



*Rewarding Learning*

**General Certificate of Secondary Education  
2014**

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## **Religious Studies**

Paper 1

The Christian Church through a Study of the  
Catholic Church and One Protestant Tradition

**[GRS11]**

**MONDAY 12 MAY, MORNING**

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**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**

- |                |  | AVAILABLE<br>MARKS |
|----------------|--|--------------------|
| <b>(a) (i)</b> | 4 weeks<br>(AO1)   | [1]                |
| <b>(ii)</b>    | Birth of Jesus<br>(AO1)  | [1]                |
| <b>(iii)</b>   | Ash Wednesday<br>(AO1)   | [1]                |
| <b>(iv)</b>    | The Resurrection of Jesus<br>(AO1)   | [1]                |
| <b>(v)</b>     | The Day of Pentecost/Whitsun<br>(AO1)  | [1]                |
| <b>(b)</b>     | Answers may include: <ul style="list-style-type: none"> <li>• To remember the great men and women of the Church and how they have contributed to the spread of the faith down through the centuries</li> <li>• They are an inspiration and example to Christians today as they have shown how to serve God and their fellow men and women</li> <li>• They are examples of loyalty to God even to the point of death</li> <li>• Some Christians believe that due to their closeness to God they can intercede on their behalf.</li> </ul> Accept valid alternatives<br>Mark in levels<br>(AO1)  | [5]                |
| <b>(c)</b>     | Answers may include: <ul style="list-style-type: none"> <li>• Harvest is still an opportunity to thank God for the food we eat and for all that God provides</li> <li>• It is an opportunity to remember those who do not have enough food and to do something practical to meet their needs</li> <li>• Christians are thanking God that he has fulfilled the promise he made to Noah (Genesis 8:22)</li> <li>• However, modern technology and scientific research allows the human race to have a greater control over agriculture. This creates the assumption that God is no longer in control.</li> </ul> Accept valid alternatives<br>Mark in levels<br>(AO2) | [5]                |
|                |  | 15                 |

## 2 Christian Worship

- |         |                                | AVAILABLE MARKS |
|---------|--------------------------------|-----------------|
| (a) (i) | Lectern/pulpit/ambo<br>(AO1)   | [1]             |
| (ii)    | Pulpit/lectern/ambo<br>(AO1)   | [1]             |
| (iii)   | Font/baptismal pool<br>(AO1)   | [1]             |
| (iv)    | Altar/Communion table<br>(AO1) | [1]             |
| (v)     | Tabernacle<br>(AO1)            | [1]             |

**(b)** Answers may include:

- In some traditions it is celebrated at every act of church worship or at least once every Sunday
- It is the fulfilment of an instruction given by Jesus to the disciples
- 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
- 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:

- Some traditions only celebrate communion once a month or as little as two times a year
- Some would see baptism as the key sacrament/ordinance because it is bringing a person into the fellowship of the church
- Baptism in the form of believer's baptism is an opportunity to make a personal profession of faith
- Baptism opens the way to the sacrament of communion
- In the Catholic tradition there are other sacraments like confirmation, marriage, and reconciliation. All of these are important.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

### 3 Prayer

AVAILABLE  
MARKS

(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 Prayers of the People, the Lord's Prayer, the Sanctus, and the Blessing.

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
- 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 and just rhyme off the prayers
- They create a lack of freshness in worship and 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 learn 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 they strengthen the faith of those who are worshipping
- It gives a structure to the act of worship.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Reformation

(a) Answers may include:

- People were unhappy with the Church's attitude to the issue of indulgences
- Worship was conducted in Latin and many people did not understand what was happening
- Luther argued that people only became right with God through faith in Christ and not by the good things they tried to do or by paying money to the church
- Luther nailed a document called 'Luther's 95 Theses' to the door of his church in Wittenberg
- The Bible needed to be translated into contemporary languages rather than just in Latin.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- There are too many denominations competing with each other and the church has become fragmented
- There are key beliefs which all traditions share, e.g. in relation to the Trinity and the importance of the Bible
- There is major agreement when it comes to moral issues in our society today. Joint campaigns on these would give the church a higher profile
- Church leaders from the major traditions do meet together on a regular basis but not enough publicity is given to this.

On the other hand:

- Styles of worship and systems of government vary across the major traditions
- There are theological differences on matters like transubstantiation and baptism
- Too many traditions have been suffering from bad publicity caused by scandals in the church and these need to be dealt with if the church is to survive.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

AVAILABLE  
MARKS

## 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, 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 people's 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.
- 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.
- Accept valid alternatives  
Mark in levels  
(AO2) [10]

AVAILABLE  
MARKS

20

## 7 Ordination

- (a) Answers may include a description of:  
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 called by God to dedicate their lives to him/sense of vocation
  - They have the desire to become a minister/pastor/priest
  - To follow the example of Jesus by caring for others
  - Want to spread the Word of God.
- 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
  - Some Christian traditions already ordain women.
- 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]

Section B

20

40

SPaG

5

Total

105







