



GCSE MARKING SCHEME

SUMMER 2022

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

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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
MARK SCHEME SUMMER 2022

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

Question 1 and 2(a) AO1

See instructions provided with indicative content.

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

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

Question 1, 2, 3 and 4(c) AO1

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

Question 1, 2, 3 and 4(d) AO2

Band	Band Descriptor	Mark Total
4	<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>	12–15
3	<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>	8–11
2	<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>	4–7
1	<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>	1–3
0	No relevant point of view stated.	0

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

PLEASE NOTE: IN 2022, SPELLING, PUNCTUATION AND GRAMMAR MARKS WERE AWARDED TO QUESTIONS 3(d) and 4(d). UNDER NORMAL CIRCUMSTANCES, SPaG MARKS ARE AWARDED TO QUESTION 1(d).

Band	Performance descriptions
<p><i>High performance</i></p> <p>5-6 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with consistent accuracy • Candidates 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"> • Candidates spell and punctuate with considerable accuracy • Candidates 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"> • Candidates spell and punctuate with reasonable accuracy • Candidates 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 candidate writes nothing • The candidate's response does not relate to the question • The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

PART A

QUESTION 1: CORE BELIEFS, TEACHINGS AND PRACTICES – CATHOLIC CHRISTIANITY

N.B. The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions:

- **An accurate definition of the word, as it is used in the specification – 2 marks**
- **If the definition is accurate, an example is not necessary for 2 marks.**
- **If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.**
- **The definition does not have to be the official definition given in the Eduqas/WJEC ‘Key Concepts’ resource.**

(a) What do Catholics mean by ‘Advent’? [2]

- The season of preparation for Christmas.
- A time in the Church’s year to prepare for the coming of Jesus.

Refer to the marking bands for question (b).

(b) Describe Catholic beliefs about Judgement. [5]

- Judgement takes place after death.
- Particular judgement is the immediate judgement of each person by God, where each individual will be held to account for their actions during their life.
- Reference to the Catechism (*CCC 1021-1022*)
- The particular judgement will decide whether the individual is sent to heaven, hell or purgatory.
- Judgement Day – Jesus will return to earth for the Final Judgement.
- The Parable of the Sheep and Goats (Matthew 25:31-46) illustrates this.
- Reference to Catechism (*CCC 1038-1041*)

Refer to the marking bands for question (c).

(c) Explain the importance of the Bible for Catholics. [8]

- It’s the direct revelation of God and therefore is holy.
- God communicates with us through the scriptures.
- It is referred to as the Canon of Scripture and was written by men who were under the direct inspiration of the Holy Spirit. This means that they wrote exactly what God wanted written.
- It contains God’s commands on how Catholics should behave, e.g. the Ten Commandments, Sermon on the Mount.
- It tells Catholics about Jesus, God’s Son, and all he did on earth, allowing them to follow his example.
- It is a record of God’s actions, from the Creation of the world, through the history of the Jewish people and their prophecies about the Messiah, to the life, death and resurrection of Jesus and the development of the early Church.

Refer to the marking bands for question (d).

(d) 'Christmas is the most important Catholic festival.' [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.)

- Christmas celebrates the incarnation of God.
- It is a holy day of obligation in the Catholic Church.
- Catholics take time to prepare for Christmas during Advent, showing its importance.
- Christmas is celebrated across the world.
- Without the birth of the Saviour, there would be no Christian religion.
- Christmas has a lot of different customs and traditions, and many believe that it celebrates a great turning point in history.
- Many would suggest that other festivals, such as Easter are more important.
- The celebrations at Easter remind Catholics that Jesus conquered death and proved himself to be the Son of God.
- All of the festivals in the Catholic Church are important because they help us to understand the history of the religion.

PART A

QUESTION 2: CORE BELIEFS, TEACHINGS AND PRACTICES – CATHOLIC CHRISTIANITY

Question 2.

The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions:

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

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

- Jesus Christ, God's Son, Saviour.
- A fish sign used by early Christians as a secret symbol of their faith.

Refer to the marking bands for question (b).

(b) Describe the visions of Mary at Lourdes. [5]

- Bernadette Soubirous had a series of visions of Mary at Lourdes in 1858.
- The visions occurred in a small cave or grotto.
- She saw 'the lady' 18 times.
- She described the vision as a lady of great beauty, dressed in a white robe with a blue sash, a veil over her head, a rosary clasped in her hands and yellow roses at her feet.
- The lady asked her to say her rosary.
- The lady made various requests of Bernadette, including telling the priests to build a chapel there and to pray for the conversion of sinners. Bernadette followed the requests.
- When asked, the lady said she was the 'Immaculate Conception'.
- She asked Bernadette to dig in the soil to find water. Bernadette scraped away soil beside the grotto until a spring of water started to trickle out.

Refer to the marking bands for question (c).

(c) Explain the nature of the Catholic Magisterium. [8]

- The Magisterium is made up of the leaders of the Church; the Pope and bishops.
- The Pope and bishops have authority to make statements about the Catholic faith and to act as interpreters of the Bible and Apostolic Tradition.
- The ordinary magisterium is when the bishops teach what has always been taught.
- The conciliar magisterium is when the Pope calls a general council to decide teachings, e.g. Vatican II.
- The pontifical magisterium is when the Pope uses papal infallibility to decide a doctrine.

Refer to the marking bands for question (d).

(d) 'Religious orders are no longer important in the Catholic Church.' [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.)

- Religious orders set an example for society of love for God and others.
- Some communities, e.g. the Carmelites, follow the Carmelite Rule, which states they must show care, love and be full of charity. This is important in today's society.
- Religious orders often spend a great deal of time in prayer.
- The vows of poverty, chastity and obedience are no longer relevant in today's society.
- Some religious orders separate themselves from the world.
- Many religious contribute important services to the community, e.g. as teachers, medical staff, helping the poor and vulnerable, homeless shelters.
- Religious communities often mediate together on the Word of God to achieve a deeper understanding of its meaning. They then share that understanding with others.
- Many vulnerable people have been helped by the work of religious orders.
- They assist parishes in their work.

PART B

QUESTION 3: CATHOLIC RESPONSES TO ETHICAL THEMES

RELATIONSHIPS

Question 3.

The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions:

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

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

- Duties that one is expected to carry out.
- Catholics have responsibilities to themselves, one another and the wider society.

Refer to the marking bands for question (b).

(b) Describe the Catholic Church's attitude to same sex relationships. [5]

- Homosexual orientation is not a sin.
- Homosexual activity is a sin as it cannot lead to procreation.
- God calls homosexuals to chastity.
- Strength can be gained through the sacraments in order to remain chaste.
- Homosexuals must be respected and treated with dignity. Any form of discrimination against them is unacceptable and should be fought against.

Refer to the marking bands for question (c).

(c) Explain Catholic teachings on divorce. [8]

- Divorce is not allowed in the Catholic Church because marriage is a sacrament, ordained by God.
- Marriage is a lifelong commitment that can only be brought to an end by death.
- Jesus taught that divorce is wrong. For example, Mark 10:9, '*Therefore what God has joined together, let no one separate.*' Mark 10: 11–12, "*Whoever divorces his wife and marries another commits adultery against her; and if she divorces her husband and marries another, she commits adultery.*"
- The couple have made a covenant with God in the sacrament of marriage. A covenant cannot be broken by any earthly power.
- Divorce undermines the family and can bring disorder into society.
- Catechism of the Catholic Church 1640 – '*Thus the marriage bond has been established by God himself in such a way that a marriage concluded and consummated between baptised persons can never be dissolved.*'

Refer to the marking bands for question (d).

- (d) 'The Catholic Church's teaching on artificial contraception is no longer relevant.' [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.)

- Using artificial methods of contraception is seen as opposed to God's will.
- Catholics can use natural methods of contraception for responsible parenthood.
- The Catechism teaches that the only forms of contraception to be used are natural methods.
- Contraception is seen as a cause of sexual promiscuity and the rise in sexually transmitted diseases.
- It is wrong to interfere with the natural process of conception.
- Some artificial contraceptives are abortifacient.
- Artificial contraceptives separate the creative function from the expression of love in an unnatural way.
- The use of artificial contraceptives is contrary to Natural Law and is therefore wrong.
- Sex should be restricted to marriage which reduces the need for contraceptives.
- Catholic teachings on contraception do not allow women equality with men.
- Society has changed and many more people cohabit before marriage.
- A couple should be able to show their love for one another without the worry of an unwanted pregnancy.

PART B

QUESTION 4: CATHOLIC RESPONSES TO ETHICAL THEMES

HUMAN RIGHTS

Question 4.

The suggested responses given in the mark scheme are not a checklist. Other valid alternative responses should also be credited.

For all (a) questions:

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

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

- Ideas/actions that are far outside the mainstream, accepted norms of society, e.g. in politics or religion.

Refer to the marking bands for question (b).

(b) Describe when a personal religious conviction can conflict with the laws of a country. [5]

- Examples could include:
- Oscar Romero spoke out against the injustice by the corrupt military and government in El Salvador. He believed that Christians have a duty to defend the weak and fight injustice, but without using violence. He used his sermons to preach about the rights of the poor and to criticise the government.
- Martin Luther King led non-violent actions such as marches, speeches and protests in order to speak out against the segregation of black people in America. He believed all people should be treated equally as all are made in the image of God.
- Mother Teresa was a Roman Catholic nun who believed God called her to work with the poor and dying in Calcutta. These people were seen as outcasts of society and were left without any care or support. Her example helps people experience God's love and care for the poor and encourages others to do the same.
- Desmond Tutu was a priest during the apartheid regime in South Africa and spent years campaigning to end it. He used his sermons and speeches to explain how apartheid was against Jesus' teaching, he led non-violent protests and saw prayer as vital to seeing change. He believed in the Bible's teaching about equality.
- Accept all relevant examples.

Refer to the marking bands for question (c).

(c) Explain Catholic teachings on prejudice. [8]

- Reference to the Catechism of the Church (CCC 1934–1936), which states that all people are created in the image of God and therefore have an equal dignity.
- This means that all humans are created in God's image and likeness and are therefore worthy of respect and dignity at all times.
- Jesus Christ died to atone for the sins of all people everywhere.
- The parable of the Good Samaritan.
- Gaudium et Spes – *'There is a growing awareness of the... dignity of the human person ...and (the person's) rights and duties are universal and inviolable.'*
- St Paul taught that all people are equal in Christ. (*'...for in Christ Jesus you are all children of God through faith. As many of you as were baptized into Christ have clothed yourselves with Christ.'* Galatians 3:26-27)

Refer to the marking bands for question (d).

(d) 'It's up to you what you do with your money.' [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.)

- Catholics are expected to work for the Common Good.
- All people are made in God's image and likeness and should be treated with dignity and respect. People should use their money to ensure others are living in fair conditions.
- Catholic Social Teaching states the Church's intention to tackle any issues that negatively affect the world or those living in it. Catholic social teaching involves works of charity, raising awareness and educating others. The Catholic Church has several groups and charities that are dedicated to working for social justice, for example CAFOD. Catholics, therefore, have a duty to spend their money in support of this.
- The parable of the Good Samaritan teaches that people should 'love thy neighbour'. Money should be used for this.
- The Parable of the Rich Man and Lazarus warns of putting emphasis on wealth. (Luke 16:19-31)
- All Catholics should show agapè love to others. (Mark 12:31 'Love your neighbour as yourself.')
- The Golden Rule (Matthew 7:12) 'Treat others as you wish to be treated.'
- God will judge people's actions and separate all into the saved and the lost on the Day of Judgement (Parable of the Sheep and the Goats).
- Christian values, e.g. love, compassion, concern for others, can be expressed through charity work.
- People should use their wealth to help family and friends.
- Some Catholics are opposed to gambling as they believe it is gaining money at the expense of others.
- Some Catholics are unable to afford to give to charity.
- There are other ways to help others, e.g. through prayer.