

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE
in Religious Studies (5RS10/01)
Unit 10: Roman Catholic Christianity

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Summer 2016

Publications Code 5RS10_01_1606_MS

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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 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?

| Question Number | Correct Answer | Partially correct answers | Reject | Mark |
|---------------------------|--|--|--|----------|
| 1(a) AO1 | <ul style="list-style-type: none"> • firm belief without logical proof • trust in God • unquestioning belief in God <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • Belief • an example of a religion • trusting <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|---|----------|
| <p>1(b) AO2</p> | <p>Indicative content Answers which think that it is important for Christians to believe that Jesus is the Son of God are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Jesus said he was the Son of God • the apostles taught he was the Son of God • he proved he was through the resurrection <p>Answers which do not think it is important for Christians to believe that Jesus is the Son of God are likely to use such evidence as:</p> <ul style="list-style-type: none"> • his teaching is the most important thing • it is not possible for a human to be God • the title should not be taken literally <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"> • one brief reason (e.g. the apostles taught he was the Son of God) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. the apostles taught he was the Son of God and Christianity is based on their teaching) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p> | <p>4</p> |

| | | |
|---------------------------|---|--|
| 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"> • the Holy Spirit is God • the Holy Spirit inspired the apostles • the Holy Spirit continues to guide the Church • Christians receive the gift of the Holy Spirit at confirmation <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"> • giving a brief reason • not explaining but only describing the issue. <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"> • using two brief reasons • or a developed reason. <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"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <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>1 (d) AO2</p> | <p>Indicative content</p> <p>Answers which think that living in a religious community is the best way to show love of God are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it shows total commitment to God • a lot of time is dedicated to prayer • special vows are taken to God <p>Answers which do not think that that living in a religious community is the best way to show love of God are likely to use such evidence as:</p> <ul style="list-style-type: none"> • God welcomes all expressions of love equally • Jesus taught people to love God by loving others • love of God can be shown through going to Mass <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</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question 1 (a, b, c, d) | Spelling, Punctuation and Grammar | | |
|----------------------------|-----------------------------------|------------------|--|
| | | 0 marks | 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 | Level 1 | 1 mark | 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 | Level 2 | 2-3 marks | 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 | Level 3 | 4 marks | 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"> • God's way of being one • the one-ness of God <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • being one • a belief about God • monotheism <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|--|----------|
| <p>2(b) AO2</p> | <p>Indicative content</p> <p>Answers which think that all Christians must believe in salvation from sin are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is the reason Jesus came on earth • it is proclaimed in the creeds • it means everyone can go to heaven <p>Answers which do not think all Christians must believe in salvation from sin are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Christians worry too much about sin • some Christians believe people are saved whether or not they believe it • living a good life on earth is all that matters <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"> • one brief reason (e.g. living a good life on earth is all that matters) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. living a good life on earth is all that matters; it should not be done for a reward) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p> | <p>4</p> |

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| 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 ways include:</p> <ul style="list-style-type: none"> • Christians try to live by the teaching of the Bible • they spend time in prayer • they trust that God looks after them • they look after God's creation <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"> • giving one way <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"> • giving two ways • or a developed way <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"> • using three ways • or a fully developed way • or two ways with one developed <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four ways • or two developed ways • or two ways, on brief and one fully developed • or three ways with one developed • or a comprehensive way <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>2(d) AO2</p> | <p>Indicative content</p> <p>Answers which think that loving your neighbour is more important than loving people you do not know are likely to use such evidence as:</p> <ul style="list-style-type: none"> • our neighbours are often our friends • it is easier to find ways to help our neighbours • Jesus taught us to love our neighbours <p>Answers which do not think that loving your neighbour is more important than loving people are likely to use such evidence as:</p> <ul style="list-style-type: none"> • the parable of the Good Samaritan shows that those we do not know are also our neighbours • for Christians everyone is a brother or sister • people should help those who need them the most <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</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

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|----------------------------|-----------------------------------|------------------|--|
| Question 1 (a, b, c, d) | Spelling, Punctuation and Grammar | | |
| | | 0 marks | 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 | Level 1 | 1 mark | 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 | Level 2 | 2-3 marks | 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 | Level 3 | 4 marks | 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"> • of, or relating to God, (sacred) • being like God • sacred <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • like a saint • an example of a holy thing or person or action <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|--|----------|
| <p>3(b) AO2</p> | <p>Indicative content</p> <p>Answers which think the Magisterium is important for all Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is inspired by the Holy Spirit • it interprets the Bible for today • it is the main teaching office of the Church <p>Answers which do not think that the Magisterium is important for all Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is important to do what you think is right • many Catholics do not pay attention to it these days • parents are the most important teachers <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"> • one brief reason (e.g. it interprets the Bible for today) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it interprets the Bible for today, teaching about issues such as IVF) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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|---------------------------|--|--|
| 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"> • it is a tradition of the Church • it allows priests to be more dedicated to their work • it helps them not to be distracted when giving advice • it is a sign of special commitment to God <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"> • giving a brief reason • not explaining but only describing the issue. <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"> • using two brief reasons • or a developed reason. <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"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <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>3 (d) AO2</p> | <p>Indicative content</p> <p>Answers which think the Church saves people from sin are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Jesus gave that role to the Church • the Church provides the saving sacraments • the Church teaches how to live a sinless life <p>Answers which do not think that the Church saves people from sin are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Jesus saved people from sin • people are saved if they repent • God allows all people to be saved <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</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially correct answers | Reject | Mark |
|---------------------------|--|---|--|----------|
| 4(a) AO1 | <ul style="list-style-type: none"> • making someone a priest, bishop or deacon by the sacrament of holy orders • becoming a priests/bishop/deacon • receiving the sacrament of holy orders <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> • being a priest • a sacrament <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|---|----------|
| <p>4(b) AO2</p> | <p>Indicative content</p> <p>Answers which think that the priest plays an important role in the local parish community are likely to use such evidence as:</p> <ul style="list-style-type: none"> • they visit the sick • they are available to give advice • they work in schools as chaplains <p>Answers which do not think that the priest plays an important role in the local parish community are likely to use such evidence as:</p> <ul style="list-style-type: none"> • no one takes much notice of the priest these days • they only serve the Christian community • their main role is to provide religious services <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"> • one brief reason (e.g. they are available to give advice) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. they are available to give advice, for example to struggling families) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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|---------------------------|---|--|
| 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"> • it means that everyone is called to be holy • it means the Church is like a family • it means there is a community between those on earth and those in heaven • it means it is possible to pray to the saints in heaven <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"> • giving a brief reason • not explaining but only describing the issue. <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"> • using two brief reasons • or a developed reason. <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"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <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 | Answer | Mark |
|------------------------------------|--|-------------------|
| <p>4 (d) AO2</p> | <p>Indicative content</p> <p>Answers which think that all Catholics should obey the Pope and bishops are likely to use such evidence as:</p> <ul style="list-style-type: none"> • they are given authority by God • their teaching is guided by the Holy Spirit • they are successors to St Peter <p>Answers which do not think that all Catholics should obey the Pope and bishops are likely to use such evidence as:</p> <ul style="list-style-type: none"> • not all their teachings have been correct • Christians should act according to their conscience • some Popes and bishops have lived unworthy lives <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</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially correct answers | Reject | Mark |
|---------------------------|--|---|--|----------|
| 5(a) AO1 | <ul style="list-style-type: none"> • sorrow for sin committed and deciding not to sin again • a prayer said in confession • being sorry for sinful behaviour/ doing wrong <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • being /saying sorry • a prayer <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|--|----------|
| <p>5(b) AO2</p> | <p>Indicative content</p> <p>Answers which think that all Catholics need to receive the sacrament of the anointing of the sick when they are ill are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it can be a source of comfort • it can give them strength to overcome their illness • the priest can give them absolution <p>Answers which do not think that all Catholics need to receive the sacrament of the anointing of the sick when they are ill are likely to use such evidence as:</p> <ul style="list-style-type: none"> • they should only receive it when they are in danger of death • some people fall ill and die suddenly and there is no time to call a priest • it is more important that they have friends and family around them <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"> • one brief reason (e.g. it can be a source of comfort) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g it can be a source of comfort, by praying with the sick person) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| 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"> • it celebrates the resurrection • it is when Jesus conquered death • it guarantees eternal life • it proves that Jesus is God <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"> • giving a brief reason • not explaining but only describing the issue. <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"> • using two brief reasons • or a developed reason. <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"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <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>5(d) AO2</p> | <p>Indicative content</p> <p>Answers which think that Lent is important for all Christians are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is a time for spiritual renewal • fasting during Lent helps people understand the suffering of others • it follows the example of Jesus <p>Answers which do not think that Lent is important for all Christians are likely to use such evidence as:</p> <ul style="list-style-type: none"> • some are not well enough to observe Lent • children and old people do not need to observe Lent • all of life should involve doing good works <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>Answers that simply say that other festivals are more important cannot be credited.</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"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially correct answers | Reject | Mark |
|---------------------------|---|--|--|----------|
| 6(a) AO1 | <ul style="list-style-type: none"> • through the action of the priest God grants pardon and peace • being forgiven one's sins <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • forgiveness • part of the Sacrament of Reconciliation <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|---|----------|
| <p>6(b) AO2</p> | <p>Indicative content</p> <p>Answers which think that Catholics should go to the sacrament of reconciliation regularly are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it allows people to get things off their chest • it helps them to avoid sinning • it means they are constantly assessing their life <p>Answers which do not think that Catholics should go to the sacrament of reconciliation regularly are likely to use such evidence as:</p> <ul style="list-style-type: none"> • God knows all actions so there is no need for the sacrament • it is only required to go once a year • it can be embarrassing admitting one's sins <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"> • one brief reason (e.g. it allows people to get things off their chest) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it allows people to get things off their chest, which will make them feel they have a fresh start) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| 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"> • most Christians believe that Jesus initiated the Eucharist • some Christians think it is a celebration of the Lord's day (Sunday) • some Christians believe in the real presence • some Christians believe the bread and wine are only symbolic • some Christians believe it is only a commemoration of the Last Supper <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>Credit answers that say Orthodox Churches accept Transubstantiation.</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"> • giving a brief meaning • not explaining but only describing the issue. <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"> • using two brief meanings • or a developed meaning. <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"> • using three brief meanings • or a fully developed meaning • or two meanings with one developed. <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</p> |

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| | | writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |
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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief meanings• or two developed meanings• or two meanings, one brief and one fully developed• or three meanings with one developed• or a comprehensive explanation using one meaning only. <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 |
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| <p>6 (d) AO2</p> | <p>Indicative content Answers which think that parents should decide whether their child should be baptised are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is right for the child to share their parents' faith • it is the parents who are responsible for bringing up a child • children have an opportunity to speak for themselves at confirmation <p>Answers which do not think that parents should decide whether their child should be baptised are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is an infringement of the child's human rights • becoming a Christian should be a free choice • in the gospels those baptised were adults <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"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially correct answers | Reject | Mark |
|---------------------------|---|--|--|----------|
| 7(a) AO1 | <ul style="list-style-type: none"> • voluntary giving to those in need • helping the poor <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • being kind • a named charity • an organisation that helps others <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|---|----------|
| <p>7(b) AO2</p> | <p>Indicative content</p> <p>Answers which think that it is important for Christians to work for social cohesion are likely to use such evidence as :</p> <ul style="list-style-type: none"> • it follows Jesus' teaching • cohesion helps create peace in society • Christians believe everyone is equal <p>Answers which do not think that it is important for Christians to work for social cohesion are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is the work of governments not individuals • Jesus said he came to bring division • people should focus on their own families and friends <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"> • one brief reason (e.g. it follows Jesus' teaching) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it follows Jesus' teaching such as 'love your neighbour') <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p> | <p>4</p> |

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| 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 reasons include:</p> <ul style="list-style-type: none"> • it was taught by Jesus • it sums up the teaching of the Law and the prophets • it is natural to want to promote mutual caring • it is at the heart of all the major religions <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"> • giving a brief reason • not explaining but only describing the issue. <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"> • using two brief reasons • or a developed reason. <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"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <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>7(d) AO2</p> | <p>Indicative content Answers which think that respecting God is more important than respecting others are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is the first commandment • God is the creator/father • Jesus taught that it is the most important thing to do <p>Answers which do not think that respecting God is more important than respecting others are likely to use such evidence as:</p> <ul style="list-style-type: none"> • religious believers should do both • it is easier to show respect to someone you can see • Jesus set the two teachings side by side <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"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially correct answers | Reject | Mark |
|---------------------------|---|---|--|----------|
| 8(a) AO1 | <ul style="list-style-type: none"> • a person who acts in a way that contradicts what they say • someone who says one thing and does something else <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • someone who is dishonest • the scribes and Pharisees <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> | <p>2</p> |

| Question Number | Answer | Mark |
|-----------------------------------|--|----------|
| <p>8(b) AO2</p> | <p>Indicative content</p> <p>Answers which think that Christians should judge others are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Christians need to judge wrongdoers • Christians need to judge when choosing appropriate friends • Jesus judged others <p>Answers which do not think that Christians should judge others are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Jesus taught that people should not judge • Jesus did not judge the woman taken in adultery • Christianity is about forgiveness not judging <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"> • one brief reason (e.g. Jesus judged others) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Jesus judged others, for example when he called the scribes and Pharisees hypocrites) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| 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"> • they feel they are being called by God to be priests • they see it as a form of service to others • they want to dedicate their lives to God in a special way • some Catholic families encourage one son to become a priest <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"> • giving a brief reason • not explaining but only describing the issue. <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"> • using two brief reasons • or a developed reason. <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"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <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> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <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>8 (d) AO2</p> | <p>Indicative content</p> <p>Answers which think that all Roman Catholics should help to relieve suffering in the UK are likely to use such evidence as:</p> <ul style="list-style-type: none"> • they should respond to suffering wherever they see it • they are more likely to be able to help in their own country • it follows the teaching of Jesus <p>Answers which do not think that all Roman Catholics should help to relieve suffering in the UK are likely to use such evidence as:</p> <ul style="list-style-type: none"> • there is much greater suffering in other countries • their own circumstances may prevent them helping others • that is the role of the government <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</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

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