

**GCSE**  
**RELIGIOUS STUDIES**  
**8062/12**

CATHOLIC CHRISTIANITY

---

**Mark scheme**

Additional specimen

---

V1.0

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](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 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.

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

Level	Performance descriptor	Marks awarded
<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

**01 BELIEFS**

Qu	Part	Marking guidance	Total marks
01	1	<p>Which <b>one</b> of the following is <b>not</b> a belief about life after death?</p> <p><b>A</b> Judgement.  <b>B</b> Purgatory.  <b>C</b> Reconciliation.  <b>D</b> Resurrection.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Reconciliation</p>	1
01	2	<p>Give <b>two</b> ways in which the sacrament of matrimony can influence the lives of the couple who are getting married.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</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"> <li>• they remember in their married life that they have their promises in the presence of God/and that they have made them in the presence of the priest/in the presence of witnesses/and this makes them take their promises seriously in their relationship, etc</li> <li>• they are given a blessing to support them/this will make them conscious that God approves of their marriage/they will feel his guidance as they develop their relationship etc</li> <li>• they exchange rings as a sign of mutual love and self-giving/they both state they are willing and free to make the commitment/they promise to be together until death parts them/they share the commitment to have children lovingly from God, etc.</li> </ul>	2

01	3	<p>Explain <b>two</b> ways in which the Eucharist influences the lives of Christians.</p> <p><b>Target: AO1:2</b> Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p><b>First way</b>            Simple explanation of a relevant and accurate influence – 1 mark            Detailed explanation of a relevant and accurate influence – 2 marks</p> <p><b>Second way</b>            Simple explanation of a relevant and accurate influence – 1 mark            Detailed explanation of a relevant and accurate influence – 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"> <li>• Christians believe they receive Christ in the Eucharist and this gives them strength to live as a Christian/so it influences them to be better Christians/they are comforted or encouraged by it/they receive God's grace and have a positive outlook, etc</li> <li>• Christians receive God's forgiveness at the Eucharist/and they make a new start/so it influences them to stop sinning/they are determined to love God and other people more, to obey God's commandments, etc</li> <li>• Christians are united with others when they join in the Eucharist/so they are influenced to be less selfish/to recognise the needs of others, etc</li> <li>• at the end of the Eucharist, they are sent out into the world/they believe that they have been fed with the Body and Blood of Christ/ this gives them strength to cope with what lies ahead of them, etc.</li> </ul>	4
----	---	--	---

01	4	<p>Explain <b>two</b> Catholic teachings about redemption.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First teaching</b>            Simple explanation of a relevant and accurate teaching – 1 mark            Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second teaching</b>            Simple explanation of a relevant and accurate teaching – 1 mark            Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 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"> <li>• the life of Jesus on earth shows Catholics how to live/Jesus gives them an example of how they should serve God/and love other people. John 13: 34-35, etc</li> <li>• the death of Jesus takes away sin/so Catholics can live a righteous life/because Jesus died, God can forgive anyone who repents of their sin/he allows them a new start so they can become better people. 2 Corinthians 5:21, etc</li> <li>• the resurrection of Jesus gives Catholics the power to live as God's people/the same power that brought Jesus back to life will help them to overcome sin/it will transform them into new people. Ephesians 1: 18-20, etc.</li> </ul>	5
----	---	---	---



01	5	<p>‘The Bible verse “I am putting you in charge” (Genesis 1:28) provides all the guidance Christians need about their relationship with creation.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Catholic teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> 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.  <b>References to religion applied to the issue.</b> </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.  <b>Clear reference to religion.</b> </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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </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. <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	
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. <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																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• in this verse God tells humans they are the pinnacle of his creation/ they must bring it under control/but this does not mean domination/ this is all the guidance Christians need because they know they must look after everything for God (stewardship)</li> </ul>																			

	<ul style="list-style-type: none"> <li>• humans were given the responsibility to both govern and to care for the whole of creation/the whole of creation is God's/humans cannot misuse or destroy what God has made but they have to be stewards of creation</li> <li>• the whole of the relationship between humanity and the rest of creation follows on and flows from these points/exploitation by humans for their own needs is sinful/it is selfish, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• Christians need more guidance because the verse does not tell them how to rule over the creation/whether they should use creation to serve human purposes (dominion) or serve creation to protect it from damage</li> <li>• there are contradictions in how this verse is interpreted/some say humans are to master, govern and dominate the world, including multiplying so much that they take it all over/but others say humans should look after it with great care and respect/logically, they can't do both things</li> <li>• humans have free will to do what they choose, otherwise they are not human/the verse gives them an idea of what God wanted but what they do is their choice/scientific research will give them a better idea of how to proceed, etc.</li> </ul> <p>SPaG 3 marks</p>	
--	---	--

**02 PRACTICES**

Qu	Part	Marking guidance	Total marks
02	1	<p>Which <b>one</b> of the following is a reason that some Catholics pray the Stations of the Cross?</p> <p><b>A</b> Praying the Stations helps them think about Jesus’ teaching.  <b>B</b> Praying the Stations helps them to follow Jesus’ journey to his death.  <b>C</b> Praying the Stations help them to think of Jesus’ forty days in the desert.  <b>D</b> Praying the Stations helps to remind them of when Jesus was born.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B Praying the Stations helps them to follow Jesus’ journey to his death.</p>	1
02	2	<p>Give <b>two</b> religious actions that take place during a Catholic funeral service.</p> <p><b>Target: AO1:1</b> 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>The body is brought into church/placed before the altar/the coffin is blessed with holy water/the coffin is censed/the lit Paschal candles is placed beside the coffin/dirt is thrown onto the coffin/‘ashes to ashes, dust to dust’, etc.</p>	2

02	3	<p>Explain <b>two</b> contrasting Christian views about the importance of informal prayer.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting view</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting view</b>            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 points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• informal prayer is the soul communicating directly with God using the person's own words/this has great importance because it shows their own faith/it is a free response to God's love, it can be at any time in any place, even someone who has never been taught to pray can do so, etc</li> <li>• informal prayer is less important than formal prayer because the latter relies on the faith of the Church/this is stronger than that of any individual/it connects the individual with the Church throughout the ages, etc</li> <li>• the words have authority/they are traditional/they have helped countless people in the past/they have been written by saints/they are from scripture (eg the Lord's Prayer), etc.</li> </ul>	4
----	---	---	---

02	4	<p>Explain <b>two</b> reasons why a Catholic agency such as Cafod, Trocaire or Missio carries out its work.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First way</b>          Simple explanation of a relevant and accurate way – 1 mark          Detailed explanation of a relevant and accurate way – 2 marks</p> <p><b>Second way</b>          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 sacred writing – 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"> <li>• the agency may care for victims of a natural disaster/they may help them re-build their communities/provide food, water, medicines, temporary shelters/comfort them in their time of need. Matthew 25: 35–36 etc</li> <li>• the agency may work with a community to make them stronger to face future problems/they may teach them new skills, how to look after themselves/they may provide money to start-up small businesses/they may build a school for the children or teach the adults better healthcare. Mark 12:31 etc</li> <li>• the agency may fight against injustice or provide a fairer way of doing things/they free people from slavery, poor working conditions, exploitation/they encourage people to work together and share profits. Luke 4: 18–19, Gaudium et Spes 26, etc</li> <li>• all humans are created in the image of God/this means that they are of value to God/it is therefore a Christian duty to respond to those in need. Genesis 1:26, etc</li> <li>• all people will be judged according to how they have treated others/ Christians believe that in helping or failing to help those in need, they are helping or failing to help Jesus/in carrying out their work, agencies make it possible for ordinary people to help those in need, wherever they are</li> <li>• Christians are called to love God and their neighbour/according to Jesus, there are the most importance commandments/those who ignore the needy cannot possibly claim to love God.</li> </ul>	5
----	---	--	---

02	5	<p>'Evangelism is the most important duty for Catholics in Britain today.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Christian teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1" style="width: 100%; border-collapse: collapse;"> <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.  <b>References to religion applied to the issue.</b> </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.  <b>Clear reference to religion.</b> </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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </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. <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	
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. <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																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• evangelism is spreading the faith of the Church to people who do not share it currently/and it is a duty of all Catholics</li> <li>• in Britain today fewer people go to church so it is important that those who do, get involved in active evangelism/otherwise the</li> </ul>																			

		<p>Church will have fewer and fewer members</p> <ul style="list-style-type: none"> <li>• it is the most important work because it is the most urgent/if people die without faith in God, they are cut off from him/Catholics must spread the faith otherwise people will not be taught how they can go to heaven, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• evangelism is important work but it is not the most important/other duties are equally important, eg developing one's own spiritual life/ participating in the sacraments</li> <li>• Catholics have a responsibility for social justice in Britain today/ many people are not getting a fair deal/there is unemployment and poverty/helping others is just as important as evangelism</li> <li>• evangelism and working for social justice both spring from loving one's neighbour/this love is the most important duty for Catholics wherever they are in the world, etc.</li> </ul>	
--	--	--	--

