



**General Certificate of Secondary Education  
June 2012**

**Religious Studies 4050**

**Unit 3: Roman Catholicism**

**405003**

***Report on the Examination***

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## Unit 3: Roman Catholicism

### General Comments

Schools and colleges must be highly praised on the way in which their teachers and students were prepared for the examination. It is apparent that the examination requirements are being well met and students responses show that the specification content is being effectively delivered.

It is worth a reminder that all six areas of the specification will be examined on the question paper. Section A comprises of four compulsory short-answer stimulus-response questions worth a total of 48 marks. Section B comprises of two optional extended response questions from which students choose and answer one question worth a total of 24 marks. From 2013, an additional 4 marks will be allocated to Spelling, Punctuation and Grammar.) The assessment objective AO1 is worth 50% of the total marks and to achieve this objective students are expected to show an ability to be able to describe, explain and analyse using knowledge and understanding. The remaining 50% of marks are for assessment objective AO2 and students are expected to show an ability to use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints.

Overall students did cope well with all sections of the paper. All questions were attempted and there were very few blank spaces. It is evident that schools and colleges have worked on examination techniques and that many students have had practice in constructing well argued responses to AO2 3 mark and 6 mark questions. However, it is worth reminding teachers that to achieve a Level 5 or 6 two different points of view must be considered and that students must present relevant information coherently, employing structure and style to render the meaning clear. The text produced should be legible and spelling, punctuation and grammar should be sufficiently accurate to render the meaning clear. The key words here are 'well-argued' and 'apply...effectively'. The difference between a Level 6 and Level 5 is the quality of the argument and the coherence of the response. Students can achieve up to Level 4 for well developed one-sided responses. Where students have presented a mere list of reasons in response to a question without development they cannot achieve higher than a Level 3.

In 3 mark AO2 questions, full marks were awarded to responses which showed sound knowledge and understanding of one viewpoint – a second point of view is not necessary to achieve full marks.

It is important to remind students to write in the spaces provided and not to write in the margins – additional pages are provided if extra paper is required. Poor handwriting and the use of pale or faint pens made marking difficult at times.

## Part A

### Question A1 Worship

A1(a) This was generally answered well with most students achieving Level 2 and a good proportion reaching Level 3. All students knew what the rosary was – weaker students wrote about counting the beads as a point on its own rather than linking the beads to particular prayers.

A1(b) Most students coped well with this question achieving at least a Level 2. Many focused on the Liturgy of the Word and readings with examples, whilst others made reference to non-liturgical Quaker worship and it being a source of inspiration.

A1(c) Many students achieved Level 3. More able students explained that the Our Father was given by Jesus and that it included the different prayer types with examples. A proportion answered this with an alternative view. Weaker students focused only on it being given by Jesus to the disciples.

A1(d) Some students got confused between private worship and spontaneous worship. However many achieved full marks and there was a fairly even split between those who argued for spontaneous worship and those who argued for liturgical worship.

### Question A2 Eucharist

A2(a) Students either knew this very well or not at all. Some mixed it up with Roman Catholic or Quaker practices. Many had good knowledge of Orthodox practices.

A2(b) Some students gave the translation of the word Eucharist meaning thanksgiving and did not explain **why** it was a sacrament of thanksgiving. Many achieved full marks for writing about the Last Supper and what Jesus said and then linking it to Jesus' sacrifice.

A2(c) Most students reached Level 4, being able to give two developed reasons but some were not able to develop their arguments further to show reasoned consideration of two different points of view. Most students concentrated on the link between the Eucharist and doing good deeds / prayer etc. Many gave the Salvation Army as an example. Many mentioned Jesus' command to 'do this in memory of me'.

### Question A3 Festivals and Confirmation

A3(a) This question was not particularly well answered. Not many students expressed detailed knowledge of the Easter vigil ceremony. Many wrote in general terms of candles being lit, prayers said and readings being read. Some students mentioned darkness and the fire but very few showed a clear knowledge of the ceremony.

A3(b) Students either had knowledge of the Ascension or they did not – wrong answers talked about the Assumption. Most Level 2 answers focused on Jesus ascending to heaven to be seated at the right hand of God.

A3(c) There were some excellent responses to this question which showed a clear knowledge of the festival of Pentecost and its link to Confirmation. It was good to see a small proportion who were able to include the initial combination of sacraments of initiation and the Orthodox tradition in their answers. Other students were able to write about the link between the Holy Spirit coming at Pentecost and the gifts of the Holy Spirit received at Confirmation but weaker answers lacked development and were unable to achieve higher than Level 2 or 3.

### **Question A4 Sacraments of Initiation**

A4(a) Most students achieved Level 2 but for some the words spoken by the Bishop evaded them. Weaker students failed to recognise the context 'moment of confirmation' and focused on what the sponsor did or linked the bishop back to baptism rather than what is said at confirmation.

A4(b) This question was generally very well answered – many students making links to their own decisions / free choice / full understanding as well as following Jesus' example / footsteps. Less successful responses made generalised comments about preferring Believers' Baptism to other baptisms.

A4(c) Students coped really well with this question with many achieving Level 5 / 6. Many argued welcoming into the church at baptism against making your own informed choice as an older person at confirmation. Some used the argument of washing away of sin being more important than receiving the gifts of the Holy Spirit. There were few who did not attempt this question.

## **Part B**

### **Question B5 Belief and Sources of Authority**

B5(a) This question was very well answered. Most students had good knowledge of both Peter and the Pope. The weaker students' responses tended to focus on one more than the other.

B5(b) Many showed good knowledge of what a Bishop does and the better answers made a link to their role in the Magisterium. Weaker responses listed what a Bishop does but did not develop whether or not such work was important.

B5(c) Most students achieved at least a Level 3 by producing a list of credal statements. However there were some very good detailed responses with clear knowledge, good development and analysis.

B5(d) This was generally a well answered question with students evaluating the relevance of the Apostles Creed in good detail – many made points in a similar way to the mark scheme with good evaluation. Weaker students just stated that the Creed taught Christians how to live as God wanted.

### **Question B6 Places of Worship**

B6(a) This was a well answered question with good answers showing excellent knowledge of the main features found in a Roman Catholic church building and how they are used in worship. Weaker answers concentrated on spires and pews and failed to include the major features such as altar, font, tabernacle and lectern – answers lacked detail or comment about how these features helped in worship. However other weaker responses showed accurate knowledge of some key features but lacked development.

B6(b) Some students struggled with this question and wrote about worship changing as opposed to church buildings changing to meet the needs of modern worship. Others made general points about making church buildings more modern to appeal to the younger generation or about wasting money, which could be given to charity, on church buildings. However, most students did achieve Level 3 and above.

B6(c) This question was well answered. Most students showed good knowledge of why Roman Catholics go on pilgrimage and developed the points well. Weaker answers had more of a list of reasons rather than any development.

B6(d) Weaker students concentrated on why people might go on pilgrimage rather than the extent to which such places are tourist attractions and struggled to get more than a Level 3. More able students produced some good detailed developed responses.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [AQA results statistics](#) page of the AQA Website.

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