

**GCSE  
RELIGIOUS STUDIES A  
8062/12**

Paper 1: Catholic Christianity

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**Mark scheme**

June 2020

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

*Students may include some of the following points, but all other relevant points must be credited:*

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

### Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

### Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

### General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

### **1 mark multiple choice questions**

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

### **2 mark short answer questions**

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

### **4 and 5 mark answer questions**

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

### **12 mark answer questions**

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

## Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

**Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Spelling, Punctuation and Grammar (SPaG)**

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

<b>Level</b>	<b>Performance descriptor</b>	<b>Marks awarded</b>
<b>High performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	3
<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2
<b>Threshold performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1
<b>No marks awarded</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**0 1** Catholic Christianity: Beliefs

**0 1 . 1** Which one of the following books of the Bible includes the story of creation?  
[1 mark]

- A Deuteronomy
- B Exodus
- C Genesis
- D Numbers

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

Answer: C Genesis

**0 1 . 2** Give two reasons why judgement by God is important for Christians.  
[2 marks]

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

**One mark for each of two correct points.**

**Students may include two of the following points, but all other relevant points must be credited:**

God's judgement is important because God either rewards or punishes people as a result of their actions / Christians will have to give an account of all their deeds and failings in life / they must accept responsibility for all their actions / stand before God to be judged / as a result of their actions they may enter Heaven, the place of total, eternal happiness / or Hell where they will be eternally separated from God / it is important because Jesus taught about God's judgement in parables, eg The Rich Man and Lazarus Luke 16: 19-31 / The Parable of the Sheep and Goats Matthew 25: 31-46, etc.

**0 1 . 3** Explain two ways in which believing in the Incarnation of Jesus influences Catholics today.

**[4 marks]**

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies**

**First way**

Simple explanation of a relevant and accurate influence – 1 mark  
Detailed explanation of a relevant and accurate influence – 2 marks

**Second way**

Simple explanation of a relevant and accurate influence – 1 mark  
Detailed explanation of a relevant and accurate influence – 2 marks

**To be a ‘detailed explanation’ the ‘influence’ of the way must be included.**

**Students may include some of the following points, but all other relevant points must be credited:**

- Incarnate means being made flesh and Jesus became fully human and took on the whole cycle of human life / through the Incarnation God and humanity are united / the whole of creation is made holy, etc.
- Christians may be helped to face and endure their own suffering with courage and dignity / they may offer themselves into God’s hands as Jesus who was fully God and fully human did / Jesus chose to do God’s will even though as a fully human person he would endure great suffering and pain / he asked God to take away his suffering but he was also prepared to do God’s will, etc.
- Christians may be influenced to put faith in God even when they are worried or upset / and to be influenced in their actions and the choices and decisions they make, etc.
- God can be seen as a living presence / God is fully revealed through Jesus’ Incarnation / humans therefore have a share in the divine life / this influences Christians to develop their prayer life / to value God’s creation / to live according to God’s will as Jesus did, etc.



**0 1 . 4** Explain two Christian beliefs about the Trinity.

**Refer to sacred writings or another source of Christian belief and teaching in your answer.**

**[5 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

**First belief**

Simple explanation of a relevant and accurate belief – 1 mark  
Detailed explanation of a relevant and accurate belief – 2 marks

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark  
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

**Students may include some of the following points, but all other relevant points must be credited:**

- Trinity is the belief that there are three persons in one God: Father, Son and Holy Spirit / they are separate but are also one being / Christians believe that the life of the Trinity flows from the love of the Father and Son for each other, which is the Holy Spirit / just as the life of the Trinity is shared with Christians.
- Christians are called to pass the love of the Trinity to each other / they believe that the love of the Trinity is meaningless if it is not shared / this is reflected in eg Deus Caritas Est / the teachings of St Augustine on 1 John 4:16 'God is love'.
- Christians believe that God the Father is the almighty creator / source of all life.
- Jesus, the Son co-existed with him and shares the same nature / the Son took on human limitations out of love for humans / the Son suffered and died as a human being to fulfil the prophecies of the Old Testament.
- The Holy Spirit gives life to all things / the Holy Spirit unites the Father and the Son in love / this is reflected in the Nicene Creed.
- The Church gives witness to the love of the Trinity through evangelism (preaching the Gospel by words) / also through the sacraments / the Church believes that the power of the Spirit speaking through others influences the lives and attitudes of others / Jesus commanded this in his last instructions to his followers in Matthew 28 / they also believe that they are also sent out (mission) / to care for others through eg education, medical care, farming techniques which are supported by charity organisations / all this reflects the love of the Trinity, etc.

**0 1 . 5** ‘For Catholics, the sacraments are the best way to know God’s love.’

**Evaluate this statement.**

**In your answer you should:**

- refer to Catholic teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**[12 marks]**  
**[SPaG 3 marks]**

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support**

- A sacrament is a sign of grace or God’s love / the word ‘sacrament’ also refers to seven specific rites in the Catholic Church / through these rites grace is given / Catholics believe that every time they take part in a sacrament they welcome Christ into their lives / sacraments also sanctify a person’s life: they make it more holy / grace is God’s free gift of love to all people, etc.
- The Catholic Church defines a sacrament as ‘an outward sign of inward grace’ / this means that a sacrament is a sign of God’s love / Catholics also view the whole of reality as a sacrament and a sign of God’s grace / they see God’s love as being present throughout the world / the Incarnation helped people to understand God’s love and see God as a living presence in the world, etc.
- Jesus is the perfect reflection of God’s love for the human race and Jesus left the gift of grace through the sacraments as a reflection of God’s love / his spirit is still active today in the

sacraments / the sacraments are therefore the best way to receive God's love now that Jesus is no longer present as a human on earth / individual sacraments demonstrate different aspects of God's love eg Reconciliation – God's forgiving nature, etc.

### **Arguments in support of other views**

- God's love is not just received through the sacraments but in many other ways in the life of a Catholic / God's love is reflected all around in creation / through God's creation it can be seen just how precious humanity is / this can be seen eg in Genesis 2 where God breathes life into man and he becomes a living being / the gift of life is a clear reflection of God's love and of the special relationship between God and humans / humans share the breath or Spirit of God, etc.
- God gives humanity free will and the ability to choose for themselves / this reflects the love that God has / God gives humans the opportunity to make decisions / God's love is also reflected in the fact that God gives Adam the authority to name the animals he has created / and to take responsibility for them / this demonstrates clearly God's love for humans as he trusts them with his creation, etc.
- Humans are created 'Imago Dei' – in the image of God / this stresses the dignity and importance of each human person to God and the love he has for them / all creation is blessed and holy but this particularly applies to human life / Catholics believe in the sanctity of all human life because they see God in every person / eg they can receive God's love through their relationships with others and through the Church as the Body of Christ / this is demonstrated in the Bible, eg in 1 Corinthians 13 where St Paul focuses on different aspects of love between brothers and sisters in Christ / also eg in Colossians 1 where the Church is compared to a human body united in Christ and in the love of God, etc.
- God's love is mediated through the lives and work of others eg St Mother Teresa / the Parable of the Sheep and Goats / the prayer of St Teresa of Avila / the teachings of the Magisterium, etc.

**[Plus SPaG 3 marks]**

**0 2**

**Catholic Christianity: Practices**

**0 2**

**. 1**

**Which one of the following is an example of evangelism?**

**[1 mark]**

- A** Going on pilgrimage
- B** Preaching the good news about Jesus to others
- C** The raising of the heart and mind to God
- D** The teaching authority of the Catholic Church

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

Answer: B Preaching the good news about Jesus to others

**0 2**

**. 2**

**Give two examples of the work done by CAFOD.**

**[2 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

**One mark for each of two correct points.**

**Students may include two of the following points, but all other relevant points must be credited:**

CAFOD works with the poorest in society / gives short term (emergency aid) / sets up long term development projects / supports sustainability / gives dignity to humans / respects God's creation / campaigns on behalf of the poor / fulfils the signs of love taught eg in Jesus' parable of the Sheep and Goats / feeds the hungry / gives drink to the thirsty / takes in the stranger / clothes the naked / visits the sick / imprisoned / aims to support and set up projects / encourages people in England and Wales to live more simply / encourages the use of fewer natural resources / sets up renewable energy projects / promotes the teaching of Pope Francis in 'Laudato Si' / promotes and encourages the teaching of Jesus to 'love thy neighbour' / encourages the people of England and Wales to live more simply, etc.

**0 2 . 3** Explain two contrasting Christian views about the importance of formal prayer. [4 marks]

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First contrasting view**

Simple explanation of a relevant and accurate contrast – 1 mark  
Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting view**

Simple explanation of a relevant and accurate contrast – 1 mark  
Detailed explanation of a relevant and accurate contrast – 2 marks

**Students may include some of the following points, but all other relevant points must be credited:**

- Many Christians like to use formal prayers as they are traditional and have been passed down through many generations / others prefer spontaneous prayer as being more personal and relevant to a situation.
- Formal prayers often have a structure that can be memorised / others may think that this limits prayer.
- Jesus taught the Lord’s Prayer (Our Father) when his disciples asked him to teach them how to pray (Luke 11:1-4) / others think that Jesus did not mean that Christians should use only this prayer, and there are many examples of Jesus using different types of prayer, (eg the spontaneous prayer in Luke 22:42, ‘Father, if you are willing, remove this cup ...’).
- Some think that not having to think of their own words may open people up to God’s presence / for example when praying with others during Mass or a special church service / which may bring Christians closer together as a community / others think that Christians can feel this closeness through informal prayer, eg Quakers may pray with their own words, with others, when they are moved to do so by the Holy Spirit.
- Some will take comfort from prayers with a set pattern, (eg the Our Father, the Hail Mary, the Creed) / others think that the same comfort can come from spontaneous prayer, for example asking God for help in times of anxiety and ill health.
- Some may argue that the importance of formal prayer does not need to be contrasted with that of other types of prayer / since prayer naturally has many parts, each being equally important in its own setting / For example, after teaching his disciples the Our Father, Jesus goes on to talk about the importance of persistence in prayer (Luke 11:5-13), etc.

**0 2 . 4** Explain two Christian beliefs about peace.

**Refer to sacred writings or another source of Christian belief and teaching in your answer.**

**[5 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

**First belief**

Simple explanation of a relevant and accurate belief – 1 mark  
Detailed explanation of a relevant and accurate belief – 2 marks

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark  
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

**Students may include some of the following points, but all other relevant points must be credited:**

- Christians should aim to help the Kingdom of God to grow on earth / peace helps them to do this by creating harmony in society / in the Old Testament the prophets teach of peace / in the New Testament Jesus ensures that all have what they are entitled to as human beings / Christians believe that all humans are created equal / are loved equally by God / this helps to bring about peace.
- Christians believe that Jesus comes from God and that all humans are created in God's image / Jesus as fully God and fully human promoted peace through his teaching and example / they believe that they are called therefore, like Jesus, to ensure the dignity of every person / regardless of gender, race, colour or religion / this will bring about peace.
- For Christians peace comes from the heart / Christians should always aim to promote peace / they should support organisations that work for peace, eg Pax Christi, CAFOD / they should do their best to live their lives as closely as they can to Jesus who always promoted peace.
- Some are likely to refer to Luke 6:27-29, where Jesus demands peaceful action: 'Love your enemies, do good to those who hate you' / 'If someone strikes you on the cheek, offer the other also'.
- In the Garden of Gethsemane, Jesus does not resist arrest, even though it leads to his suffering and death (Mark 14:26-52 / Luke 22:39-53) / many Christians feel that Jesus's example should be followed in any confrontation / some believe that complete pacifism is necessary in order to follow Jesus / in the temptation story, Jesus rejected the temptation to worldly power (Luke 4:5-8).
- Some believe that Jesus was not fully committed to peace / for example he appears to have been violent in cleansing the Temple (Mark 11:15-19) / however others argue that there is no evidence that any animal or human was hurt by what Jesus did, etc.

**0 2 . 5** ‘All Catholics should go on pilgrimage at least once in their lifetime.’

**Evaluate this statement.**

**In your answer you should:**

- refer to **Catholic teaching**
- give **reasoned arguments to support this statement**
- give **reasoned arguments to support a different point of view**
- reach a **justified conclusion.**

**[12 marks]**

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support**

- A pilgrimage is a sacred journey that has a spiritual purpose / to a sacred religious place / Catholics can go on pilgrimage without travelling great distances / going on pilgrimage once in a lifetime is not asking much / Catholics believe that by visiting such sites they can be closer to the historical figure of Jesus / the Incarnation is a very important belief for Catholics so visiting the site where Jesus was born is important to them / they also visit places where visions of Our Lady or saints are believed to have appeared / or where miracles have occurred / the opportunity to pray in a place where these events have occurred is very important to Catholics / Catholic pilgrims believe that they may gain a better understanding of their beliefs / have the opportunity to demonstrate their devotion to their religion through worship when on pilgrimage, etc.
- The belief that Jesus died and was raised from the dead is a very important belief for Catholics so visiting places associated with this is important to them / they believe that this sacrifice enables all

Christians to have a relationship with God / this belief is called the Atonement / many Catholics believe that undertaking a pilgrimage eg to Jerusalem can bring them closer to the experience of Jesus as he approached his death / they believe that this will help them to develop spiritually and become closer to God, etc.

- Pilgrims may visit to be cleansed of their sins / to be cured of their illnesses eg it is believed that spring water from the grotto where Our Lady appeared in Lourdes can heal people if they are sick / millions of visitors go to Lourdes each year in the hope of being cured spiritually or physically / the opportunity to focus closely on their faith helps pilgrims feel secure in the knowledge that God will look after them / forgive them for their sins and even cure them of their illnesses, etc.

### **Arguments in support of other views**

- There are sacrifices that have to be made to go on pilgrimage / the cost may be too much for some Catholics to afford to travel to go on pilgrimage / you may have to take time off work / leave family behind / pilgrimage can be physically and emotionally challenging / some Catholics may not be able to physically make the journey or endure the demands of the pilgrimage itself, etc.
- Some Catholics may go eg to Lourdes in the hope of being healed but if God wants to heal someone he could easily do this through faith and prayer without the need to go on pilgrimage / the disappointment of not being healed could weaken faith / some people may not appreciate the importance of the place of pilgrimage and may just go for a holiday / some places of pilgrimage make money out of pilgrims by selling tacky items which do not truly reflect the importance or holiness of the place, etc.
- Some may say that the money spent on going on pilgrimage could be better spent / there are places where people are starving, homeless, etc. / it would be better to give the money to the poor and needy rather than spending it on pilgrimage, etc.
- Some Catholics may feel that their faith should be strong enough that the pilgrimage experience is unnecessary / they may also feel that there is no need to travel to become closer to God, as God is present everywhere in their everyday lives / Catholics can pray anytime and anywhere so there is no need to go on pilgrimage to improve your relationship with God, etc.