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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**RELIGIOUS STUDIES  
SPECIFICATION A**

**UNIT 4 - ROMAN CATHOLICISM 2  
4444/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

## General Marking Instructions for Examiners

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

### Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.
  
- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

## Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark Total
0	<p><b>Either:</b> Offers no relevant information or explanation.</p> <p><b>Or:</b> Makes no link between beliefs and practices.</p>	0
1	<p><b>Either:</b> An elementary statement of information or explanation which is limited in scope or content.</p> <p><b>Or:</b> A simple link between beliefs and practices</p>	1
2	<p><b>Either:</b> An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p><b>Or:</b> An explicit link between beliefs and practices. Limited use of religious language.</p>	2
3	<p><b>Either:</b> An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p><b>Or:</b> Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p>	3
4	<p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>	4

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p><b>Either:</b> An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p><b>Or:</b> A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

**Question (e)**

<b>Level</b>	<b>Level Descriptor</b>	<b>Mark Total</b>
<b>0</b>	Makes no relevant point of view, e.g. yes.	<b>0</b>
<b>1</b>	Communicates clearly and appropriately <b>Either:</b> A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives.  <b>Or:</b> Two simple appropriate justifications of a point of view.	<b>1 - 2</b>
<b>2</b>	Communicates clearly and appropriately using limited specialist language <b>Either:</b> An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification  <b>Or:</b> Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	<b>3 - 4</b>
<b>3</b>	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	<b>5 - 6</b>
<b>4</b>	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	<b>7 - 8</b>

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

<b>Level</b>	<b>Performance descriptions</b>
<b>0</b>	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> <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.
<i>Intermediate performance</i> <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.
<i>High performance</i> <b>4 – 5 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.

## ***Special Guidance for Examiners***

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

## Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

**Please remember to total marks for each question.**

## Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**Q.1 (a) Describe Catholic understanding of the vocation of a member of the clergy.**

Look for a rounded account of the vocation of the clergy. Details that could be described include:

- A member of the clergy is a man who has been called to a life of serving God
- The vocation of the clergy is to be a co-worker with the bishop in the parishes of the diocese
- Reference to the three vows – poverty, chastity and obedience
- Vocation to be a servant to the believers in his parish(es)
- Calling to preach the gospel and celebrate Mass and the sacraments
- Role of the deacon.

**AO1 [4]**

**(b) Explain why prayer is an important part of Catholic life.**

Reasons that might be explained include:

- Prayer is an important part of Catholic life as it is direct communication with God
- Jesus taught us to pray so it is very important
- Prayer can comfort a person in times of need
- Prayer is important as it can be used to thank God for a certain event or just to praise him
- Catholics pray for the dead (Communion of Saints)

**AO1 [4]**

**(c) Explain Catholic teaching about the authority of Bishops. (The Episcopacy).**

Points that could be developed include:

- Bishops have authority over a diocese
- They have authority given to them by the Pope
- They are the successors of the apostles today
- Their authority to lead the Church has been passed down from the apostles
- The College of Bishops has the authority to make important decisions and doctrines
- Examples of how authority is exercised should be credited pastoral letters, confirmation, ordination, education programmes etc.

**AO1 [4]**



- (d) 'It is right for Catholics to pray to Mary.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that may be given and expanded include:

- It is right to pray to Mary because she is Jesus' mother and is therefore extremely important in the Catholic faith
- Mary intercedes between God and Catholics
- Catholics should only pray to God
- The Ten Commandments forbids the worship of idols and prayer is a form of worship

**AO2 [4]**

- (e) 'The Pope is the most important person in the Catholic Church.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- The Pope is the head of the Catholic Church
- Reference to papal infallibility
- Reference to Papal Succession
- Without the laity there would be no Church
- A priest is more important because he has day to day contact with the Catholics in his parish
- Bishops are more important because they have direct contact with the parishes in their diocese

**AO2 [8]**

**Q.2 (a) Describe how CAFOD helps those in need.**

Look for a rounded account of how CAFOD helps those in need.

- Details that could be described include:
- Long term projects such as education and building hospitals
- Short term projects – emergency aid when a disaster happens
- Education – raising awareness of the needs of people in the developing world which will increase donations
- By raising awareness with governments on issues such as world debt
- By campaigning for intervention when there are serious issues regarding human rights

**AO1 [4]**

**(b) Explain Catholic beliefs about the nature of God.**

Reasons that might be explained include:

- God as Trinity – Father, Son and Holy Spirit
- God is all powerful (omnipotent)
- God is all knowing (omniscient)
- God is all loving (omnibenevolent)
- God is present in the world (omnipresent)
- God forgives all sins and sent his son Jesus to teach us how to live lives pleasing to God

**AO1 [4]**

**(c) Explain how Catholics can respect their bodies.**

Points that could be developed include:

- You can respect your body by living a healthy lifestyle
- You should avoid over indulgence in eating and drinking alcohol
- Catholics should not use illegal drugs
- Catholics should not be involved in pre-marital or extra marital sex as this devalues their body
- By treating it as the temple of the Holy Spirit

**AO1 [4]**

- (d) ‘Catholics should worship with other Christians.’**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that may be given and expanded include:

- There are so many similarities between Catholics and other Christians they should worship together
- Jesus taught about one Church
- Examples of Christians working and praying together e.g. Taize, Iona community
- There are too many deep rooted differences between Catholics and other Christian denominations
- Catholic beliefs about the Eucharist and Mary are too fundamental to allow Catholics to worship with other Christians
- Public verses private

**AO2 [4]**

- (e) ‘Only God can stop all the evil in the world.’**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- God is omnipotent and therefore can do anything
- God fought on behalf of the Jews in the Old Testament so he can therefore fight against evil in the world
- If God is all loving (omnibenevolent) then he should intervene in the world
- God gave us free choice so he cannot get involved in the evil in the world
- Most of the evil in the world is created by humans
- Some acts of evil are natural (tsunamis) and beyond God's control

**AO2 [8]**

**Q.3 (a) Describe how evil causes suffering.**

Look for a rounded account of Catholic teachings about how evil causes war. Details that could be described include:

- Evil is morally objectionable behaviour
- Evil causes suffering in many ways
- Moral evil is human made and it causes suffering by acts such as murder, rape and torture
- Natural evil causes suffering through events such as tsunamis and earthquakes

**AO1 [4]**

**(b) Explain why some Catholics do not agree with capital punishment.**

Reasons that might be explained include:

- Only God can give or take life
- You become as bad as the criminal
- It is not a deterrent e.g. some states in the USA
- Revenge is against the teachings of Jesus
- Reference to the moral dilemma when civil courts make mistakes

**AO1 [4]**

**(c) Explain how Catholics encourage people to be fair.**

Points that could be developed include:

- Catholics encourage people to be fair by example - the way they live their lives
- Catholics support a variety of charities who work for fairness in the world
- The Catholic speaks openly on issues such as world debt
- The Catholic Church supports campaigns to end atrocities in different part of the world
- Pope Francis is an ambassador for the poor and meets with world leaders on a regular basis

**AO1 [4]**

- (d) **‘The Bible helps Catholics to make moral decisions.’**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that may be given and expanded include:

- The Bible was written so long ago it does not help people today to make moral decisions
- There is no reference to issues such as drug abuse or abortion in the Bible
- The Bible is unreliable as it was written by so many different authors
- The Bible is the Word of God and cannot be challenged
- The Bible provides guidance not rules
- Commandments such as 'do not kill' apply to a variety of modern issues e.g. abortion, euthanasia, capital punishment.

**AO2 [4]**

- (e) **‘War is always wrong.’**  
**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- War is destructive and lives are lost
- Jesus taught ‘to turn the other cheek’
- Violence only leads to further violence – ‘he who lives by the sword...’
- Only God should take lives
- Jesus teaching on pacifism and modern day examples
- Sometimes war is unavoidable – one country invading another
- Reference to the Just War theory – conditions and the way war should be conducted.

**AO2 [8]**

**Q.4 (a) Describe teaching about the role of the Religious**

Look for a rounded account of the role of the Religious in the Catholic Church. Details that could be described include:

- The Religious are lay men and women who dedicate their lives to service of God
- Religious who work, live and pray together in community, contemplative religious
- Reference to the vows of poverty, chastity and obedience

**AO1 [4]**

**(b) Explain why some Catholics may find it difficult to follow their conscience.**

Reasons that might be explained include:

- Some Catholics find it difficult to follow their conscience because they have been influenced by modern society and not the teachings of the Church
- Some Catholics may not trust their conscience as it may not have been informed properly
- Teachings on issues such as contraception are difficult for married Catholics who want to control the amount of children they have
- Some Catholics may not have the will power to follow their conscience and are tempted by worldly possessions
- Some believe Church issues on a variety of issues are out of date and do not reflect the society they live in

**AO1 [4]**

**(c) Explain why some Catholics should carefully consider what job they do.**

Points that could be developed include:

- Considering the job you do is part of being a Catholic
- Catholics should avoid doing a job that could lead to suffering for others e.g. selling tobacco
- Catholics should not do jobs that devalue their bodies e.g. working in the sex industry - St Paul 'your body is the temple of the Holy Spirit'
- Catholics should, where possible, strive to do a job that involves helping and supporting others

**AO1 [4]**

- (d) ‘Catholics benefit from being in a multi-faith society.’**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that may be given and expanded include:

- Catholics benefit by embracing different cultures and ideologies
- Jesus tolerance and acceptance
- It helps the Catholic believer to think about their own faith
- Mixed marriages between different faiths could cause problems about beliefs
- Historical problems between different faiths may lead to conflict
- Religious freedom may see Catholics and other faiths conflict with issues such as conversion

**AO2 [4]**

- (e) ‘Belief in God is the most important part of being a Catholic.’**

Points that could be discussed include:

- There is no Catholic belief without the belief in God
- Jesus is God incarnate; a foundational belief for Catholics
- The Ten Commandments say you must worship one God
- Jesus said 'Love the Lord your God'
- Jesus suggested that actions are at least as important ('Love your neighbour')
- Belief is no good on its own; you have to act on it
- Church teaching and conscience are also very important for Catholics

**AO2 [8]**