.

On the other hand:

- St Patrick’s Day has become very commercialised and has lost all religious significance.
- Many people who celebrate St Patrick’s Day are simply celebrating Irish culture and heritage rather than the Saint himself.
- St Patrick’s Day is often associated with street parades and consuming large amounts of alcohol.
- St Patrick’s Day is not only celebrated in Ireland but in many countries throughout the world. This symbolises immigration and Irish heritage rather than the religious aspects of Patrick’s life.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

Section B

Candidates must answer **two** questions from this section.

AVAILABLE
MARKS

5 Worship

(a) Outline the five main types of prayer used during the Mass.

**Target: Knowledge of the five main types of prayers used in Mass/
Catholic worship.**

| Levels | Criteria | Comments | Marks |
|---------|---|--|-------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none"> One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- Prayers of adoration acknowledging the greatness of God.
- Prayer of confession acknowledging the need to seek God's forgiveness.
- Prayer of thanksgiving acknowledging all that God has done for individuals.
- Prayers of petition for our own needs.
- Prayers of intercession for others.

Accept valid alternatives

(AO1)

[5]

(b) Explain why some Catholics may find it difficult to pray.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the difficulties Catholics may encounter when trying to pray.

| Levels | Criteria | Comments | Marks |
|---------------|---|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none">• One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- When people speak to God in prayer, God doesn't answer them in words and this can be frustrating.
- Prayers do not work like magic and sometimes when people pray and when their request is not answered they may become disappointed.
- People may question the existence of God.
- The worries of life can often distract people from forming a relationship with God.

Accept valid alternatives
(AO1)

[5]

- (c) “The Bible has no impact on young people today.”
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

AVAILABLE
MARKS

Target: Evaluation of the impact of the Bible upon young people today.

| Levels | Criteria | Comments | Marks |
|---------|--|--|-------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Opinion supported which may be by one or two simple reasons. | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary. | 1–2 |
| Level 2 | Opinion supported by two simple reasons with one developed. | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary. | 3–4 |
| Level 3 | Opinion supported by two developed reasons with reference to religion. | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary. | 5–6 |

| | | | |
|---------|--|---|------|
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion. | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary. | 7–8 |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10 |

AVAILABLE MARKS

Answers may include:

- The Bible was written over 2000 years ago so its teachings are not very applicable to today.
- It is hard for some people to make sense of the language used in the Bible and it is open to interpretation.
- We live in a very different world today with new issues that are not covered in the Bible, e.g. drugs, environmental issues, technology, space and travel.
- Many people today do not practise their religion, so they never read or hear Bible stories.

On the other hand:

- The Bible has guidance about living life and human beings are still the same, they still have the same problems, weaknesses and strengths.
- Teachings are still relevant, and the Bible tells us about God helping people in their daily lives.
- It tells us about the importance of helping our neighbour, loving God, about seeking forgiveness, about making sacrifices, praying for healing. These messages are still relevant and important today.

Accept valid alternatives
(AO2)

[10]

20

6 Role of the Church in Contemporary Society

**AVAILABLE
MARKS**

(a) Describe ways in which the Church can support young people today.

Target: Knowledge of how the Church can support young people.

| Levels | Criteria | Comments | Marks |
|---------------|---|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none"> • One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- The Church can provide outreach programmes for young people.
- Youth work, e.g. Youth Clubs, Scouts & Guides, football clubs.
- Support groups – counselling or advice sessions.
- Summer Schemes for a variety of age groups.

Accept valid alternatives
(AO1)

[5]

(b) Explain why community cohesion is often very difficult.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of disadvantages of community cohesion.

| Levels | Criteria | Comments | Marks |
|---------------|---|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none">• One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- Religion is often the root of conflict.
- Some religious believers think that they are better than others.
- It is difficult to solve sectarianism and racism when prejudice exists.
- The media often presents biased views of religious issues and ideas.

Accept valid alternatives

(AO1)

[5]

- (c) **“Religious faith is no longer the main focus in people’s lives.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

**AVAILABLE
MARKS**

Target: Analysis and evaluation of the reasons for a decline in religious faith.

| Levels | Criteria | Comments | Marks |
|---------------|--|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Opinion supported which may be by one or two simple reasons. | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary. | 1–2 |
| Level 2 | Opinion supported by two simple reasons with one developed. | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary. | 3–4 |
| Level 3 | Opinion supported by two developed reasons with reference to religion. | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary. | 5–6 |

| | | | |
|---------|--|---|------|
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion. | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary. | 7–8 |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10 |

AVAILABLE MARKS

Answers may include:

- People no longer put God first. Materialism and wealth are the priorities of a secular society.
- Some people give their children a choice to believe in a religion or not.
- Corruption within the Church and abuse scandals have turned many people away.
- Some may view religion as a burden or the main reason for conflict and war within society.

On the other hand:

- There is no main cause to the decline of religious faith, perhaps it is a natural progression of society to leave religion and begin instilling morality through education and understanding, rather than fear and misconceptions.
- People are more cynical in a modern era and are less willing to just accept things. They require real proof.

Accept valid alternatives (AO2)

[10]

20

7 Public Worship

AVAILABLE
MARKS

(a) Describe what happened on the day of Pentecost.

Target: Knowledge of the events which occurred on the day of Pentecost.

| Levels | Criteria | Comments | Marks |
|---------|---|--|-------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none"> One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

A description from Acts 2:1–8 (GNB)

¹ When the day of Pentecost came, all the believers were gathered together in one place. ² Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. ³ Then they saw what looked like tongues of fire which spread out and touched each person there. ⁴ They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

⁵ There were Jews living in Jerusalem, religious people who had come from every country in the world. ⁶ When they heard this noise, a large crowd gathered. They were all excited, because all of them heard the believers talking in their own languages. ⁷ In amazement and wonder they exclaimed, These people who are talking like this are Galileans!

⁸ How is it, then, that all of us hear them speaking in our own native languages?

(AO1)

[5]

(b) Explain why Saints' Days are important in the Catholic Church.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of honouring Saints.

| Levels | Criteria | Comments | Marks |
|---------------|---|--|--------------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Something relevant or worthy of credit; elementary knowledge. | <ul style="list-style-type: none">• One relevant and accurate point. | 1 |
| Level 2 | A clear knowledge and understanding with some development. | <ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level. | 2–3 |
| Level 3 | A detailed answer showing very good development. | <ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development. | 4–5 |

Answers may include:

- It is important to celebrate Saints' Days as we remember the Christians who have led holy and selfless lives.
- Saints are inspirational as they are remembered for their good acts and examples.
- Catholics believe that Saints are already in heaven, so they can act as intercessors and therefore they can help us in our act of prayer.
- Some Saints were prepared to die for their faith.

Accept valid alternatives

(AO1)

[5]

(c) “There is more to being a good Christian than regular church attendance.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the importance of attending church services.

AVAILABLE
MARKS

| Levels | Criteria | Comments | Marks |
|---------|--|--|-------|
| 0 | Nothing relevant or worthy of credit. | | 0 |
| Level 1 | Opinion supported which may be by one or two simple reasons. | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary. | 1–2 |
| Level 2 | Opinion supported by two simple reasons with one developed. | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary. | 3–4 |
| Level 3 | Opinion supported by two developed reasons with reference to religion. | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary. | 5–6 |

| | | | |
|---------|--|---|------|
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion. | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary. | 7–8 |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10 |

| AVAILABLE MARKS |
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| |

Answers may include:

- The commandments states “Keep Holy the Sabbath day”. Catholics follow this command by attending church services each week.
- Catholics need to hear the word of God for inspiration and guidance in their daily lives.
- It is important to come together as a community to worship God and to support each other.

On the other hand:

- Catholics need to follow the example of Jesus and help those less fortunate than themselves.
- Going to church services is important but living out the gospel message is also very important.
- Leading a life with high morals and avoiding sin are seen by some as more important than attending church services.

Accept valid alternatives
(AO2)

[10]

20