

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405004)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 4 ROMAN CATHOLICISM: ETHICS

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 World Poverty

Read the following quotations.

**“The future starts today,
not tomorrow.”**
Pope John Paul II

**“Do not wait for leaders.
Do it alone, person to person.”**
Mother Teresa

**“If you are planning for a
year, sow rice; if you are
planning for a decade plant
trees; if you are planning for
life, educate people.”**
Chinese Proverb

(a) Give **two** reasons why some countries suffer from extreme poverty.

- 1.....
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- 2.....
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(2 marks)

- (b) Describe how **either** CAFOD **or** Trocaire uses long term aid to help people in Less Economically Developed Countries (LEDCs).

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(4 marks)

- (c) 'Helping the poor is the most important part of being a Christian.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

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(6 marks)

Turn over ►

A2 Reconciliation and Punishment

(a) Why is the Sacrament of Reconciliation important for Roman Catholics?

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(2 marks)

(b) What can Christians learn about reconciliation from the Parable of the Forgiving Father (Prodigal / Lost Son)?

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(2 marks)

- (c) Explain **one** situation in which some Christians might support the use of the death penalty (capital punishment).

Situation.....

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Explanation.....

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(2 marks)

- (d) 'Forgiveness is more important than punishment.'

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

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(6 marks)

Turn over ►

A3 War and Peace

Look at the information below.

Estimated casualties in World War II

Country	Casualties
Russia	20,600,000
China	10,000,000
Germany	6,850,000
Poland	6,123,000
Japan	2,000,000
Great Britain	388,000

- (a) Explain briefly why many Christians believe that nuclear war is wrong.

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(3 marks)

- (b) Explain briefly why some Christians are pacifists.

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(3 marks)

(c) 'The 'Just War' theory can never be applied to wars in the modern world.'

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

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(6 marks)

Turn over ►

A4 Christian Vocation

Look at the photograph below.

“I have been ordained as a priest.”



(a) Give **three** different ways in which a priest serves his community.

- 1.....
- 2.....
- 3.....

(3 marks)

(b) ‘Roman Catholic priests should be allowed to marry.’

What do you think? Explain your opinion.

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(3 marks)

- (c) Explain briefly the meaning of the vow of poverty taken by members of religious orders.

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(3 marks)

- (d) 'The Roman Catholic Church should allow women to be ordained.'
What do you think? Explain your opinion.

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(3 marks)

Turn over ►

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405004)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 4 ROMAN CATHOLICISM: ETHICS

INSERT

M/Jun/INSERT TO Unit 4

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 Marriage

(a) (i) Give **two** of the Ten Commandments which refer to family relationships. (2 marks)

(a) (ii) Explain the meaning and importance of marriage in the Roman Catholic Church. (6 marks)

(b) Explain why Roman Catholics support adoption and fostering. (4 marks)

(c) 'There is no difference between divorce and annulment.'

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)

(d) 'Roman Catholic teaching on sexual relationships today is more important than ever.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

OR
B6 Respect for Human Life

(a) (i) Give **two** of the Ten Commandments which refer to respecting others. (2 marks)

(a) (ii) Explain the arguments for and against euthanasia. (6 marks)

(b) Explain why Roman Catholic teaching opposes the use of in vitro fertilisation (IVF). (4 marks)

(c) 'Abortion is the greatest evil.'

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)

(d) 'Christians are right to believe in life after death.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 4 Roman Catholicism: Ethics

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

PART A**A1 World Poverty**

- (a) Give two reasons why some countries suffer from extreme poverty.

Target: Knowledge and understanding of the causes of poverty

Candidates may include some of the following points:

Food insecurity / HIV / AIDS / climate / natural disasters / population / war / cycle of debt / unjust trading conditions / disease / lack of education / weak and ineffectual government.

1 mark for each valid reason offered.

(2 marks) AO1

- (b) Describe how either CAFOD or Trocaire uses long term aid to help people in Less Economically Developed Countries.

Target: Knowledge and understanding of the ways in which Christian charities use long term aid to promote self-sufficiency and independence

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 or analysis.	4 marks

Candidates may include some of the following points:

Long-term aid means giving them the equipment and resources needed to work towards a solution to their problems / provide tools, seeds and education to enable the inhabitants of a poor country to work their way out of poverty / fund projects such as the digging of a well in a village to enable the local people to have clean water for drinking, washing and cooking / provide medical help to treat diseases and prolong life expectancy / teaching them better farming techniques, such as how to irrigate land and crop rotation / food security programmes / initiatives aimed at creating sustainable living / credit relevant examples of specific projects.

(4 marks) AO1

(c) 'Helping the poor is the most important part of being a Christian.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of different responses to the issue of helping the poor

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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

Jesus' teaching in the Sheep and the Goats / called to see Christ in everyone we meet / from the earliest days of the Church generosity to the poor was encouraged / the Church continued to be active in providing education and social care, even when the state did not / called to keep this tradition alive / all part of God's universal family / St Paul called the Church the Body of Christ and by this he meant that if one part of the body suffers then the entire body suffers / most practical application of the Christian faith / Pope John Paul II said that the poor were our brothers and sisters in Christ / it is a basic human characteristic / what if the roles were reversed? / we are moved into action when we see the plight of others and feel obliged to respond.

Other views

Some Christians are not in a position to help the poor / enough problems of their own / giving is not just about material things / give their time or prayer to the less fortunate / missionary work is more important as it directly improves the quality of life for some poor people / attending the sacraments and praying are more important and desirable qualities in a Christian / some Christians have good reasons for not considering helping the poor to be important / they may feel that their money is not actually going to where it is needed or is being swallowed up in administration / too selfish and cannot see beyond their own needs and desires / looking after oneself does not necessarily make a person unchristian.

(6 marks)

AO2

A2 Reconciliation and Punishment

(a) Why is the Sacrament of Reconciliation important for Roman Catholics?

Target: Understanding of the importance of the Sacrament of Reconciliation in the Roman Catholic Tradition

Candidates may include some of the following points:

Forgiveness of sins / spiritual renewal / opportunity to rebuild one's relationship with God and others / eases guilt / opportunity to commit oneself to Christian values / feeling of relief / opportunity to examine one's conscience and evaluate our commitment to the Gospel / awareness of the need for God's loving mercy.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks)

AO1

(b) What can Christians learn about reconciliation from the Parable of the Forgiving Father?

Target: Knowledge and understanding of Luke 15 ¹¹⁻³²

Candidates may include some of the following points:

God is like the father in the story / Christians should try to follow the example of unconditional loving and unlimited forgiveness shown by the father / people can be like the elder brother / find it difficult to forgive / hold grudges / fail to see the genuine sorrow and repentance in others.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks)

AO1

(c) Explain one situation in which some Christians might support the use of the death penalty (capital punishment).

Target: Knowledge and understanding of the reasons why some Christians might support capital punishment

Candidates may include some of the following points:

Person has committed a terrible crime such as murder / society needs to be protected and feel safe / justice needs to be done / society needs to show its revulsion and intolerance of such crimes / will set an example to others and act as a deterrent.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks)

AO1

(d) 'Forgiveness is more important than punishment.'

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

Target: Evaluation of different responses to the aims of punishment

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student 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 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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

It reflects the attitude of forgiveness demonstrated by Jesus during his ministry (e.g. the woman caught in adultery, the soldiers at the crucifixion) / it reflects the teaching of Jesus (love your enemies and pray for those who persecute you) / reconciliation offers opportunities for those who have done wrong to make up for their offences, learn from their mistakes and be allowed back into society, where they can hopefully make a positive contribution / other forms of punishment are more about taking revenge or getting even and these do not reflect Christian ideals.

Other views

Consideration of the importance and strengths of other aims / protection for the good of society and those who do not break the law / deterrence to stop others from committing similar crimes in the future / revenge to make the criminal pay for what they have done and realise the error of their ways / vindication of the law and the legal process / forgiveness can be seen as a 'soft' option that encourages re-offending / all elements of punishment can have reform built into them and this should be the guiding principle.

(6 marks)

AO2

A3 War and Peace

- (a) Explain briefly why many Christians believe that nuclear war is wrong.**

Target: Knowledge and understanding of the arguments against nuclear war

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

Candidates may include some of the following points:

Nuclear war causes such widespread destruction that it can never be justified, even under the conditions of a just war / contradicts the commandment 'do not kill' and the instruction of Jesus to love our neighbour and our enemies in particular / in the Beatitudes, Jesus praised those who work for peace / there can be no winners in nuclear war / destruction on global scale / sheer volume of damage caused / devastating loss of life, make it impossible to condone / destruction of environment impossible to repair / long-term effects on the few survivors / the vast amounts of money spent in the production of these weapons of mass destruction could be spent much more effectively in helping to lessen the threat of conventional war and perhaps more importantly to feed the starving millions throughout the world.

(3 marks)

AO1

(b) Explain briefly why some Christians are pacifists.

Target: Knowledge and understanding of the reasons why some people are pacifists

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

Candidates may include some of the following points:

Jesus was a pacifist and demonstrated this during his lifetime / he refused to retaliate when arrested and restored the ear of the servant when it was cut off / Jesus rejected the path of political and military revolution in favour of a more profound revolution / war brings death, destruction and loss at an individual, family and national level / war achieves nothing and history proves this / war has become increasingly destructive / alternatives to war that do not involve bloodshed / Jesus said 'Blessed are the peacemakers' in the Beatitudes / Jesus instructed his followers to turn the other cheek and not meet aggression with aggression / engaging in violence is to reject the part of God that is in all of us / evil can never justify further evil and killing is never justified as the fifth (sixth) commandment is unconditional.

(3 marks)

AO1

(c) 'The 'Just War' theory can never be applied to wars in the modern world.'

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

Target: Evaluation of different responses to the concept of war

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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

War means death and destruction / lives are lost / there are other more peaceful ways to resolve conflict / war is futile / has achieved nothing / worsened the situation in many countries / goes against the peaceful nature of Christ's ministry / encourages hatred, violation of human rights and other atrocities.

Other views

Sometimes the cause is serious enough / conflict is the last resort after all other methods have been exhausted / society needs to be protected / leaders have the right to make the best decisions in the interests of their people / proportionality / greater good / use of morally acceptable methods / lack of indiscriminate slaughter / bloodshed kept to a minimum / no use of nuclear weapons / long term good outweighs present suffering / principle of double effect.

(6 marks)

AO2

A4 Christian Vocation

- (a) Give three different ways in which a priest serves his community.**

Target: Knowledge and understanding of the different ways in which a Roman Catholic priest serves his community

Candidates may include some of the following points:

Performs many of the sacraments / offers Mass regularly for his people / offers reconciliation / baptises children / conducts marriages and funerals / figurehead who aims to make God present / teaching role in the Mass, where he explains the word of God to the congregation and brings Jesus to them by transforming the bread and wine into His body and blood / through private prayer / active role in the community by visiting the schools in his parish / bringing Christ to the sick and housebound / set an example for his parishioners to follow / a teacher with the responsibility for keeping the word of God alive in his parish / offering support and counselling to the bereaved, those experiencing difficulties in marriage, those troubled by addiction / many practical and organisational features of his work, such as the maintaining of the parish facilities and the running of groups within the parish.

1 mark for each appropriate way given.

(3 marks)

AO1

(b) ‘Roman Catholic priests should be allowed to marry.’

What do you think? Explain your opinion.

Target: Evaluation of the issue of marriage for priests

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Candidates may include some of the following points:

Would enrich his life experience and feed directly into his pastoral work / would give him vital experience that would help him to help others / would give an important focus in his life / the Church accepts married priests who convert from other Churches.

He agreed at his ordination to serve God and his community unconditionally / Jesus expected a total commitment from his disciples and this required them to sacrifice family and friends / it would be consciously deciding to forsake his God-given gift of sexuality and his power to be creative in favour of another calling / he needs to be focused on his vocation and a family could mean his loyalties are divided and his ability to serve his parish is weakened / is a part of his extended family and his parish family.

(3 marks) AO2

(c) Explain briefly the meaning of the vow of poverty taken by members of religious orders.

Target: Understanding of the meaning of the vows taken by members of religious congregations

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

Candidates may include some of the following points:

Dedication to God / commitment to vocation / focused on ministry, free from distraction / not concerned for worldly possessions / not distracted by materialism / willingness to serve God and others unconditionally.

(3 marks) AO1

(d) ‘The Roman Catholic Church should allow women to be ordained.’

What do you think? Explain your opinion.

Target: Evaluation of different responses to the issue of ordination for women

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Candidates may include some of the following points:

World of equal opportunities / women should have access to all areas of human experience / rights of women are being denied / victims of discrimination / women may be very good priests / women played an important part in the ministry of Jesus and Mary has been the role model for discipleship in the Roman Catholic Church for centuries / tradition is not a good enough reason / other denominations allow female ministers / positive way to overcome the shortage of male priests / in Galatians it says that in Christ there is no distinction between male and female.

Jesus only chose men to be his disciples / if he had wanted female disciples he would have called them / traditionally men have been priests and to change tradition would cause upheaval and a loss of confidence in the church / tradition has been in place for centuries / many Anglicans left their church when they first ordained women / there are other, equally meaningful, ways for women to live out their vocation / women could join religious orders and devote their lives to the service of God and others.

(3 marks)

AO2

PART B

B5 Marriage

(a)(i) Give two of the Ten Commandments which refer to family relationships.

Target: Knowledge and understanding of the Ten Commandments

Content

Do not commit adultery / do not covet / honour your mother and father.

1 mark for each valid commandment stated.

(2 marks) AO1

(a)(ii) Explain the meaning and importance of marriage in the Roman Catholic Church.

Target: Knowledge and understanding of the meaning and importance of the Sacrament of Marriage in the Roman Catholic tradition

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Sacramental / sign for all to see / a solemn contract / reflection of God's love for us – Christ's love for the Church (Ephesians 5²⁵) / permanent and irrevocable, a life-long, loving relationship / cannot be broken / rings symbolise never-ending nature / life-giving and fruitful / procreation expected / sexual activity open to the possibility of new life / children to be brought up in a Christian environment / faithful and exclusive / sexual relationships outside of marriage are forbidden as they fail to be a sign of the sacrament / lived out in the community / reference to parts of the rite of marriage that illustrate its importance should be credited.

(6 marks) AO1

(b) Explain why Roman Catholics support adoption and fostering.

Target: Knowledge and understanding of the reasons why Roman Catholics support adoption and fostering

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 or analysis.	4 marks

Candidates may include some of the following points:

Offering an opportunity for children to be loved and cared for / Jesus' attitude to children in the Gospel / security for the vulnerable / protection of the rights of children / alternative to disregarding life / solution to the problem of infertility / allows respite for couples experiencing physical, psychological and emotional difficulties / pro-life stance / Bishops' teaching on 'Gospel of Life'.

(4 marks)

AO1

(c) 'There is no difference between divorce and annulment.'

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 differences between divorce and annulment

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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

Both bring an end to a relationship / both require a divorce to be obtained / they may be different terms but the outcome is the same / annulment is a technical loophole allowing a Roman Catholic to get divorced in conscience.

Other views

Annulment is quite different from divorce / one is a statement of failure while the other declares the invalidity of the marriage in the first place / difference is too subtle for non-Roman Catholics to fully appreciate / the church accepts that some marriages should never have been made / divorce is a rejection of the vows / divorce is easily obtained in law while annulment is seldom granted and only in exceptional circumstances.

(6 marks)

AO2

- (d) 'Roman Catholic teaching on sexual relationships today is more important than ever.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of different responses to the issue of sexual relationships outside of marriage

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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

Spread of sexually transmitted infections / levels of promiscuity / media influences / reality TV shows / soap operas / internet images / sexuality has been cheapened and trivialised / society has lost its sense of morality and what is proper conduct / Church is the last organisation trying to maintain high standards of moral behaviour / need to uphold the dignity of humans as children of God / the human body is a gift to be treasured and respected.

Other views

Church views are out of date / do not fit with modern thinking / role of individual conscience / need to respect human freedom and allow people the right to choose their own behaviour / sexual activity is a personal choice but people should accept the consequences of their actions / greater education is needed to make people more aware of the consequences of their actions and this might encourage them to think more carefully before they act irresponsibly.

(6 marks) AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

B6 Respect for Human Life

(a)(i) Give two of the Ten Commandments which refer to respecting others.

Target: Knowledge and understanding of the Ten Commandments

Candidates may include some of the following points:

Honour your mother and father / do not kill / do not steal / do not commit adultery / do not bear false witness / do not covet.

1 mark for each valid commandment stated.

(2 marks) AO1

(a)(ii) Explain the arguments for and against euthanasia.

Target: Knowledge and understanding of the arguments in the euthanasia debate

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Individual choice / aware of what they are doing / arrived at a rational decision / right to determine their own destiny / if someone wants to die they have the right to decide / the lesser of two evils / suffering from a serious or terminal illness giving a painless death might be the best option / euthanasia is not 'taking life' – it is 'giving death' with dignity / people have the right to a certain quality of life / euthanasia means that medical resources can be better used for the benefit of those who can make a better contribution to society / some cases of physician assisted suicide have gone unpunished / there is considerable support for euthanasia in certain parts of the world.

God gives life and therefore only God can take it away / fifth (sixth) commandment unconditional / stewards of life and have a responsibility to look after it / life is God's most precious gift / cherished and protected / thin end of the wedge / lead to a culture of death / life cheapened / many will feel pressurised into ending it prematurely / medical science will not be inspired to find cures and progress further if there is no real encouragement to do so / doctors have a duty to preserve life / alternative forms of care / many fear that society will simply become a survival of the fittest / when would voluntary become involuntary?

(6 marks) AO1

(b) Explain why Roman Catholic teaching opposes the use of in vitro fertilisation (IVF).

Target: Knowledge and understanding of the reasons why the Roman Catholic Church does not support IVF treatment

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 or analysis.	4 marks

Candidates may include some of the following points:

Contradicts God's plans for humanity / sexual activity should remain open to the possibility of procreation / playing God / transferring too much authority to the medical profession / problem of designer babies / reference to the catechism / Canon Law / IVF makes a distinction between sexual intercourse and procreation.

(4 marks)

AO1

(c) 'Abortion is the greatest evil.'

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 issue of abortion

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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

Intentional killing of a human being / murder / violation of the fifth (sixth) commandment – this is unconditional and cannot be broken / the child has no say in the matter and is an innocent victim / life begins at the moment of conception / abortion interferes with God's plans for humanity / we are created in the image and likeness of God, with a purpose in mind / all human life is unique and unrepeatable / abortion undermines the fundamental right to life.

Other views

Consideration of other greater evils / euthanasia is a greater evil as it is killing a living person / contraception as it denies the very right to exist at all / murder as it is a denial of human rights / there are greater evils / ethnic cleansing / genocide / war / prejudice.

(6 marks)

AO2

(d) 'Christians are right to believe in life after death.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of different responses to the sanctity of life

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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

Gospel evidence is compelling / empty tomb / resurrection appearances / importance of resurrection for St Paul' preaching (I Corinthians 15¹⁴) / centrality to the Christian faith / meaning it gives to living / optimism / source of hope and inspiration for those who are ill / links to the Sacrament of the Anointing of the Sick / gives life a direction and purpose – treasure on earth v treasure in heaven / encourages Christians to think and act in the interest of others as this will be the basis of their final judgement.

Other views

Offers a false sense of hope / means of social control / gives people a false sense of security / encourages them to accept their present condition as the will of God in anticipation of role reversal / lack of evidence for its existence / greater proof needed / keeps the weak and vulnerable down / emphasis should be on living and many are too worried about the future and make little effort in the present.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 4 Roman Catholicism: Ethics

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	2		6 – Causes of world poverty	2
1b	4		6 – Christian Charity	4
1c		6	6 – Responding to the poor	6
2a	2		4 – Sacrament of Reconciliation	2
2b	2		4 – Parable of the Forgiving Father	2
2c	2		4 – Capital Punishment	2
2c		6	4 – Aims of punishment	6
3a	3		6 – Nuclear War	3
3b	3		6 – Pacifism	3
3c		6	6 – Just War	6
4a	3		3 – The role of a priest	3
4b		3	3 – Marriage for priests	3
4c	3		3 – Religious vows	3
4d		3	3 – Ordination of women	3
Either				
5ai	2		1 – Ten Commandments	2
5aii	6		2 - Marriage	6
5b	4		2 – Adoption and Fostering	4
5c		6	2 – Divorce and Annulment	6
5d		6	2 - Sexuality	6
Or				
6ai	2		1 – Ten Commandments	2
6aii	6		5 – Euthanasia	6
6b	4		5 – IVF	4
6c		6	5 – Abortion	6
6d		6	5 – Life after death	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 Christian Values	0	4*	4*
2 Marriage	0	22*	22*
3 Christian Vocation	12	0	24
4 Reconciliation	12	0	24
5 Healing	0	22*	22*
6. Global Issues	24	0	24
SPaG	0	4	4
Total	48	28	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.