



GCSE MARKING SCHEME

SUMMER 2019

**GCSE (NEW)
RELIGIOUS STUDIES
UNIT 3: CATHOLIC CHRISTIANITY AND ETHICAL THEMES
3121U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 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 in to any discussion or correspondence about this marking scheme.

WJEC GCSE RELIGIOUS STUDIES - UNIT 3
CATHOLIC CHRISTIANITY AND ETHICAL THEMES
MARK SCHEME SUMMER 2019

General Marking Instructions for Examiners

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

1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

Using the banded mark scheme

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 due to the band 3 content.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. **Indicative content is not exhaustive, and any other valid points must be credited. To reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief*, including:
 - belief, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

LEVEL DESCRIPTORS/MARKING BANDS

Question 1 and 2(a) AO1

See instructions provided with indicative content.

Question 1, 2, 3 and 4(b) AO1

Band	Band Descriptor	Mark Total
3	An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately.	4 – 5
2	A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.	2 – 3
1	A limited statement of information about the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.	1
0	No relevant information provided.	0

Question 1, 2, 3 and 4(c) AO1

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7 – 8
3	A very good explanation showing awareness of the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	5 – 6
2	A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	3 – 4
1	A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.	1 – 2
0	No relevant information provided.	0

Question 1, 2, 3 and 4(d) AO2

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning. Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.	12-15
3	A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning. Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.	8-11
2	A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. Some judgements are formulated, and some different and/or alternative viewpoints are considered. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	4-7
1	A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning. A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints. Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.	1-3
0	No relevant point of view stated.	0

Assessment of spelling, punctuation and the accurate use of grammar
Applies to Section A, Question 1, part (d) only

Band	Performance descriptions
<i>High performance</i> 5-6 marks	• Candidates spell and punctuate with consistent accuracy • Candidates use rules of grammar with effective control of meaning overall
<i>Intermediate performance</i> 3-4 marks	• Candidates spell and punctuate with considerable accuracy • Candidates use rules of grammar with general control of meaning overall
<i>Threshold performance</i> 1-2 marks	• Candidates spell and punctuate with reasonable accuracy • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
0	• The candidate writes nothing • The candidate's response does not relate to the question • The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

PART A

QUESTION 1: CORE BELIEFS, TEACHINGS AND PRACTICES – CATHOLIC CHRISTIANITY

N.B. The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by ‘pilgrimage’? [AO1 2]

- A special journey to a place of religious significance.
- Examples could include Lourdes, Santiago de Compostela, Rome.

Refer to the marking bands for question (b).

(b) Describe how Catholics might observe Lent. [AO1 5]

- Increase in prayer.
- Fasting or abstinence from a particular food, e.g. meat.
- Almsgiving – any money saved from abstinence can be donated to charity.
- Attending an Ash Wednesday service and receiving ashes on one's head.
- Works of charity.
- Attending special liturgies during Holy Week.

Refer to the marking bands for question (c).

(c) Explain the key features of a Catholic church. [AO1 8]

- The altar is where the priest consecrates the bread and wine and is the focal point of the church. It represents the table of the Last Supper and is positioned so that the priest can face the congregation as he celebrates Mass.
- The font contains holy water and is often at the entrance to the church as a symbol of a person becoming a member of the church through baptism.
- The lectern is a book stand from where the Liturgy of the Word is proclaimed. It represents that faith and truth come from the Bible (Word of God) and the teaching of the Church (homily).
- A Lady Chapel is a chapel dedicated to the Blessed Virgin Mary inside a cathedral or other large church.
- The confessional is a small room set aside for the sacrament of reconciliation. Through penance and absolution, Catholics are reconciled to God and to each other.
- Statues of Jesus, Mary and/or saints are used by Catholics as visual aids to help with prayer.
- Votive candles are used to represent an offering or prayer. Candles represent the belief that Jesus is the light of the world.

Refer to the marking bands for question (d).

(d) 'The most important Catholic belief is life after death.'

[AO2 15+6]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

Marks for accurate spelling, punctuation and the use of grammar are allocated to this question.

- Catholics believe in life after death because Jesus rose from the dead.
- St. Paul teaches that people will have a resurrection like that of Jesus.
- The major creeds of the Church teach that there will be life after death.
- The Catechism teaches that there is life after death. This is the teaching of the Magisterium which all Catholics should follow.
- Belief in life after death gives Catholics meaning and purpose in their lives.
- Love of God is the most important belief for Catholics as it underpins all other beliefs.
- Jesus said that worshipping one God is the greatest commandment.
- Belief in the Trinity is important as it helps Catholics understand the different ways that God is present and active in the world.
- It is important to 'love thy neighbour' as this was a commandment from Christ.

PART A

QUESTION 2: CORE BELIEFS, TEACHINGS AND PRACTICES – CATHOLIC CHRISTIANITY

Question 2.

N.B. The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by ‘Apostolic Succession’? [AO1 2]

- The belief that the authority given to the original disciples by Jesus has been passed down through successive Popes.

Refer to the marking bands for question (b).

(b) Describe how a Catholic might depict their beliefs through art. [AO1 5]

- Through pictures, statues, music, drama, etc.
- For example, The Creation of Adam is a painting by Michelangelo which forms part of the Sistine Chapel's ceiling. It illustrates the Biblical creation story from the book of Genesis in which God breathes life into Adam, the first man.
- Catholics use statues of Mary, Jesus and saints to remember important beliefs, e.g. the Theotokos.
- The Pietà by Michaelangelo is an artistic representation of a sorrowful Virgin Mary.

Refer to the marking bands for question (c).

(c) Explain Catholic beliefs about the importance of Mary. [AO1 8]

- Mary holds extreme importance as the mother of God.
- She was chosen by God to bear his son, Jesus.
- Mary freely agreed to God's plan and gave herself entirely to serve him.
- Most Catholics believe that Mary, mother of God, was free from Original Sin from the moment she was conceived in her mother's womb.
- Without God's grace, it would have been impossible for Mary to be kept free from sin and she would be like the rest of humanity.
- Catholics believe that God wanted a perfectly pure woman to carry his Son for nothing else short of perfection would do.
- Mary was pronounced 'full of grace' by the Angel Gabriel in Luke's gospel.
- She is regarded as a model of faith.
- She stood at the foot of the cross and shared in Jesus' suffering.
- She is the Mother of the Church as it is Christ's body.
- At the end of her life she was taken up to Heaven (the Assumption of the Blessed Virgin Mary.)
- Catholics pray the Hail Mary, a prayer of devotion.
- Catholics ask Mary to intercede for them in prayer.
- In the Magnificat, (Luke 1:48) she says 'all generations will call me blessed'.

Refer to the marking bands for question (d).

(d) 'Catholics should always obey the Pope.'

[AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- The Pope is the successor of St. Peter and passes on the true teachings of Christ to Catholics.
- He is the Head of the Church and has the authority to appoint cardinals and bishops.
- He has been chosen by God to lead the Church on earth.
- When he speaks 'ex cathedra' he is infallible and cannot be wrong.
- He is responsible for the beliefs and teachings of the Catholic Church.
- A person's conscience is a personal form of authority and should be obeyed.
- Many Catholics would stress the importance of other sources of authority which may have a more direct impact on the individual believer.
- The Bible contains the revealed Word of God. Therefore, it should be followed before other forms of authority.
- Scripture and private prayer may have more of a direct impact upon someone's religious life than the Pope, therefore obedience to these is more important.
- Some Catholics challenge the rulings of the Pope on issues such as contraception, same sex relationships, women priests etc.

PART B

QUESTION 3: CATHOLIC RESPONSES TO ETHICAL THEMES

RELATIONSHIPS

Question 3.

N.B. The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by ‘adultery’? [AO1 2]

- Sexual relations by a married person with someone other than their marriage partner.

Refer to the marking bands for question (b).

(b) Describe Jesus’ teaching on marriage. [AO1 5]

- Jesus describes marriage as a strong and unifying bond between two people.
- He speaks out against divorce as breaking the bond God has created.
- At Creation, God made men and women to become one in marriage that lasted a lifetime. Jesus quotes this passage from Genesis to support his point. (Genesis 2:24, Mk 10:5-9)
- Remarriage is compared to adultery. (Matt 5:32)
- Jesus dismisses the law Moses gave on divorce, saying that it was only allowed because people were so sinful.
- Adultery appears to be an acceptable reason to bring a marriage to an end. (Matthew 5:32)

Refer to the marking bands for question (c).

(c) Explain Catholic teaching on the use of artificial contraception. [AO1 8]

- The Church teaches that all sex should be unitive and procreative, therefore artificial contraception should not be used.
- Pope Pius XI taught that all forms of artificial contraception were wrong.
- Catholics can use natural methods of contraception for responsible parenthood.
- The Catechism teaches that the only forms of contraception to be used are natural methods.
- The Papal encyclical ‘Humane Vitae’ in 1968 outlawed all forms of artificial contraception.
- It is wrong to interfere with the natural process of conception.
- Some artificial contraceptives are abortifacient.
- Artificial contraceptives separate the creative function from the expression of love in an unnatural way.
- The use of artificial contraceptives is contrary to Natural Law and is therefore wrong.

Refer to the marking bands for question (d).

(d) ‘ Men and women should be treated equally in the Catholic Church.’ [AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- Men and women are both made ‘in the image and likeness’ of God (Genesis 1:27) and are therefore equal and should be treated as such.
- Jesus was friends with both men and women, and had female followers, e.g. Mary Magdalene.
- There is evidence in the Gospels that Jesus treated women as equals, e.g. he preached in the Court of the Women in the temple (Matt 21:23-22:14), the Samaritan woman (John 4).
- Galatians 3: 27-28 – ‘...nor is there male and female, for you are all one in Christ Jesus.’ Men and women are equal before God and so should be treated as such.
- In the Catholic marriage service, the priest says, ‘she is his equal and heir with him to the life of grace.’
- Jesus called God ‘Father’.
- Jesus did not choose women to be among his twelve closest disciples.
- Catholic teachings on abortion and contraception do not allow women equality with men.
- The Catholic Church does not allow women to be ordained into the priesthood.
- At Mass, the priest represents Jesus, who was male, and so must also be male.
- The Church believes that men and women have different vocations but are equal in the sight of God.
- Women can be hospital, college and prison chaplains.
- Women hold many roles within the Church, including catechists, teachers and Eucharistic ministers.
- In 1994, Pope John Paul II stated that the Roman Catholic Church does not have the authority to admit women to the priesthood.
- In *Pacem et Terris* 1963, Pope John XXII said that women should be treated with full human dignity alongside men in both public and domestic life.

PART B

QUESTION 4: CATHOLIC RESPONSES TO ETHICAL THEMES

HUMAN RIGHTS

Question 4.

N.B. The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by 'discrimination'? [AO1 2]

- Treating people differently, positively or negatively, because of their ethnicity, gender, colour, sexuality or age.

Refer to the marking bands for question (b).

(b) Describe Catholic practices to promote human rights. [AO1 5]

The Church is committed to promotion of human rights in its teachings, e.g. Love thy neighbour, Parable of the Good Samaritan. This is done by:

- Catholics work with other faiths to promote understanding and tolerance. For example, the Pontifical Council for Interreligious Dialogue (Catholic – Muslim Forum held in Rome).
- The work of CAFOD. For example, the 'Share the Journey' campaign.
- Helping those in need.
- The Catholic Association for Racial Justice (CARJ) works to promote racial harmony through its Schools Project, a Project to support and challenge young people from diverse backgrounds in schools, parishes and other contexts.
- There are groups in every diocese to help the poor and homeless.
- The Saint Vincent de Paul society aims to help those in need through community projects and overseas aid.
- Catholics work and campaign for justice across the world, e.g. in South Africa the Catholic Church campaigned for justice for black Africans by opposing apartheid.

Refer to the marking bands for question (c).

(c) Explain Catholic teachings about gaining wealth. [AO1 8]

- Catholics should gain money in lawful and moral ways.
- The wrong attitude to acquiring wealth can lead believers away from God.
- Amos 8:4-6: Amos said that God will punish those who make money out of others' misfortunes.
- Loving money for its own sake, and acquiring it through dishonest means, can lead people to ignore the needs of others and to ignore God.
- The tenth Commandment makes it clear that believers should be content with what they have.
- Some Catholics believe they should not be involved in the arms trade, prostitution or pornography as a living must be earned in an honest way and should not hurt others. Doctors and nurses should not be involved in abortion as part of their work.

Refer to the marking bands for question (d).

(d) 'Catholics should always be tolerant towards everyone.' [AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- Britain is a multi-ethnic society and should be accepting of all, regardless of background.
- People are all made in God's image and likeness.
- A lack of tolerance can lead to conflict and violence.
- The parable of the Good Samaritan teaches that people should be tolerant of and helpful towards others, regardless of their background or culture.
- All Catholics should show agapè love to others. (Mark 12:31 'Love your neighbour as yourself.')
- St. Paul taught that all people are equal in Christ. (Galatians 3:26-27)
- Some people commit such terrible acts that they forfeit their right to tolerance and understanding, e.g. terrorists, murderers.
- It is difficult to be tolerant towards a person who continually behaves in an unacceptable way.
- The Golden Rule (Matthew 7:12) 'Treat others as you wish to be treated.'
- In the Sermon on the Mount, Jesus said that his followers should not judge other people.
- God will judge people's actions and separate all into the saved and the lost on the Day of Judgement (Parable of the Sheep and the Goats).
- Christian values, e.g. love, compassion, concern for others, can be expressed through being tolerant.