



GCSE

Religious Studies B

8063/1-Paper 1 Catholic Christianity
Mark scheme

June 2018

Version/Stage: 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 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 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:

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

CREATION

0 1 . 1 Which one of the following explains the meaning of the ‘sanctity of life’?

- A Life is everlasting
- B Life is free
- C Life is holy
- D Life is temporary.

[1 mark]

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

Answer: C Life is holy.

0 1 . 2 Give two different types of writings (literary forms) found in the Bible.

[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 some of the following points, but all other relevant points must be credited:

Law / history / prophecy / hymns (psalms) / poetry / wisdom literature / gospels / letters (epistles) / revelation / prayers / parables / myth (creation stories), etc.

DO NOT accept Old Testament / New Testament / names of books in the Bible / quotations such as ‘Thou shall not kill’ / ‘Love your neighbour’, etc. / ‘teachings’, as these are not literary forms.

0 1 . 3 Explain how two different Christian works of art show contrasting Christian beliefs about creation.

[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 belief

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

Second contrasting belief

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

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

credited:

Any two Christian works of art can be discussed. Examples may include:

- Michelangelo's *Creation of Adam*: shows God as creator of all things / God made everything good / humans are dependent upon God for life / God is transcendent / God's greatness and majesty is shown as angels surround God / in contrast, although man is totally dependent on God, man is made in God's image / God is nearly touching Adam showing God has a close relationship with his creatures / humans have a unique place in creation yet are totally dependent upon God, etc.
- Nineteenth-century stained-glass window depicting Adam and Eve in Brussels by Jean-Baptiste Capronnier: shows God blessing Adam and Eve / refers to Genesis 2 rather than Genesis 1 / Adam and Eve stand in front of God with animals smaller showing relative importance of humanity compared with rest of creation (a point not shown in 'Creation of Adam') / way they are standing show Adam and Eve to be subservient to God / shows snake and tree of life, referring to the Fall (not shown in 'Creation of Adam'), etc.
- Twentieth-century mosaic depicting God's hand by Hildreth Meière in New York: lines going out from hand show God's power extends to whole universe / hand relatively large compared to cloud, showing God's greatness and power / conveys a sense of God continually creating (rather than just creating Adam) / hand merely symbolises God rather than showing the whole of him as a man as in Michelangelo's painting, etc.
- Fifteenth-century fresco in Slovenia by John of Kastav: shows the creation of the sun and moon (4th day of creation in Genesis 1) / land, water, trees suggest the previous days of creation (Creation of Adam focusses on one point of creation) / God holds a book showing he created through his word, but also shows the Bible is God's word / halo shows holiness of God / God's two fingers are raised in blessing (not shown in 'Creation of Adam'), etc.
- 'From the heart of God' by Elizabeth Wang: shows a flame surrounding the universe meaning the world was created out of God's love / all that exists has sprung from God's 'heart' / God's power and love sustains creation / all humans are held in God's love if they have not rejected God, etc. transcendent / God's greatness and majesty is shown as angels surround God, etc.

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

0 1 . 4

Explain two ways in which Christians might carry out their duty to be stewards of creation.

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:

Caring for the environment on a local level / recycling / using public transport or walking instead of using the car / take part in local conservation schemes / supporting CAFOD's work on sustainability / learning from developing countries simpler methods of agriculture that don't exhaust the soil / stewardship involves caring for one's neighbour as well as the earth / promoting human development through long term projects / responsibility for future generations, etc.

Accept attitudes such as respect towards the creation as well as practical ways.

Sources of authority:

'Everyone's talents and involvement are needed to redress the damage caused by human abuse of God's creation' (*Laudato Si* 14)

'Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received' (1 Peter 4:10)

'The Lord God took the man and put him in the garden of Eden to till it and keep it' (Genesis 2:15)

'...the world is a gift which we have freely received and must share with others...' (*Laudato Si* 159)

'Whoever wants to be first must be last of all and servant of all' (Mark 9:35)

the Parable of the Dishonest Manager (Luke 16:1-13) warns against unjust stewardship, etc.

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 1 . 5 'The creation accounts in Genesis contradict scientific views of how the world began.'

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. 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

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

Arguments in support

Fundamentalists such as creationists accept literally the creation stories in Genesis chapters 1 and 2 / literalist interpretations of Genesis may contradict scientific explanations for creation / a six day creation contradicts scientific findings that everything began with a big bang and took millions of years to evolve / the Big Bang does not require the action of God whereas Genesis does / it is random chance, not deliberate creation by God / details of Genesis 1 contradict science / eg sun,

moon and stars could not have been created after light / vegetation would require the sun / evolution does not involve creation of man from dust as in Genesis 2 / woman from a rib / dinosaurs not mentioned in stories, etc.

Arguments in support of other views

More liberal Christians see the creation accounts in Genesis as a type of parable or symbolic explanation / it is Roman Catholic teaching that Genesis creation stories should not be taken literally / should be seen in context of when they were written / it is their message that is important: that God created everything / saw that it was good / placed humans at the top of creation / merely a way for people with limited scientific knowledge to understand creation / the 'old earth creationist' view that the Hebrew word 'yom' means 'era' as well as 'day' so the world was created in six stages rather than days / God could have started the Big Bang / God could have intended evolution to be the means of developing human life / order of creation in Genesis 1 largely follows evolution / Pope Francis taught that the Big Bang does not contradict the divine act of creating but rather requires it (27-10-14) / *Gaudium et Spes* 36 states that learning carried out in genuine scientific way and in accord with moral norms does not conflict with faith, etc.

[SPaG 3 marks]

INCARNATION

0 2 . 1

Which one of the following titles did Jesus often use when talking about his future suffering?

- A Christ**
- B Son of God**
- C Son of Man**
- D Teacher**

[1 mark]

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

Answer: C. Son of Man.

0 2 . 2

Name two Christian symbols.

[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 some of the following points, but all other relevant points must be credited:

Ichthus (fish) / Chi-Rho / Alpha / Omega / cross / crucifix / lamb / paschal candle / dove / icon / IHS (first 3 Greek letters of 'Jesus') / Christograms / tabernacle, etc.

Accept any symbols with valid significance for Christians.

0 2 . 3

Explain two ways in which Jesus' Parable of the Sheep and the Goats influences the way Christians respond to people in need.

[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 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

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

In the parable of the Sheep and the Goats Jesus makes it clear God's judgement will be based on whether people have helped those in need / therefore this encourages Christians to help their fellow human beings in order to gain eternal life / the parable teaches that in serving others, a Christian is serving Christ / 'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.' (Matthew 25:40) / Jesus identifies himself with all people, even the poorest in society / this makes compassion and concern for them the same as is directed towards himself / the parable specifically teaches Christians to feed the hungry / give drink to the thirsty / welcome the stranger / clothe the naked / care for the sick / visit those in prison / therefore Christians try to perform these acts of charity, etc.

Accept developed explanations or examples of two of these ways as well as general points about the teaching contained in the parable.

0 2 . 4 Explain two ways in which religious art expresses beliefs about Jesus.

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:

There are too many pieces of religious art to list here, but some examples may include the following.

Much Christian art is based on Bible stories, so art based on stories from the life of Jesus may be relevant if beliefs about Jesus are appropriately included. Christian art that is based on Bible stories shows the Christian belief in scripture and its authority, so examples of these are acceptable.

Christian art showing the nativity expresses beliefs about the incarnation of Jesus by portraying Jesus as a human baby / born of the virgin Mary / the annunciation to Mary is shown which expresses the belief that Jesus is the Son of God / conceived by the power of God / images that

show the circumstances of Jesus' birth show that God worked through human beings to enable his plan for humanity to come about / the shepherds / wise men show the belief that Jesus had come for all people / the suffering Jesus on a crucifix shows Christians believe he was fully man, going through great pain / showing his love and obedience to the Father / giving people the chance of eternal life / the crucifix reminds people of the love of God revealed through Jesus / it is a symbol of terrible suffering, love and forgiveness / a variety of forms of crucifix reflect Jesus' suffering, sacrifice and triumph over death / Christ the Redeemer statue with arms outstretched shows that he accepted death in humble obedience to save humankind from sin / but also shows his compassion and acceptance of all humankind / that he rose from the dead as he is clothed rather than suffering / that he triumphed over death / Sacred Heart images show the total self-giving love of Jesus shown in burning flames coming from the heart / the crown of thorns surrounding the heart shows the suffering he endured / the peaceful expression of Jesus shows he brings peace to people's souls, etc.

Sources of authority:

'...the Son of Man must undergo great suffering, and be rejected by the elders, the chief priests and the scribes, and be killed, and after three days rise again.' (Mark 8:31)

'[Jesus] is the image of the invisible God.' (Colossians 1:15)

'I am gentle and humble in heart, and you will find rest for your souls.' (Matthew 11:29)

'And the Word became flesh and lived among us...' (John 1:14)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 2 . 5

'The sacraments are no longer needed for Christian life today.'

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. 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	7–9

	evidence and information. Clear reference to religion.	
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

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

Arguments in support

All of life is sacred so sacraments are not needed / could be misinterpreted as a magical bestowing of salvation rather than as a symbol / some sacraments are only received once in any case / women are excluded from the sacrament of holy orders, so it is outdated / matrimony is no longer needed as it excludes homosexual couples / beliefs and moral behaviour are more important for a Christian than sacraments / many Christians do not have sacraments, for example Quakers or Salvation Army and live good Christian lives without them, etc.

Arguments in support of other views

Sacraments sanctify life / are outward signs of God’s grace which people need / they are needed as important rites of passage / eg baptism to enter the Church / marriage as a sacred promise before God / confirmation to become an adult in one’s faith / God is invisible so sacraments make God’s presence felt symbolically / grace is given when they are received / ‘God’s grace is freely bestowed on a person, and it seeks and summons him to respond in complete freedom...’ Youcat 340 / Christians meet God in sacraments / they strengthen faith / forgive sins / Jesus’ promise ‘I am with you always, to the end of the age’ (Matthew 28:20) is reflected in the sacraments, etc.

SPaG 3 marks

CHURCH AND THE KINGDOM OF GOD

0 3 . 1 Which one of the following terms means following Jesus?

- A Discipleship
- B Judgement
- C Reconciliation
- D Transcendence

[1 mark]

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

Answer: A. Discipleship

0 3 . 2 Give two reasons why Catholics may go on a pilgrimage.

[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 some of the following points, but all other relevant points must be credited:

To strengthen their faith / be part of a community / find out more about the place of pilgrimage / learn about the history of their faith and traditions / to see a place where a miracle took place / to be close to a saint or Jesus who lived there / to be healed of illness / to have sins forgiven / to make a fresh start in their lives / to accompany the sick on a visit, etc.

0 3 . 3 Explain two contrasting ways of understanding the *Magnificat* as a Kingdom prayer.

[4 marks]

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

First contrasting way

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

Second contrasting way

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

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

credited:

The *Magnificat* is thought to be a controversial Kingdom prayer because it shows God is on the side of the poor and oppressed / against the rich / challenging the view held in the time of the disciples that the rich were blessed by God / God will overthrow those in power / 'He has brought down the powerful from their thrones and lifted up the lowly' (Luke 1:52) / it appears to support revolution / in contrast others interpret the prayer as meaning that people who trust in God as Mary did will be saved / that those who trust only in themselves will lose everything / 'he has scattered the proud in the thoughts of their hearts' (Luke 1:51) / those who fear God will receive his mercy / God fulfils the promises made to Israel / God is on the side of the poor and weak but is not recommending revolution, etc.

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

0 3 . 4 Explain two themes found in the key documents from the Second Vatican Council.

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 theme

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

Second theme

Simple explanation of a relevant and accurate theme – 1 mark
Detailed explanation of a relevant and accurate theme – 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:

Catholic social teaching / encouragement to tackle social issues such as poverty / inequality / injustice / important changes to the liturgy / affected the way Catholics worshipped, eg Mass in native language rather than Latin / priest facing people / receiving communion in hand / 'kiss of peace' / more engagement of the laity in worship and church work, including women / the importance of the roles of all Catholics, particularly the laity, to bring about the Kingdom of God / brought in a more modern role for the Church in the world / addressing contemporary economic, political and moral issues / dialogue with other faiths / other Christians / encouragement of a non-literal reading of scripture / lay people forming Bible study groups / using the Bible more regularly in prayer rather than just hearing the scripture at Mass, etc.

NB Themes may come from one or more document(s). Students do not have to name them.

The documents are:

Gaudium et Spes (The Church in the Modern World) , *Sacrosanctum Concilium (On the Sacred Liturgy)* , *Lumen Gentium (On the Church)* , *Dei Verbum (the Word of God)*.

Sources of authority:

‘The joys and hopes, the griefs and anxieties of the men of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ. Indeed, nothing genuinely human fails to raise an echo in their hearts.’ *Gaudium et Spes* 1

The Church sincerely professes that all men, believers and unbelievers alike, ought to work for the rightful betterment of this world in which all alike live; such an ideal cannot be realized, however, apart from sincere and prudent dialogue.’ *Gaudium et Spes* 21

‘In our times a special obligation binds us to make ourselves the neighbor of every person without exception and of actively helping him when he comes across our path, whether he be an old person abandoned by all, a foreign laborer unjustly looked down upon, a refugee, a child born of an unlawful union and wrongly suffering for a sin he did not commit, or a hungry person who disturbs our conscience by recalling the voice of the Lord, "As long as you did it for one of these the least of my brethren, you did it for me" (Matt. 25:40).’ *Gaudium et Spes* 27

‘Upon all the laity, therefore, rests the noble duty of working to extend the divine plan of salvation to all men of each epoch and in every land.’ *Lumen Gentium* 33

‘Christians who take an active part in present-day socio-economic development and fight for justice and charity should be convinced that they can make a great contribution to the prosperity of mankind and to the peace of the world.’ *Lumen Gentium* 72

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 3 . 5 ‘For a Catholic, priesthood is the most important vocation.’

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.	10–12

	References to religion applied to the issue.	
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

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

Arguments in support

Priesthood is most important as it is only the priest who can consecrate bread and wine for the Eucharist / ‘do this in remembrance of me’ (Luke 22:19) / a priest is totally devoted to God as celibate / does not have a family to conflict with his ability to be available at all times for others / a priest follows Jesus’ example of humble service / ‘whoever wishes to be great among you must be your servant’ (Matthew 20:26) / only priests can forgive sins / ‘Receive the Holy Spirit. If you forgive the sins of any, they are forgiven them; if you retain the sins of any, they are retained’ (John 20:22-23) / a priest represents Christ to the people / a priest promises to obey the bishop who represents the voice of God / a priest preaches on the scriptures and interprets their message for the people so is essential, etc.

Arguments in support of other views

While priesthood may be important, other vocations are equally important, eg religious life / monks, nuns, etc live just as committed lives as priests / may even have more time to pray deeply / take vows of poverty, chastity and obedience which go beyond vows of obedience to the bishop and celibacy which priests take / may be involved in particular work such as teaching or nursing in which they devote themselves completely to the service of others / lay vocation such as family life is equally important for the bringing into the world of children / provide sign of love to the community / ‘God is love’ 1 John 4:16 / ...’they become one flesh’ (Genesis 2:24) / giving of oneself to the other a sign of God’s love / all Christians participate in priesthood / Through Baptism Christ has made us into a kingdom of ‘priests to his God and Father’ (Revelation 1:6) / ‘Through the universal priesthood, every Christian is called to work in the world in God’s name and bring blessings and grace to it.’ (Youcat 259), etc.

SPaG 3 marks

ESCHATOLOGY

0 4 . 1

Which one of the following best describes the meaning of the term ‘purgatory’?

- A A state of complete happiness in the presence of God**
- B A place of eternal damnation**
- C A place where souls go after the final judgement**
- D A state of cleansing to remove the effects of sin**

[1 mark]

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

Answer: D. A state of cleansing to remove the effects of sin

0 4 . 2

Give two ideas about life after death in Michelangelo’s *The Last Judgement*.

[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 some of the following points, but all other relevant points must be credited:

Christ will judge all people / decides upon reward or punishment / all people in painting are portrayed as equals under God / angels blow trumpets to announce end of world when judgement comes / saints portrayed as perfect bodies showing belief that body would be renewed / the faithful will share in Christ’s resurrection / Sheep and Goats parable portrayed showing what people will be judged on / people will be raised from graves on the last day / archangel Michael holds book of the faithful but even bigger book held by another angel with names of those condemned to hell showing that there will be more people in hell than heaven / that hell is a place of darkness, etc. Accept brief answers, eg heaven / hell / judgement, etc.

0 4 . 3

Explain two ways in which believing in life after death may influence the way Christians live their lives.

[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 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

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

Belief in life after death may affect people’s attitudes and actions / people may live with more hope and joy in the knowledge that this life is not the end / if someone they love has died they may have comfort from believing they are living on with God / that if they are good they will share eternal life with God in heaven / that they will share the resurrection of Jesus eternally / such a belief encourages people to live good lives in order to avoid eternal punishment / belief in judgement encourages people to follow the teachings of Jesus more closely, eg help those in need, etc.

Accept specific examples of such actions.

0 4 . 4 Explain two ways in which ‘the last rites’ are an expression of reconciliation.

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:

During the last rites the person confesses their sins to the priest / receives forgiveness for their sins / can therefore die with a clear conscience / able to face the future with serenity and courage having been reconciled to God / the priest lays hands on the head of the person / calls down the Holy Spirit’s power and strength / which gives the person strength to resist temptation of sin / resist sense of doubt and despair some feel when facing death / thus being reconciled to their situation as well as to God / other actions during the last rites assist in reconciliation between the person and God, eg blessing with holy water helps them recall their baptism / reminds them of their faith and gives confidence about God’s love waiting in heaven / receiving Holy Communion makes Christ present in the person / is a means of support on the journey from this life to the next, etc.

Accept other aspects of the last rites which help a person to be reconciled with God and their

situation: eg anointing with oil gives hope of healing / resurrection with Christ / hope of new life / litany of saints brings support of all those holy men and women who have gone before and faced judgement, etc.

Sources of authority:

‘Are any among you sick? They should call for the elders of the church and have them pray over them, anointing them with oil in the name of the Lord. The prayer of faith will save the sick, and the Lord will raise them up; and anyone who has committed sins will be forgiven.’ (James 5:14-15)

‘Through this holy anointing may the Lord in his love and mercy help you with the grace of the Holy Spirit. May the Lord who frees you from sin, save you and raise you up.’ (part of the last rites)

‘Even though I walk through the darkest valley, I fear no evil; for you are with me.’ (Psalm 23:4).

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 4 . 5 ‘Euthanasia is always wrong.’

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. 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.	4–6

	Maximum of Level 2 if there is no reference to religion.	
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

Life is sacred ('sanctity of life') / only God can take life / ending life prematurely is rejecting God's gift / 'You shall not kill' / 'Do you not know that you are God's temple and that God's Spirit dwells in you? If anyone destroys God's temple, God will destroy that person. For God's temple is holy, and you are that temple.' (1Corinthians 3:16-17) / the elderly and sick should be given care and love, not made to feel a burden / sick Christians are willing to bear their suffering as a way of sharing in the suffering of Jesus / 'It is sharing in Christ's passion and a union with the redeeming sacrifice which He offered in obedience to the Father's will.' (*Declaration on Euthanasia* conclusion) / euthanasia is 'not a humane solution' (*Youcat*) / but it is also wrong to deliberately prolong life with no benefit to the dying person / nature should take its course / euthanasia is illegal in Britain, etc.

Arguments in support of other views

Some Christians think that in certain circumstances euthanasia should be permitted to ensure that the dying person has a dignified death / is relieved of terrible, irreversible suffering / people have the right to determine the end of their own lives / 'right to die' / Christians might ask 'what is the most loving, humane thing to do in these circumstances?' / 'Love your neighbour' / a loving God would not want someone to suffer / if the quality of life is greatly reduced, God has given people free will to make a decision to end life, etc.

SPaG 3 marks