
GCSE
RELIGIOUS STUDIES
8063/1

CATHOLIC CHRISTIANITY

Mark scheme

Additional specimen

V1.1

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 Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

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 you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

Levels of response marking

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

Levels 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.)

Levels are tied to specific skills. 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.

Levels 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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

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.**

Spelling, Punctuation and Grammar (SPaG)

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

01 INCARNATION

Qu	Part	Marking guidance	Total marks
01	1	<p>Which one of the following is the meaning of the statement ‘people are made in the image of God (imago dei)’?</p> <p>A People look the same as God. B People share the qualities of God. C People have little value as they are not God. D People experience the presence of God.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B People share the qualities of God.</p>	1
01	2	<p>Give two Catholic beliefs about the importance of the life of the unborn child.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Life begins at conception/the individual is present from the start of life/ even in the womb the baby is aware and reacts/this is seen in the account of the Visitation when Jesus was recognised though he had only recently been conceived/and in the fact that John the Baptist was just over six months in the womb but responded to the presence of Jesus/life in the womb should be recognised and supported, etc.</p>	2

01	3	<p>Explain two ways in which beliefs about the incarnation have influenced Catholic views about religious art.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • since God limited himself in a human form, God and Jesus can be shown in a human form/religious art is not attempting to put limits on God but to remind people that God became incarnate • God commanded that humans should not make images of anything in heaven or earth and worship them/but since God has appeared in flesh this rule does not apply to art such as statues of God or saints/as long as people do not worship the statue but only God himself • as God became man for all people, it does not matter how Jesus is shown in religious art/as what is important is the fact of the Incarnation, not any attempt to give a true portrait of Jesus/nobody knows what Jesus looked like etc. 	4
----	---	--	---

01	4	<p>Explain two Christian beliefs about the Incarnation.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First belief Simple explanation of a relevant and accurate belief – 1 mark Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Second belief Simple explanation of a relevant and accurate belief – 1 mark Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • Jesus is the Word of God made flesh/references to John 1/in him, God has spoken his final word to humanity/Jesus came to free human beings from their slavery to sin/humans can see the love of God in the person and actions of Jesus • the eternal Word became small for us, ‘small enough to fit in a manger’/Jesus accepted the limits of the human condition, but at all times he did the will of God/it was in the human act of dying that Jesus completely gave himself to God the Father • the eternal Word shows people what God is like/‘whoever has seen me has seen the Father’/the qualities that people value in Jesus are the qualities of God/humans can share these qualities but sin often damages them/since Jesus did not sin, these qualities are not damaged in him, etc. <p>Sources of authority The Johannine Prologue (John 1:1–18)/‘the Word became flesh and lived among us’/‘whoever has seen me has seen the Father’/‘by the power of the Holy Spirit, he became incarnate of the Virgin Mary, and was made man’ (Nicene Creed)/‘Jesus is inseparably true God and true Man’ (CCC 469)/‘O come, all ye faithful’ verse 2, etc.</p>	5
----	---	---	---

01	5	<p>'The best title for Jesus is 'Son of Man'.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> 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. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> 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. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • the title was one that Jesus used to refer to himself/especially in reference to his suffering and death/it reminds Christians of the extent of Jesus' love for humanity • Jesus also used the term in reference to his resurrection/and his position of authority 'at the right hand of God'/it reinforces the 																			

		<p>Christian belief in Jesus as fully God and fully human, etc.</p> <ul style="list-style-type: none"> • it helps Christians to understand Jesus as someone they can relate to/and as someone who understands their needs, etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • it is a very Jewish title, which makes it remote to modern non-Jewish Christians/the fact that it has several connotations makes it a confusing title/it has little meaning in the 21st century • Son of God gives a much clearer identification of Jesus' identity/ everyone can understand it/Jesus admitted that he was the Son of God at his Jewish trial • there is not 'best' title for Jesus/nothing can capture his identity as the Second Person of the Trinity who became incarnate/he cannot be categorised, etc. <p>SPaG 3 marks</p>	
--	--	---	--

02 THE TRIUNE GOD

Qu	Part	Marking guidance	Total marks
02	1	<p>Which one of the following is a Eucharistic acclamation?</p> <p>A A psalm. B The Lord's Prayer. C A traditional hymn. D The mystery of Faith.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D The mystery of Faith.</p>	1
02	2	<p>Give two reasons for the use of contemporary songs in worship.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>They are more up-to-date/tunes are livelier and more engaging/they express modern thoughts and feelings better/they are in tune with modern forms of expression, etc.</p>	2

02	3	<p>Explain how two different positions that Christians use when praying show contrasting Christian beliefs about prayer.</p> <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First contrasting view Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting view Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> • Kneeling shows a person recognises the greatness of God/he/she is a suppliant at God's feet/with the physical position showing the feelings of the heart. • Standing shows respect for God/the person is willing to put God's word into practice/standing is the starting point for action/prayer needs to be turned into deeds. • Joined hands shows that prayer is a form of pleading/recognising that the person needs God's help/without God the person can do nothing successfully. • Sitting shows that prayer is a conversation/a chance to open the heart and to be close to God/not on equal terms but in a friendly, trusting way, etc. • Other positions could include: walking, genuflecting, hands raised, etc. 	4
----	---	---	---

02	4	<p>Explain two ways in which Christians share the love of God with others.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • they show it through evangelism/they spread the love of God to others through their proclaiming the love of God both by word and by the way in which they live/all Christians are missionaries • by caring for those people who do not have enough to live properly, Christians show the love of God/going to foreign lands to teach, to help with irrigation projects, to give medical help, etc. are all ways in which Christians allow the Holy Spirit to work in them to pass on the love of God/‘Love is therefore the service that the Church carries out in order to attend constantly to man's sufferings and his needs.’ (Pope Benedict XVI) • they show it through self-giving love for others/being prepared even to die for others/reflecting the way in which the love of God was shown through the life of Jesus, etc. <p>Sources of authority After the Resurrection, the disciples were told to go throughout the world, preaching the gospel, healing the sick etc./when they were told a famine was about to hit Judaea, the Antioch Church immediately took action to provide practical help for victims of it (Acts 11:27–30)/‘if anyone has material possessions and sees his brother in need but has no pity on him, how can the love of God be in him?’ (1 John 3:17)/ ‘greater love has no one than this, that he lay down his life for his friends’ (John 15:13), etc.</p>	5
----	---	--	---

02	5	<p>‘The Bible tells Christians all they need to know about the Trinity.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> 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. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> 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. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Answers may, but need not, refer to different views in different Christian traditions.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • the Trinity is three Persons in one God/Father, Son and Holy Spirit/ the Bible teaches clearly the oneness of God/‘Hear, O Israel: The 																			

	<p>Lord our God, the Lord is one' (Deut. 6:4)/the belief that the essence of God is One is central to the doctrine of the Trinity</p> <ul style="list-style-type: none"> • the Church teaches that the three Persons of the Trinity are related to one another/this is referred to several times in the New Testament/eg at the baptism of Jesus, reference is made to the voice as the 'voice' of the Father, to Jesus the beloved Son of the Father and to the Spirit descending like a dove (Matt. 3:16–17; Mark 1:9–11) • the Church also teaches that love is at the heart of the Trinity/this idea is clearly expressed in the New Testament/for instance, Paul says Christians can pray to the Father through the work of the Son and the gift of the Spirit (Galatians 4:6–7) etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • the word 'Trinity' never occurs in the Bible/so many Christians might not see for themselves any references to the Trinity/the Church Councils have looked at the Bible and interpreted it/they have been able to express beliefs that they have found in texts, but which are not obvious to the ordinary reader/without the teachings of the Church Councils, the true nature of God as Three in One would not be known/eg Gen. 1:1–3 – the Father as Creator, the Son as the creative Word and the Spirit hovering over the waters/1:26 – 'let us make humankind in our image'. • both the Bible and the Church statements are important/Church Councils building on Christian experience/Christians aware of the presence of the Spirit/witnessing the power of God/believing in the forgiveness of sins which the Son came to bring/so Christian experience helps people to understand the Bible • without the statements of the Church, Christians might interpret texts referring to the Persons of the Trinity as belief in three separate gods/or reject the idea of the Trinity because of the Bible's statements about One God/the Nicene Creed and the statements of the Early Church Councils are intended and carefully worded to help Christians understand the Trinity and not be led astray by people who believe different things (heretics) etc. <p>SPaG 3 marks</p>	
--	--	--

03 REDEMPTION

Qu	Part	Marking guidance	Total marks
03	1	<p>Which one of the following is the best explanation for 'grace'?</p> <p>A The free gift of love from God. B The power to do whatever you want. C The ability to break all the commandments. D The right to put oneself first.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A The free gift of love from God.</p>	1
03	2	<p>Give two ways in which, according to Christian belief, Jesus restored creation.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Jesus sacrificed himself to restore creation/by rising from the dead, creation was restarted/by ascending, Jesus made things as perfect as God wanted them to be/references to Adam and Eve – sin placed a distance between humans and God – Jesus restores the relationship through total obedience to God etc.</p>	2

03	3	<p>Explain two contrasting ways in which Catholics understand salvation.</p> <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First contrasting way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> • some Christians follow the teaching of Irenaeus, who stated that humans were created imperfect so that they could grow into the likeness of God/Adam and Eve, representing humanity, wanted to make their own decisions in life and rejected God’s guidance and wishes/Jesus was obedient to God in all things/the disobedience of Adam and Eve came through a tree and was counteracted by the obedience of Jesus on a tree • some Christians accept the views of Anselm, who taught that humans had become slave to sin/the only way for them to be restored to God was for a human being/Jesus, to pay the price of total obedience to the Father/the love for God that Jesus showed by his death far outweighed the rejection of God by human sins • some Christians view salvation as something in the past/achieved through Jesus’ death and resurrection/and offered by God as a free gift of grace to all who believe • others see it as an ongoing process/Christians play their part in it by resisting temptation, repenting of sin and seeking to do God’s will/ and as something that will be realised at the end of time at Judgement Day, etc. 	4
----	---	---	---

03	4	<p>Explain two ways in which the altar helps believers to worship.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the altar is a place of sacrifice/when Catholics present their gifts of bread and wine to God, they link it with Jesus’ sacrifice on the cross/the bread and wine become the Body and Blood of Christ through the words Jesus said at the Last Supper, ‘This is my Body. This is my Blood.’ • the altar is a table at which Catholics share in Jesus’ Last Supper/ the words Jesus spoke are repeated by the priest and the people receive not just bread and wine but the Body and Blood of Christ/ they do what Jesus did when he said ‘Do this in memory of me’. • the altar might be in the middle of the Church to show that all the believers are united round the altar of Christ’s offering/people’s prayers and gifts are joined with Christ’s offering/people are brought together in praise of God and in sharing Communion, etc. <p>Sources of authority Following the pattern set by Abraham, who set up altars to offer worship to God/the place where the bread and wine become the Body and Blood of Christ with the words ‘This is my Body...’/carried out in obedience to Jesus’ command ‘do this in remembrance of me’/‘The altar represents the Body of Christ’ (St Ambrose)/on the altar ‘the sacrifice of the Cross is made present under sacramental signs’ (CCC 1182), etc.</p>	5
----	---	--	---

03	5	<p>‘Catholics do not need to go to Mass every week.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> 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. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> 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. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • being a Christian is about accepting Jesus as the Saviour, not about the type of worship Christians give/many Christians do not celebrate the Mass or any form of Eucharist, even when there is a form of Eucharist available in their church so they would not go at all, let alone weekly/this does not stop them following Jesus so 																			

		<p>Catholics do not have to go either</p> <ul style="list-style-type: none"> • mass can be difficult to get to with work and family commitments, especially with the shortage of priests making times of Mass limited/ Catholics can offer prayer in different forms to show their commitment to God, etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • the Eucharist is the source and summit of Christian praise/it is joining in with the sacrifice of Christ on the cross/there is no more perfect form of prayer/Catholics who deliberately cut themselves off from regular attendance at the Mass for no valid reason, in a way cut themselves off from Christ/they are rejecting Jesus' instruction to 'Do this in memory of me' • at Mass, the Church gathers together and receives strength through receiving the Body and Blood of Christ/people need this spiritual food regularly just as much as they need physical food regularly/they also need to experience being part of the Church community, which is best shown at Mass, etc. <p>SPaG 3 marks</p>	
--	--	---	--

04 CHURCH AND THE KINGDOM OF GOD

Qu	Part	Marking guidance	Total marks
04	1	<p>Which one of the following explains why Mary is a model of discipleship?</p> <p>A She did everything she wanted to. B She visited the Temple every week. C She refused to get married to Joseph. D She accepted everything that God asked of her.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D She accepted everything that God asked of her.</p>	1
04	2	<p>Give two ways that show how belief in justice, peace and reconciliation are expressed in the life of one important Catholic figure.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Students may draw upon the life of Pope Francis/Pope John Paul II/ Archbishop Romero/St Teresa of Calcutta etc. Eg Pope Francis has criticised economic policies that lead to inequality and speaks out against all forms of abuse and exploitation/played a major role in restoring relations between Cuba and the USA/supports attempts to break down some of the barriers of tension and suspicion that exist between many Muslim groups and Catholics, and between some Jewish groups and Catholics etc.</p>	2

04	3	<p>Explain two ways in which the Lord's Prayer influences the beliefs of Christians.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> • it assures Christians that God is a loving Father with whom they can have a relationship/but who at the same time is transcendent, beyond their understanding/and to be revered • it makes people realise that they are dependent on God for all things, including their daily bread/God rules as a King/this means that they recognise that God's will is the most important part of their life • it reminds Christians that through forgiveness of their sins they are part of God's Kingdom/but that this entails willingness to forgive the sins of their fellow humans etc. 	4
----	---	--	---

04	4	<p>Explain two ways in which a vocation (calling) to the priesthood or religious life shows Kingdom values.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • by becoming a priest, a man commits himself totally to the work of God on earth/he takes vows of poverty and obedience to show that he has thrown off the values that are normally associated with this life/he is a sign to other people of how to follow Jesus' example of service/just as Jesus washed his disciples' feet, so the priest is called to serve other people with his whole life • becoming a member of a religious order means that a person has got to 'take up his cross' and follow Christ/being obedient to the superior is like being obedient to God, the will of God has to be done without any questions asked/the vow of poverty shows that the monk or nun does not want to be tied to material objects but is following the command of Jesus 'seek first the kingdom of God and all these other things will be given to you'. <p>Note: the two ways may be both connected with the priesthood or the religious life or be one of each.</p> <p>Sources of authority Jesus' call to the disciples "Follow me and I will make you fish for people' (Mark 1:17)/copying Jesus' example of service by washing people's feet (John 13)/'No one who puts a hand to the plough and looks back is fit for the kingdom of God.'(Luke 9:62), etc.</p>	5
----	---	---	---

04	5	<p>'The most important reason for going on pilgrimage to a Christian holy place is to deepen faith.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> 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. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> 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. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
Levels	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • A pilgrimage enables Christians to take time out of everyday life / to reflect on their relationship with God / without the distractions of everyday life / makes possible a time of focused prayer and meditation. 																			

	<ul style="list-style-type: none"> • It enables Christians to return to their everyday lives with a deeper awareness of the love of God for them / with renewed commitment and devotion to God and the service of others. • Group pilgrimages are aimed at the pilgrims encouraging one another in their belief / in sharing experiences of God at work in their lives, etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • a person might go on pilgrimage, hoping for healing/this may be in the form of a miracle, eg at Lourdes/or in the form of spiritual healing/a sense of peace and acceptance/this might have a life-transforming effect on the person • someone might go as fulfilment of a vow/to show thanksgiving for a particular blessing received/eg out of gratitude for having recovered from serious illness • someone might go out to see what the place is like and what happens/out of historical interest, eg to Rome or Jerusalem/to find out more about the roots of their faith, etc. <p>SPaG 3 marks</p>	
--	---	--

