



**General Certificate of Secondary Education  
2012**

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## **Religious Studies**

**Paper 1**

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

**[GRS11]**

**TUESDAY 15 MAY, AFTERNOON**

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# **MARK SCHEME**

## 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 of 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 Church Architecture

- (a) (i) The sermon/homily is preached from here.  
(AO1) [1]
- (ii) Bread and wine are placed here.  
(AO1) [1]
- (iii) The bible is read from here.  
(AO1) [1]
- (iv) Consecrated bread is kept here.  
(AO1) [1]
- (v) Used for baptisms.  
(AO1) [1]

(b) Answers may include:

- different styles of architecture reflect the different beliefs and practices of traditions
- barn style churches are very plain in style and have the pulpit as the main focal point
- circular churches highlight the equality of all the people who worship there
- cruciform churches are cross shaped which emphasises the death of Jesus on the cross
- church with a tower symbolises the church as a place of refuge
- church with a spire is a reminder of the importance of prayer.

Accept valid alternatives.

Mark in levels

(AO1) [5]

(c) Answers may include:

- it would be cheaper financially to maintain one church building than several churches
- the different Christian traditions could focus on their similarities rather than their differences
- one building in an area increases the sense of community.

On the other hand:

- different church traditions may not be able to agree on the timings for each church service
- the church layout can be different for each church tradition
- no building can fully reflect what is really important for each tradition unless the key furnishings can be moved easily.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## 2 The Reformation

(a) (i) Martin Luther, John Knox, John Calvin.  
(AO1) [2]

(ii) Answers may include any two of the following:  
• the Bible is the source of authority not the church  
• the purchases of indulgences  
• the Bible to be written in a local language  
• a concern with church teaching on salvation; they wanted to emphasise that salvation was by faith alone.  
(AO1) [2]

(iii) Henry VIII.  
(AO1) [1]

(b) Answers may include:

- many of the teachings are out of date, e.g. women priests/bishops, contraception, married priests
- the church should be more relevant to the modern world, e.g. through technology
- numbers attending church services are falling so the church needs to meet the needs of those who have “fallen away”
- there have been major changes to the church in the past, e.g. Reformation, Second Vatican Council
- worship styles are not always attractive to people today
- the issue of homosexuality.

On the other hand:

- the Gospel message cannot be changed
- it is the people who must change and not the church
- a more liberal church may cause believers to leave
- the church needs to find the balance of meeting the needs of different age groups.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

### 3 Worship

(a) Answers may include:

- the congregation listens to readings from the bible
- Psalms from the Old Testament are usually read or sung
- the minister/pastor/priest bases their homily/sermon on the readings from the bible
- the words of hymns and songs reinforce teachings from the Bible
- passages from the bible can be dramatised to make the meaning easier to understand.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- as a common order is used a person can go to any other church in that denomination and expect the same service to take place
- everyone is familiar with the service and knows what to expect and therefore is more at ease
- it gives a clear structure to the service
- helps younger church members learn more about their faith.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the early Christians met on the first day of the week (Sunday)  
Christians today do the same
- there was a mixture of hymn singing, prayers, and instruction which also takes place in the 21st century
- it stressed the importance of fellowship.

On the other hand:

- there were no clear roles in the early church which the church has today
- it is evident from St Paul's letter to the Corinthians that some members were not being respectful therefore this does not set a good example for the 21st century.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15



#### 4 Church Government

(a) Answers may include:

- the organisation and delivery of church services
- to carry out key ceremonies, e.g. baptism, confession, marriages, funerals
- to look after the spiritual needs of their parishioners
- pastoral care of their parishioners, e.g. visit the sick and housebound, help those in need
- to be involved in various committees, e.g. Boards of Governors.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- most church leaders do not engage in inappropriate behaviour and are good honest role models
- church leaders do try to connect with young people through youth groups, e.g. Boys and Girls Brigade
- church leaders follow the example of Jesus to help others in need and encourage young people to do the same
- some churches have salaried youth workers who relate well to young people.

On the other hand:

- recent revelations of clergy abuse towards children
- allegations of clergy misusing church funds
- young people see church leaders as being out of touch and too old to relate to.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

AVAILABLE  
MARKS

### 5 The Role of the Church in Contemporary Society

- (a) Mark in levels according to the knowledge and understanding shown about the chosen organisation, e.g. Corrymeela.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- community events can be held here, e.g. music festivals/concerts
- setting up of community services to support groups for the elderly, homeless, mother and toddler, youth clubs
- may also employ members of the local community if the church building is a tourist attraction, (e.g. a famous person may be buried in the graveyard)
- it could have a central geographical position in the community.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Answers may include:

- church feels that it should concentrate on pastoral needs of people
- it can be controversial and highlight splits on some issues between different denominations, e.g. abortion
- sermon should concentrate on religiousness to build up Kingdom of God.

On the other hand:

- the church should highlight the moral teachings of the Bible and show how Christ's teaching applies to moral issues
- Old Testament prophets spoke out of moral issues involving justice and so should the church today
- Jesus commented on immoral behaviour, e.g. traders in Temple
- people today need guidance on moral issues and church should do this.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Communion/Eucharist**

(a) Answers may include:

- place where the bread and wine is given out
- how often communion is celebrated
- age at which someone may receive communion
- different meanings given to the bread and wine
- what happens to the elements which are not used
- when the celebrant receives the communion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- a remembrance of Jesus' sacrifice on the cross and a thanksgiving for this
- creates a sense of community because all receive the bread and wine
- a celebration of Jesus' resurrection and ascension
- an anticipation of the coming of God's Kingdom
- a chance to examine a person's life and come prepared for taking the elements
- following an instruction of Jesus to remember his work till his coming again
- act of obedience.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the person should only receive communion when they fully understand the significance and meaning of the celebration. This can be at any age
- it should be received at an older age as young children may see it as an excuse for a party and not fully understand the meaning
- communion should only be received when the person is a regular attendee at church
- it creates the feeling that they are now accepted as full members of the church.

On the other hand:

- it should be when a child is 8 years of age in the Catholic tradition so that they can feel a full member of the church
- it should only happen when the person has been confirmed as in the Church of Ireland.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Church Festivals

(a) Answers may include:

- a period of 40 days to reflect on the time Jesus spent in wilderness and to prepare for his death and resurrection
- people fast and practice penance, as a time of self examination
- prayer at individual and corporate level with a focus on confession to be ready to celebrate his resurrection
- a focus on Bible Study – retracing the sacrifice Jesus made and what it means
- spiritual services during Holy Week to remember the key events leading up to Jesus' death and how it overcame sin
- use of symbols like Paschal candle out on Easter Vigil service demonstrating that Christ, through his death and resurrection is the light from God to overcome the darkness of evil.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Christians believe that the Holy Spirit is still present in the Church today
- Christians believe it is still important to tell others the message of Jesus
- spiritual gifts can still enrich the lives of individuals
- some see Pentecost as the birth of the church and needs to be celebrated
- it fulfils a promise made by Jesus to the disciples.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christmas has become more commercialised and some Christians have allowed themselves to be overdrawn into this
- children are allowed to associate Santa Claus more with Christmas than the birth of Jesus
- some people are more concerned with parties and presents
- shops have Christmas departments open from August
- Christmas cards contain cartoon characters rather than religious images
- some businesses have “banned” the giving of Christmas cards so as not to offend other religious groups.

On the other hand:

- you can still give presents and join in church celebrations as well
- schools and churches have nativity plays and carol services
- Christians are reminded of Jesus' poor background as they help others, e.g. appeals such as the Salvation Army, SVP and the Shoe Box appeal
- many Christians still send religious Christmas cards.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

**Section B**

**Total**

AVAILABLE  
MARKS

20

**40**

**100**