

Mark Scheme (Results)

Summer 2013

GCSE Religious Studies (5RS10)

Paper 1

Unit 10: Roman Catholic Christianity

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## **General Marking Guidance**

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

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

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

## Spelling, Punctuation and Grammar Marking Guidance

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

## UNIT 10

Question Number	Correct Answer	Partially correct answers	Reject	Mark
1(a) AO1	<ul style="list-style-type: none"><li>• statements of Christian beliefs</li><li>• prayer about Christian beliefs</li><li>• a list of Christian beliefs</li></ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"><li>• example of any creed</li><li>• Christian beliefs</li><li>• beliefs</li></ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
1(b) AO2	<p>Indicative content</p> <p>Answers which think that Christians should show love to murderers are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• Jesus showed love to the criminal on the cross</li> <li>• everyone deserves a second chance</li> <li>• God is all loving and so would want Christians to be</li> </ul> <p>Answers which do not think that Christians should show love to murderers are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• murderers show no compassion so they don't deserve any</li> <li>• there is no evidence that Jesus showed love to a murderer</li> <li>• some criminals are too evil to be shown love</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. some criminals are too evil to be shown love)</li> </ul> <p><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. some criminals are too evil to be shown love , such as mass murderers)</li> </ul> <p><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p><b>4 marks</b></p>	4

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

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two ways with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>1 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Catholic Catechism teaches that Jesus died to save everyone from sin</li> <li>• God loves everyone equally and would want everyone to be saved</li> <li>• Jesus said at the Last Supper that he was going to die for everyone</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus said that only those who believe in him could be saved</li> <li>• the parable of the sheep and the goats says that if people don't show love for others they will not go to heaven</li> <li>• really bad people like Hitler cannot be saved</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

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

Question Number	Correct Answer	Partially correct answers	Reject	Mark
2(a) AO1	<ul style="list-style-type: none"> <li>• a feeling of pity that makes one want to help the sufferer</li> <li>• feeling sorry for someone's suffering</li> <li>• sharing another person's suffering</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• helping someone who is suffering</li> <li>• feeling sorry (for someone)</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Any answer that defines another key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
2(b) AO2	<p>Indicative content</p> <p>Answers which think living in a religious community shows love for God are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• their life is completely dedicated to God</li> <li>• they spend most of their life talking to God in prayer</li> <li>• they give up everything for the love of God</li> </ul> <p>Answers which do not think living in a religious community shows love for God are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• there are other ways of showing love for God</li> <li>• all vocations are equally important</li> <li>• living in a religious community can make people self-centred</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. they give up everything for the love of God)</li> </ul> <p><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. they give up everything for the love of God. They take a vow of poverty)</li> </ul> <p><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p><b>4 marks</b></p>	4

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

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

Question Number	Correct Answer	Partially correct answers	Reject	Mark
3(a) AO1	<ul style="list-style-type: none"> <li>• universal</li> <li>• worldwide</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• a denomination</li> <li>• the Catholic church</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
3(b) AO2	<p>Indicative content</p> <p>Answers which think that the local parish priest is important for Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• he celebrates Mass for the parish</li> <li>• he can forgive sins</li> <li>• he helps and advises people</li> </ul> <p>Answers which do not think that the local parish priest is important for Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• fewer people go to church nowadays</li> <li>• he's not important to non-Catholics</li> <li>• people don't necessarily need a priest to worship God</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. he helps and advises people)</li> </ul> <p style="text-align: center;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. he helps and advises people. For example, he supports families who are bereaved)</li> </ul> <p style="text-align: center;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: center;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: center;"><b>4 marks</b></p>	4

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

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two ways with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
4(a) AO1	<ul style="list-style-type: none"> <li>• Protestant Christians (Churches) separated from the Church of England</li> <li>• Protestant Churches that do not conform to Anglican practice</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Protestant Churches</li> <li>• Christian Churches</li> <li>• examples of a Nonconformist Church</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
4(b) AO2	<p>Indicative content</p> <p>Answers which think that it is important that the Pope is believed to be the successor of St Peter are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it means he speaks with authority from God</li> <li>• he is able to interpret what the apostles taught</li> <li>• it means he speaks with the same authority as St Peter</li> </ul> <p>Answers which do not think that the it is not important that the Pope is believed to be the successor of St Peter are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• what is important is that he is the Head of the Church</li> <li>• he could still be God's representative</li> <li>• it is more important that he lives a holy life</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it means he speaks with the same authority as St Peter)</li> </ul> <p><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it means he speaks with the same authority as St Peter and St Peter was the first Pope)</li> </ul> <p><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p><b>4 marks</b></p>	4

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

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two ways with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
5(a) AO1	<ul style="list-style-type: none"> <li>• the confession and absolution at the beginning of Mass</li> <li>• the part of Mass where people acknowledge their sins</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• a part of Mass</li> <li>• forgiveness</li> <li>• sorrow</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
5(b) AO2	<p>Indicative content</p> <p>Answers which think that Easter is the most important festival are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• Easter marks the resurrection of Jesus</li> <li>• at Easter Mass Christians renew their baptismal vows</li> <li>• Easter shows that Jesus is the Son of God</li> </ul> <p>Answers which do not think that Easter is the most important festival are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• celebrating Jesus' birth is more important</li> <li>• all festivals are equally important</li> <li>• the beginning of the Church (Pentecost) is more important</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. Easter marks the resurrection of Jesus)</li> </ul> <p><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. Easter marks the resurrection of Jesus, and celebrating this reminds people that they can go to heaven)</li> </ul> <p><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p><b>4 marks</b></p>	4

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

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two ways with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
6(a) AO1	<ul style="list-style-type: none"> <li>• receiving the body and blood of Jesus</li> <li>• part of the Mass starting with the 'Our Father'</li> <li>• part of the Mass where the eucharist is given</li> <li>• the distribution of bread and wine</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• part of the mass</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
6(b) AO2	<p data-bbox="389 271 659 300">Indicative content</p> <p data-bbox="389 342 1203 443">Answers which think that a church should have certain features such as an altar are likely to use such evidence as:</p> <ul data-bbox="437 486 1171 658" style="list-style-type: none"> <li>• the altar is the focal point of the church</li> <li>• the altar is where the bread and wine become the Body and Blood of Christ</li> <li>• the lectern is the place from which the priest proclaims the Gospel</li> </ul> <p data-bbox="389 696 1198 797">Answers which do not think that a church should have certain features such as an altar are likely to use such evidence as:</p> <ul data-bbox="437 840 1179 976" style="list-style-type: none"> <li>• it is more important that the church is a place of prayer</li> <li>• some Christians do not use an altar in worship</li> <li>• an altar is just a piece of furniture</li> </ul> <p data-bbox="389 1014 1198 1120">Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p data-bbox="389 1158 751 1187">Award marks as follows:</p> <p data-bbox="389 1229 828 1258">For a personal response with:</p> <ul data-bbox="437 1265 1198 1330" style="list-style-type: none"> <li>• one brief reason (e.g. an altar is just a piece of furniture)</li> </ul> <p data-bbox="488 1337 603 1366"><b>1 mark</b></p> <p data-bbox="389 1406 828 1435">For a personal response with:</p> <ul data-bbox="437 1442 1182 1615" style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. an altar is just a piece of furniture and Christians should be more concerned about being good than about buildings)</li> </ul> <p data-bbox="488 1653 619 1682"><b>2 marks</b></p> <p data-bbox="389 1724 828 1753">For a personal response with:</p> <ul data-bbox="437 1760 970 1794" style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p data-bbox="488 1800 628 1830"><b>3 marks</b></p> <p data-bbox="389 1870 828 1899">For a personal response with:</p> <ul data-bbox="437 1906 831 1939" style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p data-bbox="488 1946 628 1975"><b>4 marks</b></p>	4

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

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two ways with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
7(a) AO1	<ul style="list-style-type: none"> <li>• the life lived by religious orders who work in society (as well as praying)</li> <li>• a religious community that works in society</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• a form of the religious life</li> <li>• a religious order</li> <li>• an example of an active order e.g. Salesians</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
7(b) AO2	<p>Indicative content</p> <p>Answers which think that Christians should display their religion are likely to use such evidence as :</p> <ul style="list-style-type: none"> <li>• it does not harm anyone else</li> <li>• there should be religious freedom at work</li> <li>• Christians believe they should spread the Gospel</li> </ul> <p>Answers which do not think that Christians should display their religion are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• some people may be offended by it.</li> <li>• a work place is for work not religion</li> <li>• the Sermon on the Mount says do not display religion</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. Christians believe they should spread the Gospel)</li> </ul> <p style="text-align: center;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. Christians believe they should spread the Gospel. Jesus said go make disciples of all nations)</li> </ul> <p style="text-align: center;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: center;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: center;"><b>4 marks</b></p>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
7(c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• they can be good Christian parents</li> <li>• they can dedicate their lives in a caring profession</li> <li>• they can live their lives in accordance with the Bible</li> <li>• they can be honest and hard working in their place of work</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul>

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



Question Number	Correct Answer	Partially correct answers	Reject	Mark
8(a) AO1	<ul style="list-style-type: none"> <li>• Jesus' description of Christian living</li> <li>• the teaching of Jesus in Matthew 5-7</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Christian teaching</li> <li>• a sermon delivered by Jesus</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
8(b) AO2	<p>Indicative content</p> <p>Answers which think everyone has a vocation given by God are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• vocation is simply what God wants someone to do</li> <li>• God requires everyone to live a good life</li> <li>• any form of work can be God's work</li> </ul> <p>Answers which do not think that everyone has a vocation given by God are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• God only calls people to do specific work</li> <li>• you can't have a vocation to be an arms trader</li> <li>• non-believers can't have a calling from God</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. God only calls people to do specific work)</li> </ul> <p style="text-align: center;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. God only calls people to do specific work. For example he calls people to be priests)</li> </ul> <p style="text-align: center;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: center;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: center;"><b>4 marks</b></p>	4

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

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