

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education **B573**

RC Christianity (Roman Catholic) 1

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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INSTRUCTIONS TO EXAMINERS**General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

AO1 part (d) question

Level 0 0	No evidence submitted or response does not address the question.
Level 1 1-2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive
Level 2 3-4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation

AO2 part (e) question

Level 0 0	No evidence submitted or response does not address the question.
Level 1 1-3	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms • Errors of grammar, punctuation and spelling may be intrusive
Level 2 4-6	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail. • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 3 7-9	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly • There may be occasional errors in spelling, grammar and punctuation
Level 4 10-12	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly • Few, if any errors in spelling, grammar and punctuation

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	<p>What is a saint?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • A person declared to be in heaven by the Roman Catholic Church; • A deceased person, believed holy in their lifetime, who has been canonised by the Roman Catholic Church; • A member of the community of Saints. <p>1 mark for response.</p>	[1]	Any generic role model is not acceptable.
	(b)	<p>What are Saint's Days?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Days when the lives and works of particular saints are celebrated; • Days when the saints were born; • Days when the saints died; • Days when the saints were martyred. <p>1 mark for each response.</p>	[2]	
	(c)	<p>Describe the role of the Blessed Virgin Mary.</p> <p>Responses might include</p> <ul style="list-style-type: none"> • Mary is seen as a intermediary between God and man; • They may point to: 'pray for us now and at the hour of our death'; • She is also seen as an example of perfect motherhood; • She has a special role as the mother of Christ; • Mary has appeared throughout the world with messages for mankind. <p>A statement 1 mark, with development 2 marks, and Exemplification/amplification 3 marks.</p>	[3]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	<p>Explain what the life of saints, such as Maximillian Kolbe, teaches us about Roman Catholic morality?</p> <p>Examiners should mark according to AO 1 level descriptors. Candidates might consider some of the following:</p> <p>While candidates are free to explore the life of any saint they have studied, many are likely to use Maximillian Kolbe. Any other saint they use should be able to demonstrate the kind of example found in the life of Kolbe.</p> <p>Some may describe some significant parts of the life of Maximillian Kolbe as a context in which to explore teachings which are exemplified through his life. He was a Polish, Roman Catholic priest, who died during the Second World War, choosing to take the place of a family man who would have been killed.</p> <p>Due to his understanding of the responsibility placed upon Christians by extraordinary circumstances he had been arrested by Gestapo officers for aiding Jews and the Polish underground</p> <p>Father Kolbe, as a journalist, publisher and intellectual who, because of his Christian beliefs had refused German citizenship, had been considered a threat to German domination of Poland.</p> <p>His life as a friar is an example of sacrifice which some Roman Catholics may be asked to follow</p> <p>His willingness to sacrifice his liberty and then his life for others in extreme circumstances is an example of the ideal of morality which Christians may be called to.</p>	[6]	Some may discuss Agape.

Question	Expected Answer	Mark	Rationale/Additional Guidance
(e)	<p>“Saints are too perfect to be good role models.”</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO 2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may begin by exploring what it means to be a role model and how different Saints may be considered role models for different kinds of people. They may also evaluate the way that the Roman Catholic Church uses the idea of patron saints to hold them up as role models.</p> <p>They may use examples such as the way St. Francis Xavier, a very apostolic man and St Teresa, a contemplative are both patron saints of the missions; demonstrating roles models for both action and prayer. Alternatively they may explore saints who were willing to die for their faith or for others, or saints whose lives show dedication to some aspect of Roman Catholic teaching.</p> <p>They may then write a critique of the question of whether not the role models as presented by the church are examples which can be followed by Christians today. Some may split their responses between examples which they consider easy to follow and those which they may consider impossible.</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p>What is a Triduum?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The 3 days of celebration at the end of Holy Week; • Holy/Maundy Thursday, Good Friday and Holy Saturday. <p>1 mark for response.</p>	[1]	
	(b)	<p>Give two religious practices that happen during lent?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Fasting and abstinence, particularly on Ash Wednesday and Good Friday; • Giving things up as a penance; • Doing extra things, such as more time for prayer or helping the more vulnerable in society • Works of charity (almsgiving) <p>1 mark for each response.</p>	[2]	Can accept a description of particular named Lenten services e.g. Ash Wednesday, Palm Sunday, Stations of the Cross, Reconciliation.
	(c)	<p>Explain why Eastertide is important to Roman Catholics?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Eastertide is a time of important remembrances; • The celebration of the resurrection; • The celebration of the Ascension • The celebration of Pentecost <p>A statement 1 mark, with development 2 marks and exemplification 3 marks.</p>	[3]	Candidates may not understand the term Eastertide and may include the Triduum which may be credited with up to 2 marks as long as Easter Sunday is mentioned.

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	<p>Explain how and why Roman Catholics celebrate Good Friday.</p> <p>Examiners should mark according to AO 1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may begin their responses to this question by describing the main memorial service of the day, the Good Friday Service which takes place at 3 p.m. Some may discuss the readings, particularly the long reading of the passion. Others may focus on the extensive petitionary prayer which is part of this service focusing on the needs of the world and the Church. Most will be able to give an account of the veneration of the cross which is the central part of this service. Some may be aware that the communion which is distributed at this service was consecrated the day before as no sacraments are allowed to take place on this day.</p> <p>Some candidates may be aware that in many cities today Christians hold a march of witness both to the meaning of Good Friday and the importance of ecumenism. Others may also describe the practice of praying together in the evening which is a symbolic way of 'praying by the tomb'.</p>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>In terms of the 'why' candidates may explore the idea of Christ as the 'sacrificial lamb' giving up his life for the sins of humanity. Others may discuss the small ways in which Roman Catholics may their own sacrifices by abstaining from meat and fasting.</p>	[6]	
(e)	<p>“Easter is the most important feast in the Roman Catholic calendar.”</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO 2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates who agree with the sentiment expressed in the statement are likely to discuss the importance of the resurrection to Roman Catholics. They may, for example, use the ideas found in the writings of St. Paul where he points out that if Christ is not risen then Christians are the most sorry of men.</p> <p>Others may say that as Pentecost is known as the 'birthday of the Church', then it should be seen as the most important feast. Some are more likely to say that without Christmas and the celebration of the incarnation there would have been no Christ to be resurrected.</p> <p>Whichever route the candidate chooses the important thing is that they justify their views with reasoned argument and not just make statements of faith. There is no requirement to choose one over the other and some candidates may therefore argue that all feasts are of equal importance</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	(a)	<p>What does the religious word 'orthodox' mean?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Any sensible response should be credited; • In the context of this paper, candidates are likely to describe one or other of the Eastern Orthodox churches; • Alternatively they may describe adherence to a strict tradition; • Accept 'right judgement'. <p>1 mark for response.</p>	[1]	
	(b)	<p>Give the names of <u>two</u> Protestant denominations.</p> <p>Responses might include</p> <ul style="list-style-type: none"> • Anglicans (Church of England, Scottish Episcopal, Church in Wales) • Methodist; • Baptist; • United Reform; • Salvation Army; • Evangelical; • Society of Friends; • Pentecostal. <p>1 mark for each response.</p>	[2]	Lutheran
	(c)	<p>State <u>three</u> differences between Roman Catholic and Protestant Christianity.</p> <p>Responses might include</p> <ul style="list-style-type: none"> • The rule of the papacy compared with leaders of other 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>denominations;</p> <ul style="list-style-type: none"> • The importance of the Roman Catholic teaching about infallibility; • The stress on 'the word' for some denominations rather than the Eucharist as a central celebration. • The differences in the biblical canon • The different teaching on celibacy. <p>1 mark for each response.</p>	[3]	
(d)	<p>Explain the importance of Ecumenism.</p> <p>Examiners should mark according to AO 1 level descriptors. Candidates might consider some of the following:</p> <p>Some candidates may know of the beginnings of the Ecumenical movement in Edinburgh in 1910 They might go on to explain the way those at the meeting were concerned that missionaries in Africa were confusing potential converts by all claiming to have the 'truth', while its expressions were so different between the different denominations.</p> <p>Others may talk about the importance of witness within Christianity and the detraction of that witness by disagreements between denominations. Some may point to times when the divisions have led to violence such as the Troubles in Northern Ireland.</p> <p>Some may argue that it should be the goal of all Christians to be united.</p>	[6]	
(e)	<p>"There are no important differences between Christian churches so we should unite as one Church."</p> <p>Discuss this statement. You should include different,</p>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO 2 level descriptors. Candidates might consider some of the following:</p> <p>By this stage candidates will have listed many of the differences within the church and should be able to decide which to discuss in terms of evaluating the nature of their importance. For example is a teaching about infallibility an attribute which has only been once of sufficient importance to keep Christians apart.</p> <p>The nature of the Eucharist however may be considered important enough for divisions to remain despite the inherent dangers and lack of witness. Some may explore the various beliefs about women's role in the ministry and assess the extent to which they should be allowed to continue to contribute to the divisions.</p>		
	<p>Others may discuss the notion that given the nature and varieties of human beings a number of denominations are needed to give all kinds of men and women the opportunity to worship in their own way.</p>	[12]	
	Total	[72]	

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