



Rewarding Learning

General Certificate of Secondary Education

Religious Studies

Paper 2a

The Christian Church with a Focus
on the Catholic Church

[GRE21]

Assessment

**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 teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' 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 students' responses

In marking the question paper, teachers 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 students 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 students 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 students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **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 student presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

Level 3: The student 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 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, teachers should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The student 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 student 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 St Patrick

(a) (i) **Where was Patrick born?**

- Wales
- Britain

(AO1)

[1]

(ii) **When do we celebrate the feast of St Patrick?**

- 17th March

(AO1)

[1]

(iii) **Why is the shamrock associated with St Patrick?**

- Teaching tool on the Trinity.

(AO1)

[1]

(iv) **Name two religious based activities that may help people celebrate St Patrick's day.**

- Attend Mass/service to pray and give thanks for the life of St Patrick.
- Pilgrimage to Saul – Downpatrick where St Patrick is believed to be buried.
- Climb Croagh Patrick.

(AO1)

[2]

(b) Explain Patrick’s role in bringing Christianity to Ireland.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how Patrick changed the lives of people in Ireland.

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 a good pastor and shepherd to his flock who led by example and was committed to the people of Ireland developing their Christian faith.
- He was a charitable man who actively practiced Christianity showing concern for those who were the weakest and those in slavery.
- Patrick focused on the Gospel as the main motivation behind his actions and challenged others to do the same.
- He encouraged Christians to speak out about injustice.
- Patrick called for Christians to unite as they shared one baptism.
- He saw greed and sin as the root of other sins and asked his converts to recognise this.
- Patrick believed sin should be condemned but the sinner should be called to repent, giving Christians opportunities to put right their misgivings.

Accept valid alternatives
(AO1)

[5]

(c) “There is too much myth and folklore surrounding St Patrick for him to be taken seriously.”

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

Target: Evaluation of the myth and facts known about Patrick and the impact this has on his legacy.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		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 and informed insights. 	4–5

Answers may include:

- Legend has it Patrick drove snakes out of Ireland.
- Many believe Patrick was an Irish native who brought Christianity and religion to the Island when there is evidence of other missionaries in Ireland before Patrick.
- There is strong evidence Palladius was sent to Ireland before Patrick.

On the other hand:

- There are two historical sources written by Patrick himself.
- In the Confession, his spiritual diary and personal story, Patrick outlines his commitment to return to Ireland following his period of slavery and the success of his mission where he baptised ‘thousands’.
- His Letter to Coroticus, written as a response to a raid carried out on one of Patrick’s Christian communities in Ireland, he demonstrated his hurt after this event because of his great love and commitment to the Irish converts.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 Worship

AVAILABLE
MARKS

(a) (i) Name a prayer used when saying the rosary.

Answers may include:

- Our Father
- Hail Mary
- Glory be

(AO1)

[1]

(ii) Name two mysteries of the rosary.

Answers may include:

- Joyful
- Sorrowful
- Glorious
- Luminous

(AO1)

[2]

(iii) Where is the sermon/homily preached from?

- Lectern/Ambo

(AO1)

[1]

(iv) Where is the unused consecrated bread left in a Catholic Church?

- Tabernacle

(AO1)

[1]

(b) Do you think Mary is a good role model for Catholics today?

**AVAILABLE
MARKS**

Target: Analysis of Mary as a guide and role model for Catholics today.

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

Mary is a good role model because:

- Mary was obedient to God’s call.
- Mary remained faithful even when Simeon told her that ‘a sword would pierce her soul’.
- Catholics should be open to the workings of the Holy Spirit like Mary was at the Visitation/Annunciation.
- Catholics should be willing to work with and for other people and put others’ needs before their own, e.g. when Mary visited her cousin Elizabeth.

On the other hand, Mary no longer serves as a good role model because:

- Society has become more secular and very few people look to religious figures such as Mary.
- Christians today should only look to Jesus as a role model. Mary doesn’t feature as prominently in the New Testament.
- Celebrity and social media have become popular in a secular age.

Accept valid alternatives

(AO2)

[5]

- (c) **“Religious icons/statues are an important aid to worship.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of icons and statues as an aid to worship.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion 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

Religious icons and statues are an important aid to worship because:

- They help Christians avoid external distractions and to stay focussed on worship.
- Icons can help a person praying to go beyond what is immediately present and provoke thought.
- The presence of statues may bring peace and serenity to a person during prayer. Lighting a candle at a statue may bring comfort to someone.

On the other hand:

- Aids used in prayer, for example, statues could turn into idolatry which is against the first commandment.
- Some icons and statues can be expensive to buy and money could be used to help the poor and needy.
- Jesus never used aids to prayer. He went off to a lonely place free from distractions.

Accept valid alternatives
(AO2)

[5]

15

3 Festivals

(a) Describe the ways in which Catholics use Advent as a time of preparation for Christmas.

Target: Knowledge and understanding of the role of Advent as a time of preparation.

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:

- Advent is a time of reflection when people re-evaluate their lives in the lead up to Christmas.
- The Advent wreath is lit each Sunday symbolising Jesus as the light of the world.
- Some individuals create a Jesse Tree as the family tree of Jesus, tracing his ancestry back to Jesse, the father of King David. It focuses on the humanity of Jesus and reminds them of the importance of the Incarnation.
- Many Christians decide on changes they want to make in their own lives and ask God to help them make a fresh start.
- Children may open an Advent Calendar and carry out more good deeds for others.
- Many Christians attend services and may create Christingles representing Jesus as the light of the world, his sacrifice and the love Jesus has for all.

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why the feast of the Epiphany is an important festival in the Catholic Church.

**AVAILABLE
MARKS**

Target: Knowledge of the meaning and purpose of the feast of the Epiphany for Catholics.

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

Epiphany is an important festival because:

- It marks the day Jesus was revealed to the world.
- It commemorates the visit of the Wise Men and Jesus' revelation to the Gentiles.
- It is an important reminder that the journey of faith continues beyond Christmas.
- The symbolism of the gifts inform Christians about the nature of Jesus, e.g. gold for royalty, frankincense for divinity, myrrh for mortality (his suffering and death).
- It is the twelfth day of Christmas and marks the end of the Christmas festival.

Accept valid alternatives
(AO1)

[5]

- (c) “Christmas has lost its true meaning for Catholics today.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the meaning and purpose of Christmas for Catholics today.

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

Christmas has not lost its true meaning for Catholics today because:

- Many Catholics still focus on the real meaning of Christmas and do all they can to promote it, e.g. Advent wreaths and Jesse Trees.
- Many Catholics attend weekly Mass during the Advent to focus on the significance of Christmas.
- Many people now buy global gifts and use Christmas to help people less fortunate than themselves.
- Religious cards exchanged; Nativity plays and Carol Services focus on the true meaning of Christmas.

On the other hand:

- Catholics could do more to focus on the real meaning of Christmas.
- Many people have been caught up in commercialism rather than religious celebrations.
- Religious activities such as carol singing and charity work are now second place to secular celebrations.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 The role of the Church in contemporary society

**AVAILABLE
MARKS**

(a) Describe the ways in which the Catholic Church reaches out to all members in the community.

Target: Knowledge, using examples of the Churches outreach to all members in the community.

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:

- Welcome signs, prayers and pamphlets in variety of languages.
- Once a month service may include different cultural practices or languages.
- Culture nights celebrating member’s identity through food, dance and music in pastoral centres.
- Uniform shops where second hand items can be purchased for local schools.
- SPRED group – working with young people during sacramental preparation.
- Fundraising activities for local charities.
- Youth clubs, mother and baby groups, SVP visitations.
- Addiction support groups, e.g. Fr Peter McVerry with drug addicts in Dublin.

Accept valid alternatives
(AO1)

[5]

(b) Do you think the Church is successful in addressing social and moral challenges that Catholics face today? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of the role of the Catholic Church in addressing social and moral changes in society for its followers.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion 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:

- The Catholic Church has a responsibility to set a moral example in the world for its followers with many looking to the Bible and Church doctrine for moral guidance to address contemporary issues.
- Such teaching gives clear instruction for its members, however many would argue life is not absolutist and therefore exceptions need to be made.
- In the example of Abortion – all Christian churches agree that life begins in the womb, but in cases of rape or incest many argue the mother’s mental health and future life must be considered. Catholic Church upholds right to life for the unborn.
- In the issue of Euthanasia there is debate on whether all forms of Euthanasia should be considered immoral in Christian Churches, the Catholic Church maintains its absolutist stance. Some members would ask if this is the most compassionate and loving viewpoint.
- In the example of homosexuality the Catholic Church teaches there should be no discrimination and individuals should be treated with respect, compassion and sensitivity, however the practice is against Natural Moral Law and therefore intrinsically disordered.

Accept valid alternatives
(AO2)

[5]

- (c) “Young people can benefit from participating in church activities.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of how young people can benefit from participating in Church activities.

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:

- Creates opportunities to make new friends.
- They meet leaders who show commitment and are interested in them.
- They have an opportunity to use and develop their skills and gain qualifications.
- They become involved in the life of the Church.
- Many young people can work within the parish and local community through church links.
- SVP offers enrichment programmes where youth conferences can develop leadership skills and actively help out in Church services.
- Pope John Paul II Award allows students to grow in their leadership skills through participation in ministry of the Word and Eucharist.
- Children’s liturgy can help young people interact and lead groups of children, developing their social skills and helping shape their future career paths.

On the other hand:

- Many young people see the Church in a negative way as not being in tune with today’s society.
- The Church struggles to recruit people who have the experience to work with young people.
- Young people can be reluctant to come to church premises for organised activities because it would appear to be ‘uncool’ with their peers.
- Churches are not innovative enough to attract the present generation. As the number of young people attending church decreases, it is difficult to evaluate how young people can benefit if the Church is unrelatable to their lives.
- Not all churches have activities designated to cater for young people.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

15

Section B

**AVAILABLE
MARKS**

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

5 Worship

(a) Describe the Mass service in the Catholic Church.

Target: Knowledge and understanding of the Mass in the Catholic Church.

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:

1. Gather
 - Greeting
 - Penitential rite
2. Listen
 - Liturgy of the Word
 - Homily
 - Creed
 - Prayers of the Faithful
3. Eat
 - Collection and offertory procession
 - Preface
 - Eucharistic prayer/consecration
 - Our Father
 - Distribution of communion
4. Go
 - Final blessing/dismissal.

(AO1)

[5]

(b) Explain why the Eucharist is the most important sacrament in the Catholic Church.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of the Eucharist for the Catholic Church.

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:

- In the Catholic Church communion is celebrated at every Mass and practicing Catholics receive the Eucharist at least once every Sunday.
- It is a remembrance of Jesus' sacrifice on the cross and a thanksgiving for this.
- Through Transubstantiation Roman Catholics believe the risen Jesus is present through the Eucharist and provides spiritual nourishment.
- It is the fulfilment of an instruction given by Jesus to the disciples to "Do this in remembrance of me."
- It is a remembrance of the death of Jesus and this is significant for some Christians today, e.g. bread and the wine represent Jesus' body and blood. For other Christians it is the closest they can be with Jesus.
- During the service the congregation remember Jesus' passion and death, they celebrate his Resurrection and Ascension, and they look for the coming of his Kingdom.

Accept valid alternatives
(AO1)

[5]

- (c) “You can worship God anywhere; you do not need to go to Church.”
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 role of Church in worship.

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:

- Some Christians prefer to worship God alone as they can concentrate better.
- Some Christians prefer informal methods of prayer and prefer to worship God in the comfort of their home rather than a church building.
- God is not restricted to Church, God is everywhere/omnipresent.
- Many schools celebrate the liturgical calendar and worship God through para liturgies with their students and this may be the only worship some students experience in a growing secular society.

On the other hand:

- Catholics come together as a community to give support to each other in weekly/daily prayer and service.
- It is an opportunity to receive and celebrate the Eucharist together as Jesus asked his followers to 'Do this in memory of me'.
- God is present in the Church.
- The Church is God's House therefore this is the best place to worship God and show respect.
- Features of a Church create a more powerful atmosphere, e.g. Stations of the Cross, lighting candles/side altars.

Accept valid alternatives
(AO2)

[10]

20

6 Birth of Christianity

AVAILABLE
MARKS

- (a) Describe, with reference to scripture, two characteristics of the Early Church.

Target: Knowledge of the characteristics of the Early Church.

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 importance of community. The first believers met together in their homes, eating, praying and praising God together. They shared everything they had and sold their possessions and gave to those in need (Acts 2:42, 44–47).
- The spread of the message of Jesus through preaching and teaching of the apostles and serving others. Preaching was used to reach the unconverted and teaching was used for those who had become Christians. James in his letters stresses that helping others was the outworking of their faith (James 2:14-17).
- The Holy Spirit was active in healing people through the apostles' ability to perform miracles.
- Breaking of bread together in obedience to Jesus' instruction 'Do this in memory of me'. Part of the worship was remembering the last meal Jesus had with his disciples before his death and resurrection. The bread represented the body of Christ and the wine his blood. This was a sign of God's new covenant (1 Cor. 11:23–25).

(AO1)

[5]

(b) Explain why Pentecost is viewed as the birthday of the Christian Church.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the meaning of Pentecost 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:

- Pentecost is a celebration of the Holy Spirit which was promised by Jesus.
- The Holy Spirit gave the followers of Jesus power to go out and spread the Gospel.
- Over three thousand people were converted to Christianity on the day of Pentecost.
- In some churches Pentecost is called Whitsun and is traditional that Baptisms are carried out at this time of year.
- Christians thank God for the gifts of the Holy Spirit and may display symbols such as fire, dove or flames.

Accept valid alternatives
(AO1)

[5]

- (c) **“Religious leaders in the Catholic Church today have an easier role than the Apostles in the Early Church.”**
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 role of leaders in the Catholic Church.

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

**AVAILABLE
MARKS**

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
20

Religious leaders today do have an easier role because:

- In the Early Church, religious leaders faced persecution.
- Religious leaders today have more effective ways of communicating with their congregation.
- Christianity is a well-established faith throughout the world.

On the other hand, religious leaders today do not have an easier role because:

- Society is becoming increasingly diverse and secular. Religious leaders face a struggle to keep the faith relevant to people’s lives.
- Some countries still persecute religious leaders.
- Religious leaders have come under much criticism within society today, e.g. social and moral teachings; scandals.

Accept valid alternatives
(AO2)

[10]

7 Baptism

(a) Describe the ceremony of infant baptism in the Catholic Church.

Target: Knowledge of the rite of baptism in the Roman Catholic Church.

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:

Door

- Childs entrance into the Christian community at the door.
- Priest asking for name of child.
- Outline responsibilities of parents and godparents.
- Child welcomed into church.

Book

- Scripture readings.

Font

- Prayers and anointing with Oil of Catechumens.
- Blessing of water and renewal of baptismal promises.
- Baptism and anointing with Oil of Chrism.
- Lighting of Baptismal candle.
- Touching of ears and mouth.
- White garment.

Altar

- Prayers for parents, child and Believing Community.

(AO1)

[5]

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(b) Explain the meaning of the main symbols used during a baptism ceremony.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the symbols and their meaning in a baptismal ceremony.

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

The main symbols used in a baptismal ceremony include:

- Water – to cleanse from original sin.
- The white garment – a sign of purity and the child being clothed by Christ.
- The baptismal candle lit from the Paschal candle which represents Jesus, the light of the world.
- Oil of Chrism represents salvation.
- Oil of Catechumens represents strength and the power that comes from Christ.

(AO1)

[5]

- (c) **“Baptism today is becoming more of a social occasion rather than an important religious event.”**
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 focus of baptism in society.

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

**AVAILABLE
MARKS**

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

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Answers may include:

- Some only get baptised because it is a tradition in the family and to please grandparents.
- Some spend so much time organising an after party that they don't put enough time or thought into the spiritual significance and meaning of the actual ceremony.
- Gifts which are given to the infant have little religious significance and are of a secular nature.
- Some names given to children are no longer Christian.

On the other hand:

- Friends and members of the family circle should have the opportunity to show their support and to celebrate an important event in the life of a person.
- Many Christian parents take baptism very seriously and have thought about the issues carefully and are prepared to commit to Christian living.
- Private baptisms tend to be less social and more intimate.
- Parents of infants and candidates who are ready for adult baptism usually go to a course prior to the baptism. This is a sign that they fully understand the religious significance of the event.
- Those who attend the ceremony will sometimes think about their faith and commitment to God.

- Some Parishes run classes prior to Baptism to develop an awareness of the commitment being made.

Accept valid alternatives
(AO2)

[10]

**AVAILABLE
MARKS**

20

