

New
Specification



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**General Certificate of Secondary Education
2011**

Religious Studies

Paper 1

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

[GRS11]

TUESDAY 17 MAY, AFTERNOON

MARK SCHEME

Foreword

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The purpose of mark schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

AVAILABLE
MARKS

Answer **all** questions.

1 St Patrick

(a) (i) 17th March.
(AO1) [1]

(ii) Shamrock.
(AO1) [1]

(iii) Snakes/Paganism.
(AO1) [1]

(iv) The Confession; A letter to Coroticus.
(AO1) [1]

(v) Saul/Downpatrick.
(AO1) [1]

(b) Answers may include:

- during his first time in Ireland he had been converted to the Christian faith and he wanted to share it with the Irish people
- he had a vision that the Irish people were calling him to come back to Ireland
- following his training in France he felt that he was ready to spread the Christian faith
- he was commissioned by the Church authorities to come to Ireland
- to show praise and thanks to God for answering his prayers and escape from slavery.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- showed forgiveness
- spread the word of God
- he was loyal to God and responded to God's will
- explained the teachings in a way people would understand
- show courage and faith.

On the other hand:

- his experience of life was in a different context and culture
- some do not give Patrick his place in the religious activities
- issues he addressed are not the issues the Church faces today.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

2 Church Festivals

- (a) (i)** Advent.
(AO1) [1]
- (ii)** Visit of the Wise Men/Magi/Three Kings to the infant Jesus.
(AO1) [1]
- (iii)** Lent.
(AO1) [1]
- (iv)** Good Friday.
(AO1) [1]
- (v)** Coming of the Holy Spirit.
(AO1) [1]
- (b)** Answers may include:
- without Easter and the resurrection of Jesus there would be no Christian faith
 - the resurrection confirmed who Jesus was and that the predictions he made about himself had come true
 - Christians have the confidence that other statements he made will also come true, for example his Second Coming
 - Christians have the assurance of eternal life
 - it is less commercialised and it is easier to focus on the religious significance of the events
 - the build up to the festival reminds Christians of the sacrifice of Jesus on the cross.
- The candidate may argue other festivals are equal or more important
Accept valid alternatives
Mark in levels
(AO2) [10]

15

3 Baptism

(a) Answers may include:

- the use of water
- testimonies or vows to affirm faith to Jesus
- sign of welcoming/admission to the Christian Church
- practice of infant baptism in Catholic and many Protestant traditions.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- once baptised the person/child is open to receiving other sacraments
- it was the command of Jesus, “Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit . . .”
- acceptance into the congregation
- following the example of Jesus’ Baptism
- following the example of the New Testament, e.g. Cornelius, The Ethiopian Eunuch
- it is a key sacrament/initiation ceremony.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Baptism is a declaration of faith in Christ
- through Baptism a Christian experiences the grace of God
- Baptism frees the child/adult from sin
- opportunity for someone to express what Jesus means to them and their life.

On the other hand:

- some Christians don’t practise baptism, Salvation Army, Quakers
- you can still follow the teachings of Christ.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Church Architecture

(a) Answers may include:

An explanation of any of the following:

- Baptismal font/Baptismal pool
- Altar/Communion Table
- Pulpit/Lectern/Ambo
- Stations of the Cross/Statues.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- elaborate and decorative furnishings can be a distraction to the worship
- the money spent on furnishings could be put to better use
- plain and simple interiors are easier to maintain
- God can be worshipped anywhere and plain buildings are just as practical as elaborate ones
- quality of worship is more important than the decor
- people are the Church and not the building.

On the other hand:

- beautiful buildings reflect the glory of God and only the best should be used. They can create a sense of awe and wonder which improves the quality of worship
- paintings and stained glass windows can be used to reinforce aspects of the Christian message
- beautiful buildings might attract people to join the church
- people may have donated expensive items to the church in memory of loved ones and the church feels duty bound to use them.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

AVAILABLE
MARKS

5 Worship

(a) Answers may include:

- there can be set prayers used in worship, e.g. the general confession, Lord's Prayer, benediction
- some churches have unprepared, spontaneous prayers
- praise – expressing adoration to God
- confession – admission of and the seeking of forgiveness
- thanksgiving – thanks for what God has done in their lives
- petition – praying for what they need in their lives
- intercession – praying for the needs of others.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- brings the people together to praise God
- words can reinforce key Christian teaching
- allows worship from the heart
- allows people to use God-given talents
- reflects the psalms and use of praise in Bible
- play on the emotions and create an atmosphere
- appeals to all people.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- at a time of crisis in their lives, e.g. serious illness
- everything else has failed and so they turn as a last resort to God
- they find themselves in danger or are faced with what appears to be an insurmountable problem.

On the other hand:

- many Christians pray on a daily basis because they believe it is a fundamental part of Christian living
- it is part of their relationship with God and prayer helps them to develop it
- they may turn to God when in difficulty but they also use prayer to seek forgiveness, to give thanks and praise, and to pray for the needs of others
- like Jesus they turn to God in prayer when they are faced with major decisions in their lives.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 Gifts of the Holy Spirit

- (a) Answers should make reference to 1 Corinthians 12 v1–11
- there are different kinds of spiritual gifts but they all come from the same source
 - examples of some of these should be given
 - different people have different gifts but they should be used to build up the church for the benefit of everyone
 - everyone has a contribution to make and they should not be jealous of other peoples' gifts and be willing to accept their contribution to the life of the church.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:
- body has different functions, as does the church and they work together
 - each body part is of importance as is each spiritual gift
 - church is successful when it acts together and all gifts are used and tested regularly.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Answers may include:
- the churches can organise joint charity events for the benefit of a local organisation
 - resources can be pooled together, for example, running youth groups
 - the churches may want to worship together on special occasions
 - the churches may want to work together to act against injustice and inequality within their local community
 - inter-church groups can bring together more peaceful relationships within the local community.

On the other hand:

- some Christians feel they may compromise their beliefs if they work with Christians from another tradition
- some Christians may want to focus the needs of their own congregation
- different traditions focus on different aspects of the Christian faith
- problems may occur when different traditions worship together.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Church Government

(a) Answers may include:

- the hierarchical style of government
- the Episcopal style of government
- the representative model
- democratic model.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- they may want to follow the command of Jesus and preach the message of God
- they may feel that they are called by God to do his work
- they may have a vocation to become an ordained priest/minister/pastor.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- it makes them feel part of the worship
- being able to use their gifts/talents to make the service more meaningful
- make the person feel valued as they can make a worthwhile contribution to the service
- each service would be different and may be more interesting than having the same minister/priest/pastor every week
- if young people were to lead the worship it may make the service more meaningful for them and encourage more to attend church services.

On the other hand:

- the ministers/priests/pastors have been specially trained to lead worship
- only the ordained ministers/priests/pastors can celebrate the sacraments.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section B

20

40

100