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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**RELIGIOUS STUDIES  
SPECIFICATION A**

**UNIT 3 - ROMAN CATHOLICISM 1  
4443/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## **General Marking Instructions for Examiners**

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

### **Assessment Objectives**

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.
  
- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

## Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark Total
0	<p><b>Either:</b> Offers no relevant information or explanation.</p> <p><b>Or:</b> Makes no link between beliefs and practices.</p>	0
1	<p><b>Either:</b> An elementary statement of information or explanation which is limited in scope or content.</p> <p><b>Or:</b> A simple link between beliefs and practices</p>	1
2	<p><b>Either:</b> An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p><b>Or:</b> An explicit link between beliefs and practices. Limited use of religious language.</p>	2
3	<p><b>Either:</b> An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p><b>Or:</b> Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p>	3
4	<p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>	4

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p><b>Either:</b> An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p><b>Or:</b> A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

**Question (e)**

<b>Level</b>	<b>Level Descriptor</b>	<b>Mark Total</b>
<b>0</b>	Makes no relevant point of view, e.g. yes.	<b>0</b>
<b>1</b>	Communicates clearly and appropriately <b>Either:</b> A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives.  <b>Or:</b> Two simple appropriate justifications of a point of view.	<b>1 - 2</b>
<b>2</b>	Communicates clearly and appropriately using limited specialist language <b>Either:</b> An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification  <b>Or:</b> Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	<b>3 - 4</b>
<b>3</b>	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	<b>5 - 6</b>
<b>4</b>	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	<b>7 - 8</b>

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

<b>Level</b>	<b>Performance descriptions</b>
<b>0</b>	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> <b>1 mark</b>	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>Intermediate performance</i> <b>2 – 3 marks</b>	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>High performance</i> <b>4 – 5 marks</b>	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.

## ***Special Guidance for Examiners***

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

## Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

**Please remember to total marks for each question.**

## Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**Q.1 (a) Describe the Catholic Rite of Baptism.**

Look for a rounded account of the Catholic Rite of Baptism. Details that could be described include:

- The rite begins at the church door where the child is named, welcomed and signed with the Sign of the Cross
- The rite continues at the lectern where there are readings, a homily from the priest, prayer of exorcism and the anointing of catechumens
- The third part of the rite is at the font where the parents and godparents make promises on behalf of the child, water is poured, three times, over the child's head with the words 'N..., I baptise you...', the child is anointed with the oil of chrism, is clothed in a white garment and given a lit candle from the Paschal Candle
- The final part of the rite is at the altar where there are prayers for the parents and godparents and the people say the 'Our Father'

**AO1 [4]**

**(b) Explain why Catholics believe Confirmation is important.**

Reasons that might be explained include:

- Confirmation is important because it is the sacrament of Christian maturity
- It is the final initiation sacrament
- Confirmation is an individual choice
- You renew the vows taken for you at your baptism by your parents and godparents
- Confirmation gives the person the gifts of the Holy Spirit to be Christian witnesses

**AO1 [4]**

**(c) Explain Jesus' teaching on forgiveness.**

Points that could be developed include:

- Jesus forgave those who crucified him
- Jesus came to show God's mercy to sinners
- Jesus taught that if you expect God's forgiveness then you have to be prepared to forgive others
- In the parable of the Prodigal (Lost) Son the father forgave his son
- Reference to forgiveness in the 'Our Father'

**AO1 [4]**



**(d) 'Catholics should read the Bible every day.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

- The Bible is the Word of God and Catholics should read it every day to make them closer to God
- The Bible is a source of moral guidance and Catholics should read it every day to look for answers to modern day problems
- Reading the Bible every day focuses a Catholics mind and teaches them more about the life of Jesus and the history of God's relationship with humanity
- In the modern world it is difficult to find time to read the Bible every day
- Praying to God daily is a more worthwhile way to deepen your relationship with God
- Doing good deeds is more important than reading the Bible every day

**AO2 [4]**

**(e) 'It is important for all babies to be baptised.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- Baptism is such an important sacrament it should be done as soon as possible
- Baptising babies welcomes them into the Christian faith and starts their relationship with God
- Baptising babies starts the process of initiation to become a full member of the Catholic community
- A person can confirm the baptismal promises at Confirmation as a young adult
- Jesus was baptised as an adult
- Baptising babies takes away the person choice if they want to be a member of the Christian Church
- Adult baptism is a more mature and committed decision
- It is up to the parent if they want to baptise their child as a baby or to give them the choice later in life

**AO2 [8]**

**Q.2 (a) Describe Jesus' teaching on reconciliation.**

Look for a rounded account of Jesus' teaching on reconciliation.

Details that could be described include:

- Jesus taught that forgiveness and reconciliation is important
- The parable of the Prodigal Son emphasises the importance of the father and son being reconciled
- Being sorry and forgiving is important but the crucial part is the bringing people back together
- Jesus reconciled God and humankind by dying on the Cross - atonement

**AO1 [4]**

**(b) Explain why Catholics believe sex before marriage is wrong.**

Reasons that might be explained include:

- Catholics believe sex before marriage is wrong because sexual intimacy completes a relationship
- Young people are open to abuse and hurt if they have sex before marriage
- Sexual intercourse can lead to pregnancy, a person may be too young or not able to care for a child
- Reference to 'fornicators' by St Paul

**AO1 [4]**

**(c) Explain how Catholics inform their conscience.**

Points that could be developed include:

- Reading the Bible
- Consulting Church teachings
- Speaking with a member of the clergy for guidance
- Speaking with trusted friends and family members
- Attending Catholic schools
- Prayer

**AO1 [4]**

**(d) 'Only God should judge.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

- Society has laws and if they are broken then a person will be judged in a civil court
- It is impossible not to judge somebody's actions e.g. stealing or killing
- If you are the victim of a wrong doing or crime then you will judge
- God is the creator of the world and is the only person who can judge
- At the end of time, The Final Judgement, God will judge everybody

**AO2 [4]**

**(e) 'Adultery is always wrong.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- One of the Ten Commandments is 'Do not commit adultery'
- Marriage is an exclusive relationship
- Adultery causes pain to the victim and can split families up
- If a person remarries they are committing adultery
- A person could have done nothing wrong to break up their first marriage and by remarrying they are committing adultery
- A couple could be in an 'open marriage'
- Society is becoming less religious and adultery is no longer frowned upon

**AO2 [8]**

**Q.3 (a) Describe Catholic teaching about life after death.**

Look for a rounded account of Catholic teaching about life after death.

Details that could be described include:

- Reference to the final judgement
- Heaven for people who have lived good lives
- Hell for people who have lived evil lives
- Purgatory for those who need time and prayers to prepare them for heaven
- Reference to the resurrection of Jesus as proof there is an afterlife

**AO1 [4]**

**(b) Explain why Catholics believe Jesus is the Son of God.**

Reasons that might be explained include:

- Catholics believe Jesus is the Son of God because of the Doctrine of the Trinity
- Reference to the baptism of Jesus when God confirms Jesus is His son
- Catholic teaching on the Incarnation
- 'Father forgive them...' the words of Jesus on the Cross
- Jesus' resurrection is the proof he is God made man
- Various testimonies in the New Testament – the visit of the Magi, Simeon in the Temple
- Reference to Jesus performing miracles
- Conceived by the power of the Holy Spirit

**AO1 [4]**

**(c) Explain how Catholics might prepare for Easter.**

Points that could be developed include:

- Catholics prepare for Easter by observing Lenten activities
- Lent is a 40 day preparation for Easter
- Fasting – giving up something
- Prayer – praying more in preparation for Easter
- Good works – make a special effort to do extra in preparation for Easter
- Reference to special liturgical events in Holy Week preparing for Easter Sunday and the Easter time

**AO1 [4]**

**(d) 'The birth of Jesus is more important than his death.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

- If Jesus was not born he could not have died on Good Friday
- Reference to the Incarnation – God made man
- Jesus taking on the human form shows Gods love for us
- The death of Jesus is crucial as it took away our sins
- Jesus proved he was truly man by dying on the cross
- Jesus' death meant he could rise on Easter Sunday which is at the heart of Christianity

**AO2 [4]**

**(e) 'All life is sacred.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- Life is a gift from God and is sacred
- Catholics believe euthanasia is morally wrong
- Abortion attacks the unborn who has no defence
- The Catholic Church condemns medical procedures such as research on embryos
- Issues such as abortion are emotive and should be judged on an individual basis
- Killing in war is sometimes acceptable – The Just War theory
- Sometimes the death penalty can be used to protect society
- Some Christians support abortion in certain circumstances

**AO2 [8]**

**Q.4 (a) Describe Catholic teaching about euthanasia.**

Look for a rounded account of Catholic teaching about euthanasia. Details that could be described include:

- Catholics believe all life is sacred
- The Catholic Church believe euthanasia is wrong in every circumstance
- Only God can give and take life
- St Paul-the 'body is the temple of the Holy Spirit' and should be honoured and cherished

**AO1 [4]**

**(b) Explain why Catholics should respect other religious traditions.**

Reasons that might be explained include:

- Jesus taught tolerance and understanding of all people
- There are many similarities between the world religions and they should be recognised and celebrated
- We are all created 'in the image and likeness of God' and respect of other religions is important
- The Catholic Church is committed to religious freedom for all religions and oppose any form of religious discrimination
- Reference to the Second Vatican Council

**AO1 [4]**

**(c) Explain the different ways Catholics might show their love for God.**

Points that could be developed include:

- By going to Mass every Sunday – 'Keep the Sabbath holy'
- By doing good works such as supporting charities – linked to 'The Parable of the Sheep and the Goats'
- By praying regularly
- By living out their vocation e.g. married, single, Religious etc.

**AO1 [4]**

- (d) **'It is better to pray on your own.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that may be given and expanded include:

- Private prayer allows you to concentrate more
- In the New Testament Jesus prayed on his own
- Praying on your own develops your personal relationship with God
- Praying with other people helps to develop the community
- Jesus said 'when two or three are gathered in my name' he would be there with them
- The Mass is the 'Source and Summit of Christian worship' so therefore communal prayer is better than private prayer

**AO2 [4]**

- (e) **'Catholic teaching on homosexuality is out of date.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- Society is more accepting of homosexuality
- Some countries allow same sex marriage
- Same sex love is just as important than heterosexual love
- Society is more secular and does not accept Catholic teaching on issues such as homosexuality
- Reference to Natural Law and the purposes of life
- It is in the Bible 'a man should not lay with another man'
- Homosexual sex cannot procreate
- The Catholic Church does not change its teachings to suit society

**AO2 [8]**