

General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Christianity (Roman Catholic) 1 (Beliefs, Special Days, Divisions and Interpretations)
Specimen Paper

B573

Time: 1 hour

Candidates answer on the question paper.
Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

| FOR EXAMINER'S USE ONLY | |
|-------------------------|--|
| 1 | |
| 2 | |
| 3 | |
| TOTAL | |

This document consists of **9** printed pages and **3** blank pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

1 (a) What do Roman Catholics believe sin is?

..... [1]

(b) What are the consequences of sin?

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..... [2]

(c) What kind of sin do Roman Catholics believe in? Give examples.

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..... [3]

(d) Explain, using examples, the sacrament of reconciliation.

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2 (a) What is Ash Wednesday?

..... [1]

(b) Where does the name Ash Wednesday come from?

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..... [2]

(c) How might Ash Wednesday be observed?

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..... [3]

(d) Why is Lent important for Christians?

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3 (a) What does Catholic mean?

..... [1]

(b) Name two Christian denominations other than the Catholic Church.

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..... [2]

(c) Give three similarities between the Roman Catholic Church and other Christian denominations.

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(d) Explain the differences between the Roman Catholic Church and other Christian denominations.

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The maximum mark for this paper is **51**.

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, Spelling, Punctuation and Grammar

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.

SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

| |
|--|
| <i>High performance 3 marks</i> |
| Candidates spell, punctuate and use 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. |
| <i>Intermediate performance 2 marks</i> |
| Candidates spell, punctuate and use 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>Threshold performance 1 mark</i> |
| Candidates spell, punctuate and use 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. |


AO1 part (d) question


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|----------------|---|
| 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


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|------------------|--|
| Level 0 0 | No evidence submitted or response does not address the question. |
| Level 1 1-3 | A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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 | A limited answer to the question. Candidates will demonstrate some understanding of the question. <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 | A competant answer to the question. Candidates will demonstrate a sound understanding of the question. <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 | A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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 Number | Answer | Max Mark |
|-----------------|--|----------|
| 1(a) | <p>What do Roman Catholics believe sin is? Deliberately turning your back on God.</p> | [1] |
| 1(b) | <p>What are the consequences of sin?</p> <ul style="list-style-type: none"> • Hell; • Purgatory | [2] |
| 1(c) | <p>What kind of sin do Roman Catholics believe in? Give examples.</p> <ul style="list-style-type: none"> • Serious sin; • less serious sin; • venial and mortal sin; • adultery; • abortion; • 'little white lies.' | [3] |
| 1(d) | <p>Explain, using examples, the sacrament of reconciliation. Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • the different way the sacrament can be received, e.g. general absolution, a service of reconciliation with personal confession during the service or private confession in a confessional either facing the priest or behind a screen; • the use of an examination of conscience as a preparation for receiving the sacrament; • how the priest sometimes uses a biblical text to focus the recipient on a particular idea of sacramental forgiveness; • the rite of absolution itself and the need for some of penance to make up for the sins; • penance may often just be a few prayers but can sometimes be an encouragement towards an act of charity. | [6] |
| 1(e) | <p>'Seeking forgiveness is a sign of weakness.' Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. Candidates may respond with:</p> <ul style="list-style-type: none"> • in a competitive and harsh world it is not always in a person's best interest to admit they are wrong and in need of forgiveness; • many people today see denial as a way of life and this has consequences for those who would want to be more honest; • it is wrong to see seeking forgiveness as a weakness, having the strength to recognise what one has done wrong takes courage; | |




| Question Number | Answer | Max Mark |
|---|---|--------------------|
| 1(e) cont'd | <ul style="list-style-type: none"> • the Roman Catholic Church has had a long tradition of teaching the need to seek forgiveness which is based on being strong not weak; • quotes like 'It takes a big person to admit to being wrong...' may be used. | [12] |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3. | SPaG [3] |


| Question Number | Answer | Max Mark |
|---|--|---------------------|
| 2(a) | <p>What is Ash Wednesday?</p> <ul style="list-style-type: none"> • The start of Lent; <p>OR</p> <ul style="list-style-type: none"> • The day after Shrove Tuesday. | [1] |
| 2(b) | <p>Where does the name Ash Wednesday come from?</p> <p>Ashes are made from the palms used the year before on Palm Sunday.</p> | [2] |
| 2(c) | <p>How might Ash Wednesday be observed?</p> <ul style="list-style-type: none"> • Catholics receive the ashes and they are encouraged either to 'repent and believe in the gospel' or to remember that they are dust and that unto dust they will return; • the fact that it is a day of fasting and abstinence; explaining that abstinence means not eating any meat and that by fasting the rules mean that all Catholics over the age of 14 should only eat one meal and two collations throughout the day. | [3] |
| 2(d) | <p>Why is Lent important for Christians?</p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • the need to prepare for Easter; • the way some choose to fast from favourite foods or activities; • the way that Christians choose to do more for others as a way of keeping Lent; • the various services during Holy Week and explain how Lent helps with the preparation for and understanding of Easter; • the significance of the death and resurrection of Jesus for Christians and hence the importance of proper preparation. | [6] |
| 2(e) | <p>'Giving things up for your religion is irrelevant to people today.'</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>Candidates may respond with:</p> <ul style="list-style-type: none"> • in a materialist age with a throw away society giving things up is indeed irrelevant; • doing more is better than doing without; • lent may be better seen as a time for making more space for prayer as a way of preparing each year for the celebration of the resurrection; • the need for self discipline and choosing to go without is a way to improve in this area; • it is more important in this age to deny ourselves of many of the things we take for granted so that we learn to rely on God and not on material gains. | [12] |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3. | SPaG [3] |

| Question Number | Answer | Max Mark |
|-----------------|--|------------|
| 3(a) | <p>What does Catholic mean?</p> <ul style="list-style-type: none"> • Universal; <p>OR</p> <ul style="list-style-type: none"> • From the Greek Katholikos meaning universal. | [1] |
| 3(b) | <p>Name two other denominations other than the Roman Catholic Church.</p> <ul style="list-style-type: none"> • Anglican; • Church of England; • Methodist; • Orthodox; • Protestant; • Baptist. | [2] |
| 3(c) | <p>Give three similarities between the Roman Catholic Church and other Christian denominations.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • the distinction which can be made between what is called 'higher' and 'lower' forms of worship. High Anglican Churches, for example, would worship much as do Roman Catholics; • some churches would administer the sacraments in much the same ways the Roman Catholic Church; • 'higher' churches have a hierarchy, similar to the Roman Catholic Church, and point to the Archbishop of Canterbury as the leader of the Anglican Communion; • similarities between the Roman Catholic Church and Orthodox traditions. | [3] |
| 3(d) | <p>Explain the differences between the Roman Catholic Church and other Christian denominations.</p> <p>Candidates may respond with descriptions explanations of:</p> <ul style="list-style-type: none"> • the way some denominations focus more on the word of God rather than on the sacramental aspect of religious rites; so, for example, Presbyterian churches will have a pulpit or lectern in the centre of their worship rather than an altar; • the importance of elders rather than ministers or priests in the administration of a community; • the debate between the eastern and western churches which focuses on the 'per filio/filioque' debate. | [6] |

| Question Number | Answer | Max Mark |
|---|--|--------------------|
| 3(e) | <p>'Christians should not allow historic divisions to keep them apart today.'</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>Candidates may respond with:</p> <ul style="list-style-type: none"> • it is a scandal that a number of churches who claim to follow Christ are causing such division in so many different parts of the world; • communities need to try to understand the roots of sectarianism to challenge their continued existence as separate groups; • examples may be given from the ecumenical movement that began in Edinburgh in 1910 with a group of African missionaries for a variety of denominations. • people should be aware of their roots and the view that many of their ancestors were willing to die for what they believed in and that such histories should not just be put aside; • there is a dignity in difference and that different communities should be allowed to worship and exist as they choose. | [12] |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3. | SPaG [3] |
| Paper Total: | | [51] |

Assessment Objectives Grid (includes QWC)

| Question | AO1 | AO2 | SPaG* | Total |
|---|------------|------------|--------------|--------------|
| 1(a) | 1 | | | 1 |
| 1(b) | 2 | | | 2 |
| 1(c) | 3 | | | 3 |
| 1(d) | 6 | | | 6 |
| 1(e)  | | 12 | 3 | 12 |
| 2(a) | 1 | | | 1 |
| 2(b) | 2 | | | 2 |
| 2(c) | 3 | | | 3 |
| 2(d) | 6 | | | 6 |
| 2(e)  | | 12 | 3 | 12 |
| 3(a) | 1 | | | 1 |
| 3(b) | 2 | | | 2 |
| 3(c) | 3 | | | 3 |
| 3(d) | 6 | | | 6 |
| 3(e)  | | 12 | 3 | 12 |
| Totals | 24 | 24 | 3 | 51 |

* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

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