

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Religious  
Studies (5RS10/01)  
Unit 10: Roman Catholic Christianity

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Although the assessment objectives are weighted separately, they are inter-related.**

**AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.**

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Unit 10 Roman Catholic Christianity

Question Number	Correct Answer	Partially correct answers	Reject	Mark
1(a) AO1	<ul style="list-style-type: none"> <li>• belief in one God</li> <li>• there is only one God</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• belief in God</li> <li>• one-ness</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
1(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that all Christians must believe in the Trinity are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the Trinity is shown in the Bible</li> <li>• belief in the Trinity is the foundation of Christianity</li> <li>• it is proclaimed in the creeds</li> </ul> <p>Answers which do not think that all Christians must believe in the Trinity are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• some may think it is polytheism</li> <li>• the only important thing is believing in God</li> <li>• Christianity is about how people behave</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the Trinity is shown in the Bible) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. the Trinity is shown in the Bible, for example at Jesus' Baptism) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
1(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Jesus teaches Christians to call God 'Father'</li> <li>• it means that God loves everyone as a father</li> <li>• God created every person</li> <li>• Christians look to God to guide them like a father</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question 2 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially correct answers	Reject	Mark
2(a) AO1	<ul style="list-style-type: none"> <li>• the belief that God is three in one</li> <li>• the Father, Son and Holy Spirit</li> <li>• God's three aspects</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• God</li> <li>• being in three parts</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
2(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that it is important for Christians to love their neighbours are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• Jesus taught love of neighbour</li> <li>• Christians should love all human beings</li> <li>• Christians must love their neighbour to go to heaven</li> </ul> <p>Answers which do not think that it is not important for Christians to love their neighbours are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• some neighbours are difficult to love</li> <li>• Christians just need to love God</li> <li>• it is more important to love those who are starving</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. Jesus taught love of neighbour) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. Jesus taught love of neighbour, as in the parable of the Good Samaritan) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
2(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it is why Jesus died on the cross</li> <li>• it is taught in the scriptures</li> <li>• it means that people can get into heaven</li> <li>• it gives life meaning</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
2(d) AO2	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is taught in the Bible</li> <li>• it means that life on earth has a purpose</li> <li>• it explains the order and beauty in the world</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is more important to believe in God as a loving father</li> <li>• science suggests the world was created by the Big Bang</li> <li>• there are too many flaws for God to have created the world</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question 2 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Question Number	Correct Answer	Partially correct answers	Reject	Mark
3(a) AO1	<ul style="list-style-type: none"> <li>• the office of the Pope</li> <li>• the Pope as leader of the Church</li> <li>• the role of the Pope</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• the Pope</li> <li>• part of the Church</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
3(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that all priests should be allowed to marry are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it would help them be better priests</li> <li>• St Peter was married</li> <li>• they should be free to choose</li> </ul> <p>Answers which do not think all priests should be allowed to marry are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• a wife and family would hinder them doing their job</li> <li>• celibacy is a special act of dedication to God</li> <li>• celibacy is an established tradition of the Church</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. celibacy is a special act of dedication to God) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. celibacy is a special act of dedication to God, showing that the priest is totally committed to doing God's work) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
3(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• like a body, the Church is made up of people playing different roles</li> <li>• Catholics believe the Church functions as Christ's body on earth</li> <li>• it indicates that all Christians are united</li> <li>• it means that Christ is the head of the Church</li> <li>• St Paul refers to the Church as the Body of Christ</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be</p>

		present.
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief reasons</li> <li>• or two developed reasons</li> <li>• or three reasons with one developed</li> <li>• or a comprehensive explanation using one reason only.</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
3 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• they are successors of the Apostles</li> <li>• they care for the people in their diocese</li> <li>• they confirm Christians/ordain priests</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the people are cared for by the local priest</li> <li>• most Christians never see their bishop</li> <li>• priests are allowed to confirm</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
4(a) AO1	<ul style="list-style-type: none"> <li>the Pope and the bishops interpreting the Bible and tradition for Roman Catholics today</li> <li>the teaching office of the Church</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>the Pope and the bishops together</li> <li>Catholic teachings</li> <li>An example of the role of the Magisterium (eg in the preparation of the Catechism)</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
4(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that the Pope is important in the lives of Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• he teaches the Catholic faith</li> <li>• he appoints bishops</li> <li>• he is a role model for Catholics</li> </ul> <p>Answers which do not think that the Pope is important in the lives of Christians are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• his life is remote from that of most Catholics</li> <li>• the local priest can teach the Catholic faith</li> <li>• Catholics must live according to their conscience</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. he teaches the Catholic faith) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. he teaches the Catholic faith, such as when he travels the world preaching) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
4(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• she is the mother of Jesus</li> <li>• she is a role model for Christians</li> <li>• she lived a sinless life</li> <li>• she is like a loving mother to Christians</li> <li>• she accepted God's will</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>



Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
4 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Bible is the Word of God</li> <li>• it teaches Christians how to live a good life</li> <li>• it tells Christians about the life of Jesus</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is just a book written by human beings</li> <li>• it is now out of date</li> <li>• it is more important for someone to do what they think is right.</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
5(a) AO1	<ul style="list-style-type: none"> <li>• the week before Easter Sunday</li> <li>• the week that includes any two or more of the important days of the holy week.</li> <li>• the last week of Lent</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• part of Lent</li> <li>• a special week for Christians</li> <li>• the week that includes Palm Sunday/ Holy Thursday/ Good Friday</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
5(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that Christmas has lost its real meaning are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• fewer people go to church at Christmas</li> <li>• it has become very commercial</li> <li>• it is now just a winter holiday</li> </ul> <p>Answers which do not think that Christmas has not lost its real meaning are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• many Christians still go to church at Christmas</li> <li>• it is still a time of thinking of others</li> <li>• it is a family time as it was for Jesus, Mary and Joseph</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. many Christians still go to church at Christmas) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. many Christians still go to church at Christmas, especially for the celebration of Midnight Mass) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
5(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it allows people to confess their sins</li> <li>• it brings them the forgiveness of God</li> <li>• the priest can give advice to the penitent</li> <li>• it signifies that a Christian is trying to live a good life</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
5(d) AO2	<p><b>Indicative</b> content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it washes away original sin</li> <li>• it makes them members of God’s family</li> <li>• it allows them to receive the other sacraments</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the most important thing is being born into a loving family</li> <li>• being baptised as a baby removes freedom to choose their religion</li> <li>• Baptism is not appropriate for other faiths</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
6(a) AO1	<ul style="list-style-type: none"> <li>• (the belief that) the bread and wine become the body and blood of Jesus</li> <li>• the change of the bread/wine into the body/blood of Jesus</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• the body/blood of Jesus</li> <li>• change of substance</li> <li>• the bread and wine are the body and blood of Jesus</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2



Question Number	Answer	Mark
6(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that going to Mass each Sunday helps Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• they can receive forgiveness at Mass</li> <li>• it is a time each week to think about God</li> <li>• they receive the grace of the sacrament</li> </ul> <p>Answers which do not think going to Mass each Sunday helps Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it can become just a routine</li> <li>• it is not always a spiritually helpful occasion</li> <li>• it would be better to be with God in a quiet place</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it would be better to be with God in a quiet place)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it would be better to be with God in a quiet place; it is easier to have a conversation with God in peace)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
6(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• they give up something they enjoy</li> <li>• they pray more regularly</li> <li>• they engage in good works</li> <li>• they do penance for their sins</li> <li>• they attend Lenten study groups</li> <li>• they fast on the Fridays in Lent</li> <li>• they remember Jesus' temptations and suffering</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving one way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• giving two ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four ways</li><li>• or two developed ways</li><li>• or three ways with one developed</li><li>• or a comprehensive way</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
6 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is an opportunity to renew the baptismal vows</li> <li>• the person can make the commitment for themselves</li> <li>• the confirmation candidate receives the gifts of the Holy Spirit</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Christian commitment has already been made at baptism</li> <li>• many are confirmed just to keep their parents happy</li> <li>• it only really matters how they live their life</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
7(a) AO1	<ul style="list-style-type: none"> <li>the status of a priest, bishop or deacon</li> <li>becoming a priest/bishop / deacon</li> <li>it is ordination</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>a sacrament</li> <li>Christian ministry</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
7(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that more men should become priests are likely to use such evidence as :</p> <ul style="list-style-type: none"> <li>• there is a shortage of priests</li> <li>• some are not listening to God’s call</li> <li>• it is a holy way of life</li> </ul> <p>Answers which do not think that more men should become priests are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• they might be put off by celibacy</li> <li>• not everyone is called to be a priest</li> <li>• every way of following Christ is equally important</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g every way of following Christ is equally important)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. every way of following Christ is equally important so everyone should follow their own vocation whatever it may be)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
7(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• they believe in a just society</li> <li>• it helps create a peaceful society</li> <li>• they are following the teaching of Jesus</li> <li>• they believe that everyone is a child of God</li> <li>• they are following the example of Jesus</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
8(a) AO1	<ul style="list-style-type: none"> <li>• living as a monk or nun in a religious community</li> <li>• the life of a monk or nun</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• the religious life</li> <li>• taking religious vows</li> <li>• living in a monastery</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Any answer that refers to the pursuit of physical fitness.</p> <p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
8(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that the Sermon on the Mount is important for Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is the teaching of Jesus</li> <li>• it teaches how to live a good life</li> <li>• it encourages people to care for others</li> </ul> <p>Answers which do not think that the Sermon on the Mount is important for Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it does not address many of today's moral problems</li> <li>• it is too demanding</li> <li>• conscience is the only true guide</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it does not address many of today's moral problems)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it does not address many of today's moral problems, such as whether euthanasia should be permitted)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
8(c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• they provide meals for the poor</li> <li>• they provide second-hand furniture for those who need it</li> <li>• they raise money to help those in need</li> <li>• they operate stores for those who cannot afford new clothes</li> <li>• they provide counselling</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates may refer specifically to the work of such organisations as the SVP, but they do not need to do so to gain the marks.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving one way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• giving two ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>

Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four ways</li> <li>• or two developed ways</li> <li>• or three ways with one developed</li> <li>• or a comprehensive way</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
8 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus taught the rich young man to give away his wealth</li> <li>• it is unfair to be rich when others live in poverty</li> <li>• Jesus said that you cannot serve both God and money</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• everyone is entitled to keep what they earn</li> <li>• many rich Christians give to the poor</li> <li>• Jesus never said that a Christian cannot be rich</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>



