



---

# **GCSE MARKING SCHEME**

---

**SUMMER 2023**

**RELIGIOUS STUDIES (ROUTE B) COMPONENT 2  
APPLIED CATHOLIC THEOLOGY  
C120U90-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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.

## **EDUQAS GCSE RELIGIOUS STUDIES (ROUTE B)**

### **COMPONENT 2: APPLIED CATHOLIC THEOLOGY**

#### **SUMMER 2023 MARK SCHEME**

#### **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 that is accurate and relevant, 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. Errors should be ignored, not penalised.

#### **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 as a result of 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. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order 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, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

### 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.

### Question 1 (a)

See instructions provided with indicative content.

### Question (b)

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language and terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4–5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2–3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question 1 (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark total</b>
<b>4</b>	<p>An excellent explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7–8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately.</p>	<b>5–6</b>
<b>2</b>	<p>A good, generally accurate explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3–4</b>
<b>1</b>	<p>A limited and/or poorly organized explanation of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1–2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question 1 (d) (i) and (ii) and 2 (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13–15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10–12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7–9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.</p>	<b>4–6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1–3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**Assessment of spelling, punctuation and the accurate use of grammar and specialist terminology.**

<b>Band</b>	<b>Performance descriptions</b>
<p><i>High performance</i> 5–6 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> </ul>
<p><i>Intermediate performance</i> 3–4 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> </ul>
<p><i>Threshold performance</i> 1–2 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
<p>0</p>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

## 1. Life and Death

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

Candidates do not need to give examples in order to be awarded the 2 marks.

- The raising of the body to life again after death. Christians believe that Jesus has already experienced resurrection and that all people will experience it at the end of time.

### (b) Describe two of the key documents of the Second Vatican Council. AO1 [5]

Answers may include the following points, but other relevant and accurate points must also be credited.

- Dei Verbum – Divine Revelation. Means 'Word of God' and focus on the belief that the word of God is Jesus and is made known through the Bible, gospels, and Tradition. It focuses on the need for preaching to be based on the study of the Bible in order to be guided in prayer. It emphasises the need for and importance of tradition through the Magisterium's interpretation of the Bible.
- Sacrosanctum Concilium – Sacred Liturgy. Focus on the public worship of the Catholic Church. It recognises that some elements of the Mass can not be changed but some could enabling the participation of the laity more in Mass. Following Vatican II, the Mass is usually said in the local language and the priest faces the congregation, this helps the congregation to understand and see the symbolism of the Mass. This document reinforces the importance of the liturgy of the Mass as Jesus as the Son of God, who died and rose again to bring about forgiveness and eternal life.
- Lumen Gentium 'light of all nations' this document focus on Jesus as the light and the need of the Church to bring light to others. Through Baptism a person becomes part of the community of believers and with that bring the responsibility to serve others. The document uses the analogy of the Church as a body and so has many parts to work together with different roles in order to bring the light to others.
- Gaudium et Spes, Modern World – Peace and social justice are two important issues that motivate many Catholics in their faith today, in Gaudium et Spes (one of the four main documents of the Council), the Council engaged with questions of poverty and social justice, leading to the establishment of groups like CAFOD and Pax Christi – Catholic charities committed to peace and social justice.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Sacrosanctum Concilium: "...since the use of the mother tongue, whether in the Mass, the administration of the sacraments, or other parts of the liturgy, frequently may be of great advantage to the people, the limits of its employment may be extended." (36.2)*

*Gaudium et Spes: "Peace is not merely the absence of war; nor can it be reduced solely to the maintenance of a balance of power between enemies; nor is it brought about by dictatorship. Instead, it is rightly and appropriately called an enterprise of justice. Peace results from that order structured into human society by its divine Founder and actualised by men as they thirst after ever greater justice. The common good of humanity finds its ultimate meaning in the eternal law ... peace on earth cannot be obtained unless personal well-being is safeguarded, and men freely and trustingly share with one another the riches of their inner spirits and their talents. A firm determination to respect other men and peoples and their dignity, as well as the studied practice of brotherhood are absolutely necessary for the establishment of peace. Hence peace is likewise the fruit of love, which goes beyond what justice can provide." (78)*

**(c) Explain the importance of the Lord's Prayer for Catholics. AO1 [8]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Lord's Prayer is of great importance to Catholics, in the Gospels it tells us that Jesus taught the people how to pray using the Lord's Prayer, giving authority but also enabling believers to pray in a humble way.
- Christians are united through the use of the Lord's Prayer.
- Catholics see it as a summary of belief, giving hope in heaven, recognising God's name is holy and stating God's Kingdom can be present for all.
- It enables Catholics to ask for God's forgiveness and pardon, and to avoid temptation and evil in the future.
- Reference to particular teachings within the Lord's Prayer.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*"Raising of the heart and mind to God" – Catechism of the Catholic Church*

*The Lord's Prayer*

(d) (i) 'Death is not the end.'

**Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)** AO2 [15+6]

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

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Gospels shows that life after death is a reality because Jesus was resurrected after his death and St Paul makes clear in his letter to the Corinthians that what happened to Jesus will happen to those who believe in him also.
- Even though a person's body dies, it is possible that a person's mind or soul could live on after death.
- People have had near death experiences that seem to show that death is not the end.
- Science seems to show that when a person's brain stops functioning, they cease to exist.
- There is no scientific evidence for life after death.
- The Bible accounts of resurrection can't be proven
- Focusing on death as the end might lead people to forget to focus on living this life well or prevent them from rejecting the situations of injustice or poverty that they are currently experiencing.
- Some would argue that belief in life after death is a human invention to help us to cope with the loss of loved ones and an inability to accept the finality of death.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*1 Corinthians 15:35-44 "But someone will ask, 'How are the dead raised? With what kind of body will they come?' How foolish! What you sow does not come to life unless it dies. When you sow, you do not plant the body that will be, but just a seed, perhaps of wheat or of something else... So will it be with the resurrection of the dead. The body that is sown is perishable, it is raised imperishable; it is sown in dishonour, it is raised in glory; it is sown in weakness, it is raised in power; it is sown a natural body, it is raised a spiritual body. If there is a natural body, there is also a spiritual body."*

*1 Corinthians 15:49-56: 49 And just as we have borne the image of the earthly man, so shall we bear the image of the heavenly man. 50 I declare to you, brothers and sisters, that flesh and blood cannot inherit the kingdom of God, nor does the perishable inherit the imperishable. 51 Listen, I tell you a mystery: We will not all sleep, but we will all be changed— 52 in a flash, in the twinkling of an eye, at the last trumpet. For the trumpet will sound, the dead will be raised imperishable, and we will be changed. 53 For the perishable must clothe itself with the imperishable, and the mortal with immortality. 54 When the perishable has been clothed with the imperishable, and the mortal with immortality, then the saying that is written will come true: "Death has been swallowed up in victory." 55 "Where, O death, is your victory? Where, O death, is your sting?" 56 The sting of death is sin, and the power of sin is the law. 57 But thanks be to God! He gives us the victory through our Lord Jesus Christ.*

*The Nicene Creed "On the third day he rose again in fulfilment of the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end...We look for the resurrection of the dead, and the life of the world to come. Amen."*

*The Lord's Prayer*

*References to non-religious views about the after-life*

**(ii) 'Assisted suicide should never be allowed.'**

**Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)** **AO2 [15]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- All human beings are valuable because they are made in the image and likeness of God, no matter how sick or ill they are.
- Catholics would argue that the sanctity of life is always more important than the quality of life and it is for God to decide when life ends.
- If human life is not treated as sacred in all cases as the priority, then this means that it becomes possible for the state to decide which human lives are not worth living and this could lead to discrimination and pressure to commit suicide or seek assisted suicide.
- Palliative care can focus on the quality of life, the effect of suffering can be reduced and made bearable by the compassionate use of pain relief, improving the quality of life and dignity, preserving the sanctity of life.
- Good palliative care takes away the need for assisted suicide.
- A person experiencing pain or loss of functions due to illness should have the right to decide whether their life is still worth living; a belief in the sanctity of life should not be more important than a person's own.
- Human life has no intrinsic value; it is only valuable if the quality of that life is not diminished by serious pain or disability.
- Some suffering is so extreme and the quality of life so low that assisted suicide should be allowed to bring an end to that suffering; some would argue that using ideas of sanctity of life to prevent this is a form of cruelty.
- Some would argue that humans should be free to make their own choice, this being the most loving thing to do and what they would want personally.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Genesis 1:26-28,31:*

*Then God said, "Let us make mankind in our image, in our likeness"*

*Catechism/biblical/papal teachings on the sanctity of life*

*References to non-religious beliefs about assisted suicide*

## 2. Sin and Forgiveness

**(a) (i) What do Catholics mean by ‘absolutism’? AO1 [2]**

Candidates do not need to give examples in order to be awarded 2 marks

- The belief that there are certain actions that are always right or always wrong. The belief that moral laws exist eternally and are not just human inventions.

**(ii) What do Catholics mean by ‘punishment’? AO1 [2]**

Candidates do not need to give examples in order to be awarded 2 marks

- The consequences of a wrong decision and a penalty imposed by a person in authority on the person who has committed wrongdoing

**(b) (i) Describe Mary as a model of the Church. AO1 [5]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- Mary is an example to all Catholics of how human being should respond to God, as a perfect disciple. A disciple is one who follows the way of a teacher and from the very beginning Mary followed God even when she did not fully understand, in accepting that she was to be the mother of Jesus at the Annunciation.
- Mary is an example of great faith. She believed the angel who told her she would conceive even though she was a virgin, in spite of the difficulty of this in society at the time.
- Mary is an example of great commitment and courage; she did not abandon Jesus at the end of his life when all of the other disciples had fled in fear. To agree to become an unmarried, pregnant woman in first century Palestine required bravery since the consequences of being pregnant and unmarried was potentially a death sentence.
- Mary is also an example of loyalty to Jesus since she stayed with him at the foot of the cross when the other disciples had fled.
- Catholics believe she intercedes for them with God. This is why Catholics still ask Mary to pray for them and have lots of prayers and feasts dedicated to asking for her help and inspiration.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Biblical references to Mary.*

**(ii) Describe the difference between crime and sin. AO1 [5]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- Crime is a legal word for actions that go against the law of the land and so are punishable by the law.
- Sin is a religious word that describes actions go against laws from God and are punishable by God. Sin is described in Genesis 3 when Adam and Eve disobeyed God by eating from the forbidden tree in the garden of evil.
- Sin requires forgiveness, and can also damage a person's relationship with God
- Some actions are seen as both sinful and criminal such as murder or stealing.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Genesis 3 (reference to The Fall and to Original Sin)*

*The Lord's Prayer ('Forgive us our sins....')*

*Reference to the Law of the country (criminal law)*

(c) (i) **Explain Catholic teachings about forgiveness.**

**AO1 [8]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- In Matthew 18:21-22 Jesus teaches there should be no limits to how often a person should forgive those who have offended them, he also teaches that God will forgive those who forgive others and how important it is to show mercy if one expects to receive mercy.
- In teaching the Lord's Prayer, he tells his followers to ask God for forgiveness whenever they pray.
- In Matthew 6: 14-15 Jesus demonstrates the importance of prayer in that it should be limitless for all, and all should be treated equally.
- Catholics believe that forgiveness fosters dignity for all and does not replace punishment but needs to be part of the process in order to rehabilitate.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Matthew 18:21-35 21 Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?" 22 Jesus answered, "I tell you, not seven times, but seventy-seven times. 23 "Therefore, the kingdom of heaven is like a king who wanted to settle accounts with his servants. 24 As he began the settlement, a man who owed him ten thousand bags of gold was brought to him. 25 Since he was not able to pay, the master ordered that he and his wife and his children and all that he had be sold to repay the debt. 26 "At this the servant fell on his knees before him. 'Be patient with me,' he begged, 'and I will pay back everything.' 27 The servant's master took pity on him, cancelled the debt and let him go. 28 "But when that servant went out, he found one of his fellow servants who owed him a hundred silver coins. He grabbed him and began to choke him. 'Pay back what you owe me!' he demanded. 29 "His fellow servant fell to his knees and begged him, 'Be patient with me, and I will pay it back.' 30 "But he refused. Instead, he went off and had the man thrown into prison until he could pay the debt. 31 When the other servants saw what had happened, they were outraged and went and told their master everything that had happened. 32 "Then the master called the servant in. 'You wicked servant,' he said, 'I cancelled all that debt of yours because you begged me to. 33 Shouldn't you have had mercy on your fellow servant just as I had on you?' 34 In anger his master handed him over to the jailers to be tortured, until he should pay back all he owed. 35 "This is how my heavenly Father will treat each of you unless you forgive your brother or sister from your heart.*

*Matthew 6:14-15 14 For if you forgive other people when they sin against you, your heavenly Father will also forgive you. 15 But if you do not forgive others their sins, your Father will not forgive your sins.*

**(ii) Explain the importance of redemption for Catholics. AO1 [8]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- Redemption is the belief that Jesus paid the ransom to free humans from sin by dying on the cross.
- The Catholic Church recognises the important of Jesus' death as a sacrifice made for the sake of human sin so humanity's relationship with God could be restored.
- Jesus' death on the cross was the action that bought redemption from sin, it paid the price of sin and repaired the relationship with God.
- Redemption is important to Catholics as Jesus sacrifice enables salvation as humanity is saved from the consequences of sin.
- Catholics believe that through redemption, those who accept God's gift of salvation through redemption will be able to go to heaven after death and be with God eternally.
- Redemption is important as it enable Catholics to believe in Jesus as the incarnate son and in the sacrament of the Eucharist.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*The Lord's Prayer.*

*The Sorrowful Mysteries of the Rosary.*

*Sacred objects within a church building.*

*Biblical references to Jesus' Last Supper and crucifixion.*

**(d) 'The Church is nothing more than a building.'**

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

**AO2 [15]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- A church is a building where Christians gather to worship and has many distinctive features which reflect the belief in salvation and so is central to belief.
- Attending a church building brings a community of believers together and enables an emphasis on unity.
- There are many objects and artefacts within a church which demonstrate and represent Catholic beliefs e.g., the altar being a central part of the Eucharist and belief in salvation.
- The word Church refers to a worldwide community of believers, when Catholics say the Nicene Creed, they profess their faith in the Catholic Church as one, holy, catholic and apostolic, known as the four marks of the church.
- The Church as one refers to the community of believers coming from one source, i.e. God.
- The Church is holy since it is the community that is centred on Jesus and comes from Jesus, and Catholics are called to that holiness.
- The Church is catholic, meaning worldwide and universal as the unity of people, open to all people, in all parts of the world, with this is the responsibility to spread the good news.
- The Church is apostolic referring someone who is messenger, as the 12 apostles as Jesus Christ's followers, giving special authority to Saint Peter.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

Matthew 16:18 ('You are Peter and upon this rock I will build my Church.....')

Architecture of the church building.