

GCSE

Religious Studies A (World Religion(s))

Unit **B574**: Christianity (Roman Catholic) 2: (Worship, Community and Family, Sacred Writings)

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
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Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

AO1 part (d) question

Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range/depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation
Level 2 3-4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 1 1-2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive
Level 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

Level 4 10-12	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly <p>Few, if any errors in spelling, grammar and punctuation</p>	Level 2 4-6	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail. • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately <p>There may be errors in spelling, grammar and punctuation</p>
Level 3 7-9	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly <p>There may be occasional errors in spelling, grammar and punctuation</p>	Level 1 1-3	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		Level 0 0	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A service where a minister blesses the congregation with the Blessed Sacrament <p>One mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A Crucifix • A Cross • IHS • Crosses on the corner of the altar • Presidential Chair • Sanctuary lamp • Statues such as one to the Sacred Heart <p>One mark for each response.</p>	2	Stations of the cross Ambo/Lectern Ciborium? Altar Tabernacle Font Paschal Candle/candles Holy Water Collection plates/ charity box? Stained Glass windows Holy oils? (might not see it)
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Baptism • Reconciliation • Eucharist • Holy Orders • Sacrament of the Sick • Confirmation • Marriage <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>As well as saying the prayers which make up the rosary, it is also a time of meditation. Having begun at a time when most people did not read, then and now it helps Christians to reflect on key moments in the life of Jesus or Our Lady.</p> <p>Some may be aware that it is alleged that at Fatima it is claimed that Mary appeared and one of the things she said was ‘Say the rosary every day...I am Our Lady of the Rosary.’</p> <p>Some may describe the importance of the mysteries which are contemplated through the Sorrowful, Joyful, Glorious and Luminous.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may begin by attacking the statement in the question and saying that ultimately a relationship with God is a private one and therefore Christians can pray anywhere and at any time without the need to gather in a Church. Some may give examples of where in their own lives they have found personal / private prayer more helpful than public worship.</p> <p>Others may point to the fact that witness is an important duty for Roman Catholics and that coming together to worship is an essential part of their beliefs. They may also say that support from a community is an important part of sustaining religious belief so therefore in many ways public worship will always be more important than private worship.</p> <p>Many candidates may say that there is a false dichotomy in the statement and that religious believers need both private and public worship, both to grow as Roman Catholics and to support each other in their faith.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 8.	SPaG 3	

Question	Answer	Mark	Guidance
2 (a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • An act of giving • Giving material to those in need • Giving time to those in need • Giving money to those in need <p>One mark for response.</p>	1	
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The parable of the sheep and the goats • The actions of Jesus, such as feeding the 5000 or curing a gentile • The sending out of the twelve • Parts of the epistle of St. James, such as ‘..it is by deeds and not only by believing, that someone is justified.’ <p>One mark for each response.</p>	2	Rich Man and Lazarus Good Samaritan
(c)	<p>Responses might include:</p> <p>References to Apostolic Religious Orders:</p> <ul style="list-style-type: none"> • Religious Orders founded to teach and spread their faith, such as the Jesuits or the Sisters of Notre Dame • Orders founded to nurse such as the St. John of God Brothers • Orders founded for preaching, such as the Dominicans • Orders such as the Franciscans who care for the poor <p>References to the Contemplative Religious Orders</p> <ul style="list-style-type: none"> • Praying for the needs of the Church <p>One mark for each response.</p>	3	Raising money

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may explore the need for fidelity within a family to aid with keeping a family together. Also they may explain the responsibilities members have to care for each other. They could explain either the importance of looking after children or caring for the elderly.</p> <p>Some candidates may begin by describing the promises made in the marriage ceremony and the importance of this commitment to have children. This means an expectation that children will be brought up in the practice of their faith.</p> <p>This means that they will be taught the importance of the Sunday observance and be received into the Church through the sacraments of initiation.</p> <p>Another sign of the importance of children in the Church is the fact that they are sent to Catholic schools where they will be taught the basics of the Roman Catholic faith. This may help candidates to explain the belief that faith is spread firstly through the family, exemplifying another way in which the family is important to Roman Catholics.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may begin by agreeing with this statement arguing that belonging to any religious group is an adult decision and not something which should be forced upon any group particularly children. Some may even be aware of Richards Dawkins' belief that it is a form of abuse to make children belong to any church.</p> <p>Others may say that giving children and others an understanding of world religions rather than focusing on one faith would be better in a world where, being aware of the importance of other faiths is becoming more and more significant.</p> <p>Alternatively some may point to the importance the Church places on the sacraments of initiation and that baptism therefore should be given to children as soon as possible. Some may point to the idea of baptism washing away original sin and that this makes it one of the most important sacraments in a Roman Catholic's life.</p>	12	

Question	Answer	Mark	Guidance
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 8.	SPaG 3	
3 (a)	Responses might include: <ul style="list-style-type: none"> • 45 One mark for response.	1	Accept 46 as Maccabees 1 and 2 is two separate books in some Catholic Bibles
(b)	Responses might include: <ul style="list-style-type: none"> • Some scholars would argue that the Apocrypha contains valuable historical information. • The Council of Trent affirmed this books as inspired as a reaction to the Reformation. One mark for each response.	2	The Catholic OT Canon came from the ancient Greek Septuagint Bible
(c)	Responses might include: <ul style="list-style-type: none"> • Roman Catholics show respect for the bible by using for personal and public prayer. • It is used at significant moments of a Roman Catholics life such as marriage, baptism and funerals • Scripture is incensed and honoured during some Masses. One mark for each response.	3	Bowling Sign of the cross

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>A number of different books in the Old Testament can be used in a prophetic sense in relation to the New Testament or in an explanatory sense for an understanding of the Roman Catholic faith. The history of salvation for example is an important part of the Easter Vigil. During the Advent and Christmas seasons these readings are important for the liturgical preparation and then remembering the Incarnation. Candidates might select a few of these to develop their responses.</p> <p>An understanding of the Passover which Jesus was commemorating at the Last Supper is important for Roman Catholic understanding of the Eucharist.</p> <p>The Old Testament as a whole can be described as a history of salvation, without which there would be no understanding of the Judaeo Christian religious practices.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Those who wish to take a Christian stance might argue that for their understanding of their faith the Bible is the most important book, as without it there would be no way they could have spread Christian belief now or in the past. Some may also point to the way in western societies, among others; authorities use the Bible in swearing services whether it is promising truth in a court or to promise to honour the duties of public office such as the President of the United States.</p> <p>Others may say that other religious books are just as important to other religious groups; for example the Qur'an is as important to Muslims as the Bible is to Christians. Some may point out that as the Qur'an post-dates the Bible and incorporates many of its prophets it is a development of the original and therefore more important.</p>	12	

Question	Answer	Mark	Guidance
	<p>Alternatively candidates may say that the Bible is made up of very little history and is mainly myth and legend so it should have no importance in today's world. They may also argue that even the moral teaching of the Bible was written for another time and another historical context with nothing to say to people today.</p> <p>Others may argue that even if it is not the most important book ever written it is still important and point to texts such as the two Great Commandments or the Golden Rule as important to any age or people.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 8.	SPaG 3	
	Total	51	

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