

Teacher Resource Bank

GCSE Religious Studies (Specification A)

Additional Specimen Questions:

Unit 4 *Roman Catholicism: Ethics*

- Christian Responses to Global Issues



PART B

There are 24 marks for each question.

B Christian Responses to Global Issues

(a)(i) Give **two** ways of helping those in need that are referred to in the Parable of the Sheep and the Goats. *(2 marks)*

(a)(ii) Explain some of the causes of world poverty. *(6 marks)*

(b) 'We need to help the poor in our own country, not those in foreign countries.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Roman Catholic teaching in your answer.

(6 marks)

(c) Explain why many Roman Catholics support Fairtrade. *(4 marks)*

(d) 'Unjust treatment makes people become terrorists.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Roman Catholic teaching in your answer.

(6 marks)



General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 4 *Roman Catholicism: Ethics*

Additional SPECIMEN Mark Scheme
Christian Responses to Global Issues

June series

PART B

B Christian Responses to Global Issues

- (a)(i) Give TWO ways of helping those in need that are referred to in the Parable of the Sheep and the Goats.

Target: Knowledge of Matthew 25 ³¹⁻⁴⁶

1 mark for each correct point made.

Any two of:

food for hungry / drink for thirsty / welcome for stranger / clothing for naked / visit for the sick and the imprisoned.

(2 marks) AO1

- (a)(ii) Explain some of the causes of world poverty.

Target: Knowledge and understanding of causes of world poverty

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Climate change / war / ignorance / disease / poor farming / cultural or religious customs / environmental despoiling / exploitation of people in LEDCs / poor wages / corrupt government / large families / shortage of resources / natural disasters.

(6 marks) AO1

(b) **'We need to help the poor in our own country, not those in foreign countries.'**

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Roman Catholic teaching in your answer.

Target: Evaluation of different responses to aid given to overseas charities

Level	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Poverty exists in U.K. / economic circumstances limit amount people can give / U.K. charities more trustworthy / can't be sure aid gets to those who need it / proof of corruption in some aid organisations / "charity begins at home" / some responsibility for causing the poverty.

Other views

Lesson of Matthew 25³¹⁻⁴⁶ applies to all / Good Samaritan – who is my neighbour? / need in other countries more extreme and immediate / fellow human beings in a world of rapid communication / giving to overseas aid does not exclude giving to U.K. charities.

(6 marks) AO2

(c) **Explain why many Roman Catholics support Fairtrade.**

Target: Knowledge and understanding of why Roman Catholics would support Fairtrade

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Teaching of Jesus / Matthew 25³¹⁻⁴⁶ / example of Jesus in concern for needy / support for the dignity of fellow human beings / justice for workers / practical way of giving aid / reputable organisation.

(4 marks) AO1

(d) 'Unjust treatment makes people become terrorists.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Roman Catholic teaching in your answer.

Target: Evaluation of different responses to the causes of terrorism

Level	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Media accounts often link specific events to the recruiting of terrorists, e.g. Iraqi war, treatment of individuals by, e.g. police stop and search / exclusion from mainstream community in wages, housing, educational chances / host country's law or culture misunderstood and seen as discriminatory / feeling of powerlessness sometimes emphasised by racial, religious or material disadvantage.

Other views

Example of, e.g. Martin Luther King and others who have not fought injustice with violence / acts of terror break civil, religious and moral laws / innocent people harmed / damage to terrorist's own community / better ways to address problems, e.g. involvement in political process / all have choice to make and conscience to guide choice / terrorism can only result in more injustice / "All one in Christ" / New Testament teaching Romans 13.

(6 marks) AO2