



Rewarding Learning

**General Certificate of Secondary Education
2014**

Religious Studies

Paper 2(A)

The Christian Church with a
Focus on the Catholic Church

[GRS21]

MONDAY 12 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme

Mark schemes for 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

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 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.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]-[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]-[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]-[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]-[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]-[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]-[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]-[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

Answer **all** questions.**1 Church Festivals**

- | | |
|--|-----|
| (a) (i) 4 weeks
(AO1) | [1] |
| (ii) Birth of Jesus
(AO1) | [1] |
| (iii) Epiphany/6th January
(AO1) | [1] |
| (iv) Ash Wednesday
(AO1) | [1] |
| (v) The Resurrection of Jesus
(AO1) | [1] |

(b) Answers may include:

- A period of time preparing for the events leading up to the death of Jesus and his resurrection
- Special services are held during Lent so that Christians can reflect on the significance of Jesus' sacrificial death
- Christians reflect on the time Jesus fasted in the wilderness and they may decide to follow this example and give up something for Lent
- To set aside extra time for prayer and bible study.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- The Holy Spirit gave the followers of Jesus the courage to go out and spread the Word of God
- It is considered the birthday of the Church as 3000 people were converted to Christianity that day
- It is a time to thank God for the Gifts of the Holy Spirit.

On the other hand:

- Easter is the most important festival for Christians as this is the day Jesus rose from the dead
- Candidates may include the importance of any other Christian festival.

Accept valid alternatives

Mark in levels

(AO2) [5]

AVAILABLE
MARKS

15

2 Christian Worship

- | | | AVAILABLE MARKS |
|----------------|-----------------------|-----------------|
| (a) (i) | Rosary
(AO1) | [1] |
| (ii) | Ambo/lectern
(AO1) | [1] |
| (iii) | Font
(AO1) | [1] |
| (iv) | Altar
(AO1) | [1] |
| (v) | Tabernacle
(AO1) | [1] |

(b) Answers may include:

- In the Catholic Church communion is celebrated every day
- It is the fulfilment of an instruction given by Jesus to the disciples
- It is a remembrance of death of Jesus and the significance of this for Christians today. The bread and the wine represent Jesus' body and blood
- 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.

On the other hand:

- Baptism opens the way to the sacrament of communion
- In the Catholic tradition there are other sacraments like confirmation in which we are called to be witnesses to Christ, and confession we are reconciled with Christ.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 Prayer

AVAILABLE MARKS
15

(a) 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 supplication which can take the form of petition (asking God to meet our needs) or intercession (praying for the needs of other people)
- Reference could be made to specific prayers like the Our Father, Eucharistic prayer, Gloria.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- It is a summary of the key beliefs of the Christian faith
- It gives factual clarity especially against heresy
- It emphasises the teaching of the Trinity based on belief in God, Jesus and the Holy Spirit
- It gives a summary of the key beliefs in the life of Jesus
- By memorising and reciting it during church worship the congregation reinforce what they believe.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The congregation give little or no thought to what they are saying
- The congregation can become complacent in their worship
- It puts young people off because they are looking for variety and vitality in acts of worship rather than the same responses every week.

On the other hand:

- It helps younger members of the congregation to become familiar with the key aspects of worship
- People feel more comfortable with what is happening as they know exactly what they have to say. Changes to worship components can create a sense of unease
- They reinforce what they believe and it builds up the faith of those who are worshipping
- It gives a structure to the act of worship.

Accept valid alternatives

Mark in levels

(AO2)

[5]

4 Sacrament of Reconciliation/Confession

(a) Answers may include a description of:

- Private confession
- Communal service with private confession/absolution
- Communal service with general absolution.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Some Catholics feel that they don't have to tell the priest their sins as it is between them and God
- Some can be too embarrassed to admit they have done wrong
- Some feel afraid to tell the priest their sins in case they are angry with them.

On the other hand:

- It restores the relationship between the penitent and God
- The person can start over again
- The person will receive God's forgiveness and feel renewed
- The person feels joyful afterwards as they have come back to God (just like the Prodigal Son).

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

AVAILABLE MARKS
15
60

Section B

AVAILABLE
MARKS**Assessment of Spelling, Punctuation and Grammar**

If the candidate does not answer the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

5 Early Church

(a) Answers may include:

- The spread of the message of Jesus through preaching and teaching of the apostles
- The Holy Spirit was active in healing people through the apostles' ability to perform miracles
- The early Christians met together regularly in their homes to pray, worship God and to have fellowship
- They shared their possessions with each other and the needy were supported
- Breaking of bread together in obedience to Jesus' instruction 'Do this in memory of me'.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- All genuine gifts come from the Holy Spirit
- Spiritual gifts always work for good
- Different people have different gifts, e.g. teaching, preaching, speaking in tongues, interpretation of tongues
- These gifts should be used to build up the church and not cause division
- Paul's illustration of the church as a body.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Fewer people today are involved in the church because they have little or no interest in Christianity
- Too many people only associate church with attending worship on a Sunday and do not want to commit themselves to a greater involvement
- Few churches today organise events which can create a real sense of community
- People in need today rely on assistance from government agencies rather than turning to the church
- There can be too many churches in a local area and in the end they are competing with each other.

On the other hand:

- Some churches organise home study groups which help to build up a sense of community and togetherness
- Some run activities that encourage members of the church to work together to offer support to their local community, e.g. after school clubs, parent and toddler groups, youth clubs
- Members of the church are involved in leading public worship thus allowing them to use their gifts for the good of others
- Members work in teams to organise outreach to the local community.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 The Role of the Church in Contemporary Society

- (a) Mark in levels according to the knowledge and understanding shown about the chosen organisation/community/fellowship, e.g. Corrymeela Community or Iona Community.
Accept valid alternatives
Mark in levels
(AO1) [5]

- (b) Answers may include:
- They want to follow the teaching of Jesus, e.g. Sermon on the Mount
 - They want to create a society where people feel safe and are able to enjoy life
 - A lack of peace and reconciliation leads to anger and bitterness in which peoples' lives are under threat
 - They want to create an atmosphere where people of differing traditions can share their faith with each other and have mutual respect for one another.
- Accept valid alternatives
Mark in levels
(AO1) [5]

- (c) Answers may include:
- Churches offer a wide range of activities and clubs, e.g. BB, Scouts, Guides, youth clubs, football teams
 - 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 see the Church in a negative way due to recent controversies and 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.
- Accept valid alternatives
Mark in levels
(AO2) [10]

AVAILABLE MARKS
20

7 Ordination

(a) Answers may include reference to:

Good communication skills, high morals, strong faith, good leadership, commitment.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- They feel that they are not called by God to dedicate their lives to him/
no sense of vocation
- They don't want to remain celibate
- Other jobs are better paid
- They are put off by reports of recent scandals.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God created men and women in his likeness (Gen 1:27)
- St Paul taught everyone should be treated equally "There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus." (Galatians 3:28)
- Some of Jesus' closest friends were women
- Some people feel more comfortable talking to a woman.

On the other hand:

- Jesus chose only men to be his closest disciples
- In his letter to the Corinthians, Paul stated that women should be silent in church and women were not to teach men (1 Tim 2:12)
- There are many other roles for women in the church not just ordained ministry.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS

