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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**GCSE  
RELIGIOUS STUDIES  
UNIT 3: CATHOLIC CHRISTIANITY AND ETHICAL THEMES  
3121U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**WJEC GCSE RELIGIOUS STUDIES – UNIT 3**  
**CATHOLIC CHRISTIANITY AND ETHICAL THEMES**  
**SUMMER 2023 MARK SCHEME**

**General Marking Instructions for Examiners**

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

**1. Positive marking**

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, 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.

**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. **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, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

### **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.

## LEVEL DESCRIPTORS/MARKING BANDS

### Questions 1, 2, 3, 4(a) AO1

See instructions provided with indicative content.

### Question 1, 2, 3 and 4(b) AO1

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept.  Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately.	<b>4–5</b>
<b>2</b>	A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept.  Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.	<b>2–3</b>
<b>1</b>	A limited statement of information about the religious idea, belief, practice, teaching or concept.  Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Questions 1, 2, 3 and 4(c) AO1**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7–8</b>
<b>3</b>	<p>A very good, explanation showing awareness of the religious idea, belief, practice, teaching or concept.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5–6</b>
<b>2</b>	<p>A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>	<b>3–4</b>
<b>1</b>	<p>A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.</p>	<b>1–2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Questions 1, 2, 3 and 4(d) AO2**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.</p>	<b>12–15</b>
<b>3</b>	<p>A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.</p>	<b>8–11</b>
<b>2</b>	<p>A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Some judgements are formulated and some different and/or alternative viewpoints are considered.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>	<b>4–7</b>
<b>1</b>	<p>A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning.</p> <p>A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1–3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**Assessment of spelling, punctuation and the accurate use of grammar**  
**Applies to Section A, Question 1, part (d) only**

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

## PART A – CORE BELIEFS TEACHINGS AND PRACTICES

### CATHOLIC CHRISTIANITY

#### QUESTION 1

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.

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

- The collection of writings which Christians believe to be revealed by God made up of the Old and New Testaments.

Refer to the marking bands for question (b).

(b) Describe how the Bible is used by Catholics. [AO1 5]

- To learn about their faith and beliefs.
- To find answers to ultimate questions, for example, some may question God's existence or the purpose of life.
- To guide them in how to live as people of God. It also describes the consequences of failing to live up to God's expectations.
- It is used during worship.
- It is used as the basis for ceremonies, such as marriages, funerals and baptisms (christenings).

Refer to the marking bands for question (c).

(c) Explain Catholic beliefs about Heaven and Hell. [AO1 8]

- Heaven – Those who have accepted God's grace and forgiveness in this life will enjoy eternal existence with God after their death. This face-to-face encounter with God is what Catholics call heaven. Catholics believe it is a place of eternal happiness with God. Heaven is to be totally at one with God.
- Hell – Those, who through their own free will ultimately reject God's grace and forgiveness, have chosen to live eternally outside of God's presence. This total lack of God for all eternity is called hell. It is not that God chooses to punish, it is that the individual chooses to reject the love, mercy and compassion of God.
- These beliefs are based on Jesus' parable of the Sheep and Goats, which explains the Final Judgement.

Refer to the marking bands for question (d).

(d) 'Going on a pilgrimage is the best way to worship God.'

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 are allocated to this question. [AO2 15 + 6]

- Pilgrimage is a religious journey to a holy place associated with Jesus, Mary or one of the saints so is therefore the best way to show devotion to God
- No one needs to travel to a special place to worship God because he is everywhere (omnipresent).
- It is possible to see the places on the Internet or on television without the need to spend a lot of money travelling there.
- Pilgrimage is often very expensive. Some might say it is better to spend the money on those in need.
- It can be a life changing experience to spend time focusing on praying to God and developing the spiritual relationship.
- Visiting places in the world where religious leaders have been can bring the religion to life for people. For example, seeing the place where Jesus died helps people to understand the sacrifice he made for humankind.
- Believers can go on pilgrimage to show God how sorry they are for the wrong things they have done. It can bring a fresh start in their relationship with God.
- There are many other ways to worship God, e.g. charity work, which are better because they also benefit others.
- Catholics have an obligation to attend Mass every Sunday. Fulfilling this religious duty is a better way to worship God.
- Pilgrims can help others e.g. HCPT pilgrimage to Lourdes.
- Some pilgrimage sites have become over commercialised.

## PART A – CORE BELIEFS TEACHINGS AND PRACTICES

### CATHOLIC CHRISTIANITY

#### QUESTION 2

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.

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

- A representation of the cross with a figure of the crucified Jesus on it.

Refer to the marking bands for question (b).

(b) Describe the meaning of Icthus. [AO1 5]

- An image of a fish, used as a secret symbol of early Christianity.
- The Greek word for fish, ICTHUS, made an acronym for Christ: Jesus Christ, God's Son, Saviour.
- I is the first letter of the Greek word Iesous, which means Jesus, C is the first letter of Christos, which means Christ, Th is from Theou, which means God, U is from (H)uios, which means Son, S is from Soter, which means Saviour.
- This symbolises belief in the incarnation because Jesus Christ is both Son of God (the divine second person of the Trinity) and Saviour (God becoming man and dying on the cross for the salvation of humanity).

Refer to the marking bands for question (c).

(c) Explain Catholic beliefs about the Pope. [AO1 8]

- The Pope is the Head of the Catholic Church on earth.
- He is the Bishop of Rome, and lives in the Vatican City, Italy.
- He is the successor of St Peter (who was given special authority to lead the Church by Jesus) and the bishops are the successors of Jesus' other apostles.
- Since the first Pope, there has been an unbroken line of successors, known as apostolic succession.
- This continuous succession has ensured that the messages and teachings that Christ gave to the apostles have been passed down and remain the same today.
- The Pope has the ability to speak infallibly on matters of faith and morals. This means that the Pope's statement or teaching cannot be considered as wrong when spoken 'ex-cathedra'.
- The authority to speak infallibly comes from the authority that Jesus gave to Peter to build his Church and look after it, as well as to keep his own faith and strengthen the faith of others.
- Not everything the Pope says is infallible – it has to fall in line and agreement with tradition and scripture.

Refer to the marking bands for question (d).

(d) 'Catholics must only pray to Mary.'

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

- For many Catholics, Mary acts as an intercessor. Prayers are said to her to ask for her prayers (intercession) because of her special relationship with God.
- Catholics must not pray to Mary as she is not worshipped.
- Catholics recite the Hail Mary prayer during Mass in order to ask Mary for her intercession.
- It is right to pray to Mary because she is Jesus' mother and is therefore extremely important in the Catholic faith.
- Catholics should only pray to God.
- The Ten Commandments forbids the worship of idols and prayer is a form of worship.
- Many Catholics pray to saints as intercessors.

## PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

### THEME 1: RELATIONSHIPS

#### QUESTION 3

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.

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

- To legally end a marriage.

Refer to the marking bands for question (b).

(b) Describe the work of Marriage Care. [AO1 5]

- Marriage Care is a Catholic charity that was founded in 1946.
- It aims to work with separated couples to help them through their problems and difficulties with the hope that they can get back together.
- It offers relationship counselling to those encountering difficulties.
- They offer marriage preparation courses for those intending to marry.
- Marriage Care offers help to couples who are aged 50 and over, with a course that promotes resilience during the transition to retirement.
- Marriage Care is mostly made up of volunteers.
- It views marriage as a vocation of love that has the power to transform individuals and therefore society.
- It is there to support people throughout the marriage during the good times and the bad.
- There are Marriage Care centres across England and Wales.

Refer to the marking bands for question (c).

(c) Explain Catholic teachings about the equality of women and men. [AO1 8]

- God created both men and women in the image of God (imago dei).
- Catholics believe that all human life is equal and sacred, regardless of gender.
- Men and women are equal in Christ.
- The Catechism teaches that men and women are equal and should have equal rights in life and society.
- In the Catholic Church, women can take up active roles in worship and authority.
- Women are equal members of Church congregations with men and can support the Church in a number of ways, such as serving on various committees or reading the Bible readings at Mass.
- Women cannot be ordained in the Catholic Church.
- The Church believes that, while men and women are equal, they have different strengths and contributions to make to society.

Where appropriate, relevant references are likely to include:

- Genesis 1: 27 – *‘So God created human beings in his own image. In the image of God he created them; male and female he created them.’*
- Galatians 3:28 – *‘There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.’*
- 1 Timothy 2: 11-12 – *‘Let a woman learn in silence with full submission. I permit no woman to teach or to have authority over a man; she is to keep silent.’*
- CCC 1935 – *‘Every form of social or cultural discrimination in fundamental personal rights on the grounds of sex, race, colour, social conditions, language, or religion must be curbed and eradicated as incompatible with God’s design.’*
- CCC 369-373 – *‘Man and woman have been created, which is to say, willed by God: on the one hand, in perfect equality as human persons; on the other, in their respective beings as man and woman...’*

Refer to the marking bands for question (d).

(d) 'For Catholics, marriage should be for life.'

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

- In the marriage vows, the couple promise to stay together 'till death do us part'.
- The ring is a symbol of everlasting love.
- During the marriage ceremony, the priest will state, 'What God has joined, let no one put asunder.'
- Jesus taught that remarriage is adultery.
- Marriage is a sacrament.
- The Roman Catholic Church does not recognise divorce.
- Violence or abuse should be grounds for at least separation.
- Jesus said divorce can be allowed in cases of adultery.
- Annulment is accepted in the Catholic Church and can be an option in some cases.
- You may be abandoned through no choice or fault of your own.
- God is omnibenevolent, therefore he would surely want people to find happiness again.

**Where appropriate, relevant references are likely to include:**

- Mark 10: 1-12 – Jesus' teaching on Marriage.
- Matthew 5: 32 - '*But I say to you that anyone who divorces his wife, except on the ground of unchastity, causes her to commit adultery; and whoever marries a divorced woman commits adultery.*'
- CCC 2360-2363 – *The nature and purpose of Marriage in the Catholic Church.*

## PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

### THEME 2: HUMAN RIGHTS

#### QUESTION 4

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.

(a) What do Catholics mean by ‘human rights’? [AO1 2]

- The basic entitlements of all human beings, afforded to them simply because they are human.

Refer to the marking bands for question (b).

(b) Describe how Catholics might use their wealth. [AO1 5]

- Many Catholics are against gambling because it encourages a love of money. They also believe that gambling and lotteries encourage or are driven by greed.
- All of the Gospels taught that Jesus wanted his followers to care for the poor.
- Catholics must not be greedy and should share their wealth with those less fortunate.
- Giving to charity.
- Buy Fairtrade products.
- Wealth should not be used for anything that will devalue a person’s body or soul, e.g. drug or alcohol abuse, overeating. The body is a temple of the Holy Spirit and should be treated with respect.

Refer to the marking bands for question (c).

(c) Explain why Catholics should show respect for others. [AO1 8]

- The belief that all human life has dignity is important for Catholics.
- Each life, irrespective of age, gender or ability, is of worth and value and should be treated with respect.
- Catholics believe that all people are children of God and created in God’s image (imago Dei).
- The characteristics of God are reflected in all human beings and so each individual has worth and value.
- Life is a gift from God and is therefore holy and should be valued and preserved.
- The Catechism clearly states that social justice can only be achieved through respect for the dignity of human beings.
- An essential part of Catholic Social Teaching is the preferential option for the poor, which encourages Catholics to work to improve life for those living in poverty or the defenceless in society.
- Pope Francis has established an annual World Day of the Poor, highlighting how love for the poor is central to following Jesus.
- Pope Francis has encouraged respect for homosexuals, emphasising that God is love, so it is important that all members of our communities are respected.
- In 2016, Pope Francis changed the teachings of the Catholic faith to officially oppose the death penalty in all circumstances. He stated it is “inadmissible because it is an attack on the inviolability and dignity of the person”.

**Refer to the marking bands for question (d).**

**(d) 'Catholics should only support CAFOD.'**

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

- The teachings of the faith have to be put into action, and it is the responsibility of all Catholics to take up that role.
- CAFOD has a range of campaigns focusing on social justice, particularly poverty, trying to provide even the most basic needs for some people to simply survive.
- CAFOD's mission is to work alongside the world's poorest people. They believe Catholic values are best shown through love for others, and by working for justice and an end to poverty.
- CAFOD's Vision, Mission and Values draw directly from Catholic Social Teaching (CST), Scripture, Liturgy, the Gospel and the tradition of the Church.
- Catholic Social Teaching is at the heart of what they do and who they are.
- CAFOD places equal importance on prayer, which informs and underpins the work.
- They provide prayers and reflections for their supporters and use prayer for guidance and inspiration.
- There are many other charities, both religious and secular, that can be supported.
- Many Catholics want to support charities that are personally meaningful, e.g. Cancer Research, the Cystic Fibrosis Trust.
- It is important to support a variety of people with different needs through different charities, not just CAFOD.
- Other religious charities could be supported, e.g. Islamic relief, Christian Aid.
- Catholics may prefer to support local charities, e.g. foodbanks.