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# GCSE RELIGIOUS STUDIES B 8063/1

Paper 1 Catholic Christianity

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**Mark scheme**

June 2019

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://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**

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**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 Lead 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.

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** CREATION

**0 1 . 1** Which one of the following means that God is beyond the created world? [1 mark]

- A Omnipotent
- B All merciful
- C Transcendent
- D All loving

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

Answer: C Transcendent

**0 1 . 2** Give two Catholic beliefs about the creation of humanity shown in Michelangelo's *Creation of Adam*. [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:**

Humanity was created by God / is made in the image of God / humanity is dependent on God / Adam shown as physically 'perfect', showing God made everything 'good', including humans / Adam waits for God to bring him to life (eg fingers nearly touching) / God portrayed as ancient, humanity new / hands of Adam and God reach out showing close relationship between humans and God / love shown between God and Adam in expressions / humans have unique place in God's creation, etc.

**0 1 . 3** Explain two ways in which the belief in God as creator influences the way Christians treat other people.

**[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

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

- Belief in God as creator is the belief that God made all humans in his image and likeness / Christians should respect the dignity of every human being / respect human relationships eg marriage / respect human freedom to hold and express beliefs / responsibility to respect one's own dignity as well as that of others / carry out this respect in practical ways / through moral choices such as protecting the unborn / opposing euthanasia, etc.
- Belief in God as creator involves the belief that God made everything 'good' / life is therefore sacred (sanctity of life) / life should be respected from conception to death / belief in the sanctity of life has practical implications, eg not harming others, etc.

Allow students to refer to environmental issues in relation to the quality of human life.

**0 1 . 4** Explain two Catholic beliefs about natural law.

Refer to scripture 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 scripture 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:**

Natural law refers to the moral principles / values which Catholics believe are inherent in every human being / basically, 'to do good and avoid evil' / all people instinctively know what is right and wrong / because they are all created in the image and likeness of God, etc.

God gave humans reason (rationality) / should not need rules / humans learn from nature (our first teacher), etc.

God created everything 'good' / human fulfilment comes from following the natural law / in order to live harmoniously with God and others / wanting to live in an orderly way in society is part of human nature, etc.

Belief in natural law influences Catholic views about the sanctity of life / all life is sacred because created by God so must be respected / preservation of life, reproduction and the nurturing of offspring appear common to all creatures (Aquinas), etc.

Although natural law is important, it is not sufficient / Catholics should also be guided by the teachings of the Bible / Magisterium / the laws of the country in which they live, etc.

**Sources of authority:**

'If people are to do good and avoid evil, certainty about what is good and evil must be inscribed within them. In fact there is such a moral law that is, so to speak, 'natural' to men and can be known in principle by every person by reason.' (*Youcat* 333)

'All activity of reason and will springs from us as being what we are by nature. All reasoning draws on sources we recognise naturally...hence the original guide for our activity should be through natural law.' (Thomas Aquinas in *Summa Theologiae* I-II Q91a2)

'So God created humankind in his image, in the image of God he created them; male and female he created them.' (Genesis 1:27)

'God saw everything that he had made, and indeed, it was very good.' (Genesis 1:31)

Accept all other sources of authority that correctly support the beliefs given.

**0 1 . 5** 'The best way to 'love your neighbour' is to care for the environment.'

Evaluate this statement.

In your answer you should:

- 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.

[12 marks]

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their 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**

Caring for the environment is an important way of loving one's neighbour because the environment is where one's neighbour lives / everyone's actions affect every other person / eg if someone litters it spoils the environment for others / pollution affects everyone who lives in that place / disregard for the environment means not loving future generations / exploitation of natural resources is selfish / Christians have a duty of stewardship / should support sustainability / should help neighbours in the developing world by reducing carbon so that global warming does not harm low lying countries abroad / Jesus said that loving one's neighbour was the greatest commandment besides loving God / Pope Francis taught that creation is a gift from the Father of all that calls humanity into universal communion



(*Laudato Si* 76), so taking care of that gift is showing love for the whole human community / ‘...the world is a gift which we have freely received and must share with others. Since the world has been given to us, we can no longer view reality in a purely utilitarian way, in which efficiency and productivity are entirely geared to our individual benefit.’ (*Laudato Si* 159), etc.

**Arguments in support of other views**

While it is important to care for the environment, it is not the best way to ‘love one’s neighbour’ because there is a limit to what individuals can do to help / the environment is a long term project / it should be dealt with by governments globally / it is more important for a Christian to love the neighbour who is in need at a local level / eg the poor / homeless / refugees / asylum seekers in the UK / Jesus told the parable of the Good Samaritan to describe what it means to be a good neighbour / being a good neighbour involved practical help to someone in need that was right there rather than advice to join an environmental campaign or recycle plastic, etc.

**[Plus SPaG 3 marks]**

**0 2** THE TRIUNE GOD, MISSION AND PRAYER

**0 2 . 1** Which one of the following is described as a 'raising of the heart and mind to God'?

[1 mark]

- A Prayer
- B Baptism
- C Evangelism
- D Initiation

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

Answer: A Prayer

**0 2 . 2** Give two parts of the Mass that are often set to music.

[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:**

The Alleluia (Gospel acclamation) / the Sanctus ('Holy, holy, holy') / the Mystery of Faith / the Great Amen / the 'Lord have mercy' ('Kyrie eleison') / the 'Glory to God' ('Gloria') / the 'Lamb of God' ('Agnus Dei') / the Lord's Prayer ('Our Father') / the Psalm.

Accept the term 'Eucharistic Acclamations' which covers the Sanctus, Mystery of Faith and Great Amen. Do not accept 'Mass settings' as these are what is being tested. Do not accept 'hymns'.

**0 2 . 3** Explain two ways in which belief in the Trinity influences the way Christians understand Genesis 1:1-3 (the Creation).

**[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

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

- Belief in the Trinity gives Christians a deeper insight into Genesis 1:1-3 / in Genesis 1:1-3, 'God' refers to the Father who created the heavens and earth, but was not alone / the 'wind' from God ('ruach' in Hebrew) can be translated 'breath' or 'spirit' / showing the Holy Spirit was involved in the act of creation, etc.
- God creates through his 'word' ('Let there be light...') / Christians see this as God the Son, the Word of God / the creative power coming forth from the Father, but distinct from the Father and the Spirit, etc.
- God the Father, through his word (the Son) / creates the universe through the power of the Holy Spirit, etc.

**0 2 . 4** Explain two beliefs about the Trinity found in the Nicene Creed.

**Refer to scripture 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 scripture 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:**

- God the Father is one / almighty / creator of all things / source of all life / 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible.'
- God the Son is Jesus Christ / 'only begotten Son of God' / meaning the Son shares in the same nature as the Father in a unique way / 'born of the Father before all ages' / meaning there was never a time when the Son did not exist / The Son is true God, 'consubstantial with the Father' / meaning no distinction in nature between Father and Son / The Son took on limitations of human nature ('by the Holy Spirit was incarnate of the Virgin Mary') / The Son became human out of love, to save humans from sin / suffered and died fulfilling God's promises in the Old Testament / Jesus rose from the dead / ascended into heaven where he takes his place as Son of God / Judge / Lord of all, etc.
- God the Holy Spirit gives life to all things / comes from both Father and Son, uniting them in love / equal in majesty, power and worship to the Father and Son / inspires people to let them know God's will / 'spoke through the prophets', etc.

Accept explanations of beliefs about the Trinity as a whole and/or about particular Persons in the Trinity.

**Sources of authority**

The Nicene Creed will be the main source of authority here. Quotations will most likely be incorporated into the explanations given above. Accept paraphrases of beliefs contained in the Creed. There must, however be some explanation given of the beliefs cited and not merely quotations from the Creed. Accept other sources of authority that expand on beliefs in the Creed, eg 'Our Father, who art in heaven...' (The Lord's Prayer). / 'This is my Son, the Beloved, with whom I am well pleased.' (Matthew 3: 17) / 'And because you are children, God has sent the Spirit of his Son into our hearts, crying, "Abba! Father!"' (Galatians 4:6), etc.

**Accept all other sources of authority that correctly support the beliefs given.**

**0 2 . 5** ‘Baptism is all a person needs to be a Christian.’

**Evaluate this statement.**

**In your answer you should:**

- **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.**

**[12 marks]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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**

It is through baptism that a person becomes a member of the Church / becomes a child of God / is cleansed of sin / is given strength of the Holy Spirit to defeat evil in future / baptism is in the name of the Trinity / therefore the person shares in the life of the Trinity / grace enters the person’s life / they are called to live in the Spirit / to fulfil all God has made them to be / to join in Christ’s redeeming death / to enter the life of the resurrection / baptism is hugely significant in the life of the individual and in the Christian community / ‘Baptism is the way out of the kingdom of death into life, the gateway to the Church, and the beginning of a lasting communion with God’ (*Youcat* 194) / ‘Do you not know that all of us who have been baptized into Christ Jesus were baptized into his death? Therefore we have been buried with him by baptism into death, so that, just as Christ was raised from the dead by the glory of the Father, so we too might walk in newness of life.’ (Romans 6:3-4), etc.

**Arguments in support of other views**

Baptism is just a beginning of Christian life, so more is needed to be a Christian / to be a full member of the Catholic Church a person must receive 3 sacraments: baptism, confirmation and Eucharist / most Catholics are baptised as infants when they have not had a say in the decision / confirmation is also important because the person makes their own commitment to Christ and the Church / Eucharist could be argued to be just as or more important because through receiving the Body and Blood of Christ the person's soul is nourished / without the Eucharist a Catholic cannot live the full life that Christ wants / baptism happens once but the Eucharist takes place daily so that people can be strengthened in faith and love for Christ / lots of people are baptised and then don't follow their faith / good moral character is also needed / depends on what is meant by 'a Christian' / some Christian denominations do not practise baptism and are perfectly good Christians, etc.

**[Plus SPaG 3 marks]**

**0 3** REDEMPTION

**0 3**. **1** Which one of the following is the event when Jesus was taken up into heaven after his resurrection?

[1 mark]

- A Redemption
- B Ascension
- C Crucifixion
- D Salvation

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

Answer: B Ascension

**0 3**. **2** Give two reasons why the altar is important in Catholic churches.

[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:**

An altar is a place of sacrifice / it expresses the belief that Jesus' died for humanity / it acts as the table at which the enactment of the Last Supper takes place / it is the place where the bread and wine become the body and blood of Christ / it reminds believers of the redeeming effect of Jesus' death / it expresses the power of redemption / it shows how believers share in the power of redemption by receiving the Eucharist / it is central in the church / the focal point where worship takes place, etc.

**0 3 . 3** Explain two contrasting ways in which Irenaeus and Anselm described salvation. **[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 way**

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

**Second contrasting way**

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

If similar ways are given, only one of them may be credited up to 2 marks.

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

- Irenaeus uses the metaphor of Jesus being the new Adam / makes comparison between Adam’s rejection of God’s will and Jesus’ perfect obedience to God’s will / even to death on the cross / he compares the tree of knowledge of good and evil from which humans ate the fruit and were lost to sin / with the tree of the cross on which Jesus saved humans from sin through total obedience, etc.
- Anselm uses the metaphor of Jesus ‘paying a ransom’ for redemption from sin / just as slaves could be freed if enough money is paid / so humans were ransomed from their sins by Jesus’ perfect obedience and death / God’s justice required atonement / Jesus took the punishment on humans’ behalf, etc.



**0 3 . 4** Explain two reasons why the resurrection of Jesus is important to Christians.

Refer to scripture 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 reason**

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

**Second reason**

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

Relevant and accurate reference to scripture 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:**

God raising Jesus from the dead destroyed the ultimate power of sin and death / this means that Christians are redeemed / no longer need to fear death / as it is not the end of life / the resurrection is a sign of consolation for those who have lost someone they love / can enter heaven to be with God eternally / God gives Christians victory over death through Jesus / the resurrection is important to Christians because without it their faith would be ‘in vain’ (Paul) / there would be no Christianity without the resurrection / the resurrection proved that Jesus was God’s Son / this gives Jesus’ teaching authority / the Gospels emphasise the transforming effect the resurrection had on the disciples / the Bible shows Jesus entered a new creation after his death which will be available to all who believe / joy and hope entered the world, etc.

**Sources of authority**

‘If Christ has not been raised, then our proclamation has been in vain and your faith has been in vain. We are even found to be misrepresenting God, because we testified of God that he raised Christ...if Christ has not been raised, your faith is futile and you are still in your sins.’ (1 Corinthians 15:14-15, 17)

‘Because death is now no longer the end of everything, joy and hope came into the world.’ (*Youcat* 108)

‘Where, O death, is your victory? Where, O death, is your sting? The sting of death is sin, and the power of sin is the law. But thanks be to God, who gives us the victory through our Lord Jesus Christ.’ (1 Corinthians 15:55-57)

Accept accounts of the resurrection in the Gospels, including Mark 16:1-8, 9-20; Matthew 28:1-20; Luke 24:1-53; John 20:1-29, 21:1-25.

**Accept all other sources of authority that correctly support the beliefs given.**

**0 3 . 5** ‘For a Catholic, Eucharistic adoration (prayer in front of the Real Presence of Christ) is just as important as going to Mass.’

**Evaluate this statement.**

**In your answer you should:**

- **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.**

**[12 marks]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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**

Eucharistic adoration is when a large consecrated host placed in the monstrance is displayed for people to honour Christ / it is important to Catholics because they believe in the ‘real presence’ of Christ in the Eucharist / people believe they are sitting or kneeling in the presence of Christ himself / it is an important opportunity for silent meditation / whereas at Mass there is more focus on the liturgy of the word and communion rather than silent, individual prayer / because the Mass involves the congregation in prayer, song, etc there is less time at Mass to pray in silence / Eucharistic adoration is usually concluded with Benediction / the people are blessed by the priest using the monstrance in a sign of the cross / special hymns are sung to honour the body of Christ / Christians believe they are themselves the body of Christ on earth so can reflect on this belief in Eucharistic adoration, etc.

**Arguments in support of other views**

The Mass is more important than Eucharistic adoration because in the Mass people can actually receive the body and blood of Christ in Holy Communion / the real presence of Christ is physically taken into oneself, making it a more meaningful experience than merely adoring the Eucharist / in the Mass the words of consecration recall the Last Supper / Jesus commanded people to 'Do this in memory of me' / in the Mass Christians take a more active part in remembering and re-enacting Jesus' death and resurrection / some Christians consider Eucharistic adoration verging on the idolatrous / both Mass and Eucharistic adoration are important in different ways, etc.

**[Plus SPaG 3 marks]**

**0 4** CHURCH AND THE KINGDOM OF GOD

**0 4 . 1** Which one of the following is an example of ‘dramatised prayer’?

[1 mark]

- A The Lord’s Prayer
- B The Magnificat
- C The Creed
- D The Stations of the Cross

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

Answer: D The Stations of the Cross

**0 4 . 2** Give two of the four marks of the Church.

[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.

One / holy / catholic (universal) / apostolic (founded on the teachings of the 12 apostles).

**0 4 . 3** Explain two contrasting ways in which Catholic charities (agencies) help people in need.

**[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 way**

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

**Second contrasting way**

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

If similar ways are given, only one of them may be credited up to 2 marks.

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

**NB** Contrasts can be drawn between the work of different Catholic charities that help people locally and those that help people nationally / globally. Contrasts between ways in which the same organisation works can also be accepted, eg long term aid versus emergency aid / raising money versus working in the field / acting as pressure group versus providing hands on help, etc. Students should have studied one local agency and one national / global agency. Any Catholic agency can be used (Life / SVP / DePaul UK / Caritas Social Action Network / Society for the Protection of Unborn Children / Missio / CAFOD).

- St Vincent de Paul Society (SVP) works locally on an individual basis, visiting people in need in their homes, in hospitals, in care homes and in prisons / offers support by visiting sick and elderly / helps with shopping / gives practical help around the house / provides food, etc. / some larger projects involve soup runs / summer camps for children / free furniture / advice to asylum seekers, etc.
- DePaul UK helps homeless young people by offering them a safe place to stay in a crisis / helps them to take the step from homelessness into stable housing / provides specialist long-term support to help get lives back on track, etc.
- Catholic Agency for Overseas Development (CAFOD) works globally with other charities / provides emergency aid for people when natural disasters and war ruin lives / gives long-term aid such as irrigation schemes, education, healthcare, etc / challenges national policies and laws that damage the poor, eg in relation to inequality or climate change / provides legal assistance when poor farmers are in danger of losing their land, etc.

**0 4 . 4 Explain two ways in which justice is a sign of the Kingdom of God.**

**Refer to scripture 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 way**

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

**Second way**

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

Relevant and accurate reference to scripture 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:**

The Kingdom (Reign) of God is perfect / when everything that works against the good of others and the harmony of society is removed / the Church teaches that justice is a sign of the Kingdom because it ensures equal rights / leading to trust and harmony among all people / the preface in the Mass for Christ the King describes the Kingdom as having this quality (see sources of authority below), etc.

Justice guarantees human rights to all people who are created and loved equally by God / Catholics must help ensure the dignity of every person regardless of race, colour, gender or religion / not only on personal level but institutional / societal level as well / Catholics should oppose any movement that undermines the dignity of human beings / Pope Leo XIII in *Rerum Novarum* wrote that employers should treat workers justly, paying fair wages and giving fair working conditions, etc.

Injustice creates divisions and resentment / without justice there is no peace / Catholics have a duty to promote justice which comes from God / by supporting agencies working to establish fair trade / fair treatment of others, etc.

Accept reference to judgement / heaven and hell, etc

**Sources of authority**

‘[Y]ou anointed your Only Begotten Son, our Lord Jesus Christ, with the oil of gladness as eternal Priest and King of all creation, so that... he might present to the immensity of your majesty an eternal and universal kingdom, a kingdom of truth and life, a kingdom of holiness and grace, a kingdom of justice, love and peace.’ (*Preface: Christ, King of the Universe*)

‘...goods created by God for everyone should in fact reach everyone in accordance with justice and with the help of charity.’ (*Catechism of the Catholic Church 2459*)

‘Give the king your justice, O God...May he judge your people with righteousness and your poor with

justice' (Psalms 72 (71): 1-2)

'But let justice roll down like waters, and righteousness like an ever-flowing stream.' (Amos 5:24)

'Peace is but an empty word, if it does not rest upon that order which... is founded on truth, built up on justice, nurtured and animated by charity... (*Pacem in Terris* 167)

'Peace is not merely the absence of war... Instead, it is rightly... an enterprise of justice.' (*Gaudium et Spes* 78)

'There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.' (Galatians 3:28)

'...what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?' (Micah 6:8)

'A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being.' (*Pope Francis, Speech to UN conference on Food and Agriculture, 20 June 2013*)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 4 . 5** ‘The best way to bring the message of Jesus to people is by using drama.’

**Evaluate this statement.**

**In your answer you should:**

- **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.**

**[12 marks]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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**

Drama has been used for centuries to bring the message of Jesus to people / Mystery plays conveyed the life of Jesus / Bible stories to people when literacy was not widespread / more recently drama has been used as a means to engage new audiences with Christian beliefs and values / dramas about Bible stories or the life of Jesus have wider appeal than for just churchgoers / some dramas have a specifically religious story (eg *The Mission*, about European missionaries who defied the orders of their bishops and sided with the native population against slave traders) / other dramas have an implicit Christian message (eg *Les Miserables*, about the power of love and forgiveness) / drama draws people in / affects their emotions / engages them with religious themes better than any other way of spreading the Christian message / ‘The production and showing of films that have value as decent entertainment, humane culture or art, especially when they are designed for young people, ought to be encouraged...’ (*Inter Mirifica 14*), etc.



**Arguments in support of other views**

Drama is not the best way of bringing the message of Jesus to people because the message can be missed / eg dramas such as *Les Miserables* / *The Mission* may be taken at face value as a story about something that happened in history, but not with any religious theme behind it / dramas are open to interpretation so the wrong message may be conveyed / in fact they might encourage people to ignore the demands of civil law (*Les Miserables*) or Church law (*The Mission*) / a better way of converting people to Christ's message is by the example of one's own life / real human beings such as Mother Teresa or Pope Francis are better examples of Jesus' message / more inspiring because they are real, etc.

**NB** Any dramas may be used as examples if cogently argued as spreading the message of Jesus. Accept consideration of other ways of spreading the Christian message that are inferior or superior in the view of the student, eg preaching sermons / other art forms, etc.

**[Plus SPaG 3 marks]**