



GCSE MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

COMPONENT 2

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)

Band	Band Descriptor	Mark Total
3	<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>	4 – 5
2	<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>	2 – 3
1	<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>	1
0	No relevant information provided.	0

Question 1 (c)

Band	Band Descriptor	Mark Total
4	<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>	7 – 8
3	<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>	5 – 6
2	<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>	3 – 4
1	<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>	1 – 2
0	No relevant information provided.	0

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

Band	Band Descriptor	Mark Total
5	<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>	13 – 15
4	<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>	10 – 12
3	<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>	7 – 9
2	<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>	4 – 6
1	<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>	1 – 3
0	No relevant point of view stated.	0

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

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

**EDUQAS GCSE RELIGIOUS STUDIES (ROUTE B) COMPONENT 2
APPLIED CATHOLIC THEOLOGY**

SUMMER 2018 MARK SCHEME

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

Component 2.1 Life and Death

1. (a) What do Catholics mean by the ‘Magisterium’? [2]

- The authority of the Church
- The rules that the Church follows
- The teachings of the Church

Refer to the marking bands for question (b).

(b) Describe Catholic beliefs about the resurrection of the body. [5]

- A description of what is meant by “resurrection of the body” and how it is different to survival of the soul.
- Catholics believe that Jesus rose from the dead and left the tomb empty. When he appeared it was a real body that appeared, not just a ghost.
- They believe that what happened to Jesus will happen to all believers – that on the last day the bodies of all those who have died in Christ will be raised to eternal life.

Possible sources could include:

- 1 Cor 15; any of the Gospel accounts of the resurrection

Refer to the marking bands for question (c).

(c) Explain three features of a Catholic funeral rite. [8]

- The Vigil on the evening before the funeral: usually the body is taken to the church where the funeral will take place and people gather in the presence of the body to pray for the person's soul
- The funeral liturgy can occur within a Mass, or by itself. It will always include readings from the Bible and a Gospel that will remind the congregation of the hope and promise of eternal life, prayers for the dead and special blessings.
- The paschal candle will always be lit as a reminder of the resurrection.
- The casket will be sprinkled with holy water as a reminder of the person's baptism and as a sign of farewell.
- The priest and the people will then accompany the body to the place of burial or cremation, where prayers are said as the body is finally laid to rest. This is called the "Rite of Committal" which reminds people that eventually they will all return to dust.

Refer to the marking bands for question (d).

(d) (i) 'Euthanasia is never acceptable.' [15+6]

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer).

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

- Human life is sacred, and even when people are suffering or ill, they do not stop being precious in God's eyes.
- Euthanasia is the deliberate killing of a human being and therefore some people consider it to be the same as murder.
- Euthanasia leads to viewing some kinds of human living as less worthwhile than others, which could cause prejudice towards people who are old or disabled.
- Some people may consider questions about euthanasia to be trying to balance the sanctity of life and the quality of life.
- Human beings are free and should have the choice to decide when they die.
- Some people are in such pain or indignity that they have no quality of life and may consider that they would be better off dead
- We allow deliberate killing in other circumstances, for example in war. Euthanasia should be another exception to the general rule and should not be classed as murder.
- Most people would not allow animals to suffer in similar circumstances.

Possible sources could include:

- Evangelium 65; Genesis 1, *Imago Dei* references.
- Possible reference to humanist thinkers who advocate a right to die.

(ii) 'There is no such thing as purgatory.'

[15]

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer).

- Purgatory is not explicitly referred to in the Bible but is part of Catholic teaching and tradition.
- Purgatory reflects the practice of praying for the dead, something which happens less often now. At some funerals people celebrate the life of the person who dies, rather than simply praying for their soul.
- If God is all-loving and all-powerful, why does a person who has died have to go through purgatory?
- There are some references in the Bible to people being purified by fire after they die.
- Catholics still pray for the souls of the dead and this implies that the souls still need help even after they have died.
- Nobody dies perfect, so in order to respect human freedom, God has to allow those who have died to be cleansed and made new before they enter God's presence for eternity.
- If something is true, the changing times do not make any difference – things do not stop being true just because the world is different to what it used to be.

Possible sources could include:

- 1 Cor 3:11-15, being purified through fire; reference to the prayers of the Catholic funeral rite.

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

Component 2.2 Sin and Forgiveness

2. (a) (i) What do Catholics mean by the 'Eucharist'? [2]

- It means “thanksgiving”
- Mass – the rite where the bread and wine become the body and blood of Jesus and is received by the people

(ii) What do Catholics mean by 'relativism'? [2]

- the belief that there is no moral law and that rules that govern what is right and wrong are human inventions.
- the belief that morals change from place to place and from age to age.

Refer to the marking bands for question (b).

(b) (i) Describe Pope John Paul II's teaching on capital punishment. [5]

- The purpose of capital punishment is to restore balance in society by punishing those who have disrupted it.
- It also exists to protect society from the threat of crime and violence
- Capital Punishment also acts as an incentive to prevent people from committing crimes in the first place or from repeating them in the future.
- Capital Punishment is only permissible when there is no other way of achieving the purposes of protecting society.
- Cases where capital punishment is the only possible response to crime are rare, if not non-existent.

(ii) Describe Catholic teaching on the nature of the Church. [5]

- Catholics believe that the Church is one, holy, catholic and apostolic.
 - One – there is only one Church and all those who believe in Christ and are baptised are members of it.
 - Holy – the members of the Church are saved by Christ and are therefore set aside (made holy) and will receive eternal life after they die.
 - Catholic – the Church is universal and the same in all times and places
 - Apostolic – the Church was founded by the apostles and bishops are their successors.

Refer to the marking bands for question (c).

(c) (i) **Explain how Catholic beliefs about salvation influence the design of churches.** [8]

- Many Churches are designed with the altar facing east, where the sun rises: a symbol of the resurrection.
- Catholics believe in the resurrection of Christ and ultimately of all believers
- The central place given to the font and the altar which are where the two central sacraments of initiation are celebrated: Baptism and Eucharist
- Water as a symbol of death to an old self and being born anew in Jesus
- Catholics believe that salvation is achieved through Baptism and celebrating the sacraments
- The altar is a symbol of Jesus' sacrifice which saves people from their sins
- The altar is also a symbol of communion and fellowship with Jesus and with others gathered at the table: an image of the eternal feast of heaven
- Catholics believe that Jesus asked them to celebrate the Mass, whenever they are gathered together as one people

Possible sources could include:

CCC 846-848, on salvation within the Church; any reference to the Biblical accounts of the Last Supper or of Baptism; Resurrection accounts

(ii) **Explain Catholic teaching about the importance of evangelisation.** [8]

- Evangelising is necessary so that people are able to come to know Jesus and be saved.
- Evangelising should also be about sharing the Good News especially with the poor and sick, who are most often overlooked by the world – these should be the people Catholics should evangelise first.
- Evangelising also means caring for the needs of the poor and the sick – caring for their bodies as well as their souls.
- The Church gives a special place to the poor – (the preferential option for the poor)
- Evangelising is about sharing the love of Jesus with those who do not know about it.

Possible sources could include:

- Pope Francis, *Evangelii Gaudium* 15, 48-49, 197-198, 264-265

Refer to the marking bands for question (d).

(d) 'A loving God would not condemn anyone to Hell.' [15]

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer).

- The New Testament teaches that God will forgive anyone of anything. In that case, there is no need for Hell
- The punishments of Hell are eternal. No-one deserves to be punished for all eternity, no matter how bad their sin.
- A God who condemns does not seem to be like Jesus who never condemned sinners.
- The Bible contains many passages that refer to Hell. Jesus warned of the fire that will burn some people up on the last day.
- Hell is necessary for the sake of human freedom – if God forced all people to be with God in the end, this would mean humans were not free to reject God.
- It is not God who condemns people to Hell. Hell is just the consequence of human free will.

Possible sources could include:

- Matthew 18:21-22, seventy times seven; Matthew 6:14-15, if you do not forgive you will not be forgiven; any scripture passages that refer to Hell or alternatively to the unconditional love and mercy of God.