



GCSE

**RELIGIOUS STUDIES A
8062/12**

Paper 1: Catholic Christianity

Mark scheme

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Version: 1.0 Final

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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

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

0 1 Catholic Christianity: Beliefs

0 1. **1** Which one of the following is used during the Sacrament of the Eucharist?
[1 mark]

- A Chrism oil
- B Confessional
- C Font
- D Wine

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

Answer: D: Wine

0 1. **2** Give two beliefs about the Incarnation of Jesus.
[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:

- To be incarnated means to be enfleshed / to have bodily form.
- Christians believe that Jesus was fully human.
- Christians believe that Jesus was fully divine.
- Jesus became fully human like humanity because of God's love for humanity.
- Jesus lived as fully human on earth / Jesus suffered / Jesus died.
- Jesus' life is an example to humans today.
- Jesus always did God's will.
- Jesus demonstrates faith in God to humanity.
- Jesus' strength, courage and dignity may help humans when they suffer / his example may help humans to offer themselves into God's hands as Jesus did on the cross, etc.
- The Incarnation fully revealed God to humanity.

0 1 . 3 Explain two ways in which the Sacrament of Confirmation influences Catholics today.

[4 marks]

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

First way

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

Second way

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

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

- Christians believe that they receive the Holy Spirit in Confirmation, giving them strength and courage / just like the disciples at the first Pentecost / the sacrament influences them to be able to face difficulties and worries in their lives.
- They receive the gifts of the Holy Spirit / and are encouraged to live their lives according to God's will / even in the face of persecution and suffering, etc.
- Christians believe that Confirmation makes them an adult (full member) of the Church / this influences them to go out into the world and have courage / to evangelise and spread their faith to others.
- In Confirmation Christians are anointed with the oil of Chrism / and are sealed with the gifts of the Holy Spirit / they are influenced to confirm their faith and make the baptismal promises for themselves / this influences Christians as now they are considered to be full members of the Church / they are fully initiated into the life of the Church / they can therefore now take greater responsibility within the Church community / and in parish life and liturgical celebrations.
- The sacrament of Confirmation may empower and inspire Christians to act for God in the world, taking part in 'good works', charitable activities, etc.

NB. Award a maximum of 2 marks where the response gives only knowledge relating to the sacrament of Confirmation.

0 1 . 4 Explain two Christian beliefs about heaven.

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

[5 marks]

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

First belief

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

Second belief

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

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

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

- Christians believe that heaven is a state of eternal happiness with God / a reward for their life on earth.
- Christians believe that although the earthly body will come to an end this is not the end of the individual.
- Christian teachings emphasise that a person consists of body and soul / the soul goes to meet God at the end of time / this gives them hope that they will meet God in heaven after death / if they behave as a true Christian whilst on earth.
- Christians believe that after death a person is judged by God / they will have to account for all their deeds and failings during their lifetime / in the presence of the total love of God / people have to accept responsibility for all their actions / this will affect whether or not they are accepted into heaven to be with God for eternity / how they live their lives on earth and how they treat others, selfishly or unselfishly decides their fate after death, eg Matthew 25:31–46 (The Great Judgement).
- Christians believe that Jesus was sent to earth in human form to bring about salvation / through his suffering, death and resurrection / through Jesus' resurrection they too believe that they can share eternal life with God in heaven / based on their earthly behaviour and treatment of others / they will share eternal life with God in heaven if their behaviour is eg like that of Lazarus rather than that of the rich man / in the parable (Luke 16:19–31), etc.

0 1 . 5 ‘Taking Holy Orders (becoming a priest) is the best way to serve God.’

Evaluate this statement.

In your answer you should:

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

[12 marks]
[SPaG 3 marks]

Target: AO2 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

- When a man is ordained priest he makes vows before God and before the Church community / he promises obedience to the Bishop / this means that he must do what the Bishop asks and be able to move to where he is needed / without having to worry about distractions / he can therefore focus his whole life on God / doing God’s work / taking care of the people in his parish.
- He will not focus on material possessions or worldly goods / but on bringing himself and others closer to God, etc.
- He now has the power to preach at Mass / to celebrate the sacraments, eg reconciliation and the forgiveness of sins.
- He is also fulfilling the role of Jesus and the disciples / this is the most important way of serving God / he is following in the footsteps of Jesus, etc.

- Through ordination a man dedicates his life to God / and to fulfilling God's laws / and to helping others to do the same / it is his vocation to serve others as Jesus did / he follows the teachings of Jesus.
- A Catholic priest does not have the responsibilities of family life / he can focus fully on God's work without conflict, etc.

Arguments in support of other views

- Receiving the sacrament of Holy Orders is not the only way to serve God / or necessarily the best way to serve God / many single people, married couples, monks and nuns also successfully serve God.
- Some would also say that if this statement is true it is unfair to women who are unable to receive the sacrament of Holy Orders in the Catholic Church / this could be viewed as discrimination against women.
- A Catholic priest also takes a vow of celibacy / this means that he will not marry or have a sexual relationship / this therefore prohibits procreation / a priest may feel very lonely at times and cut off from family life / this could be viewed as unnatural as in Genesis it can be seen that God created men and women to unite as one and create new life / many would argue that this is a more important vocation as it increases the Catholic population.
- Some would say that an equally good way of serving God would be through the vocation of having a family and doing any work within the community, etc.

[Plus SPaG 3 marks]

0 2 Catholic Christianity: Practices

0 2. **1** Which one of the following is not a reason for Catholic pilgrimage?

[1 mark]

- A To become rich
- B To see holy sites
- C To grow in faith
- D To be healed

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

Answer: A: To become rich

0 2. **2** Give two of the Stations of the Cross.

[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.

- Jesus is condemned to death / Jesus takes up/accepts his cross / Jesus falls for the first time / Jesus meets his mother(Mary) / Simon helps to carry the cross / (Veronica) wipes the face of Jesus / Jesus falls for the second time / The women of Jerusalem meet/weep for Jesus / Jesus falls for the third time / Jesus is stripped of his clothes / Jesus is nailed to the cross / Jesus dies on the cross / Jesus is taken down from the cross / Jesus is buried/placed in the tomb.

0 2 . 3 Explain two contrasting Christian beliefs about the Rosary.

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

Second contrasting belief

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:

- For some Christians, the Rosary is a traditional form of prayer / the words and actions are set out in a particular way / people therefore do not have to think of their own words / they may not even think about what they are praying / as the words are so familiar.
- Some believe that the act of repetition allows the mind to go deeper than the words / so it may bring comfort in distress / when they might otherwise find it too hard to pray.
- Some believe that the Rosary teaches Christians how to pray / since it develops the right frame of mind for prayer of different kinds / and Jesus himself taught the value of repetitive prayer (Luke 18:1; Matthew 6:9–13 & Luke 11:1–4 with the Lord’s Prayer).
- Some believe that the Rosary allows deep meditation through a prayerful state of mind / so through the various mysteries some people can reflect on important parts of the life of Jesus or Mary, for example.
- Some may believe that praying the Rosary can lose the focus of prayer / they may not even think about what they are praying / their minds may wander and they may lose their focus on God / so it may be better to pray to God in a way that is personal to them.
- The Rosary can also be said as a public prayer / people may find it comforting to join together in praying the Rosary / for particular issues in the world such as war and poverty / or for issues within a family, for example.
- Some might make simple contrasts, eg using the Rosary to show obedience to God / as opposed to some who say the words without thinking about what they mean, etc.

0 2 . 4 Explain two ways in which the work of the Society of St Vincent de Paul (SVP) is important in a Catholic parish.

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

[5 marks]

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

First 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 sacred writing or another source of Christian belief and teaching – 1 mark

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

- SVP is important in a Catholic parish because it offers friendship and practical help / to all they visit / without regard to faith, ethnicity, social status etc / the concept of need is broader than financial hardship / visiting the sick, lonely and hungry, and those in prison is a significant proportion of their work / they fulfil the signs of love outlined in Matthew 25:31–46 (the Parable of the Sheep and the Goats).
- Through supported accommodation and food kitchens / SVP supports the vulnerable and socially excluded by working in partnership with them / to help them reach their full potential / their vision is inspired by the message of Christ / to love your neighbour as yourself (eg Mark 12:28–34 on the great commandment) / like Christ they help those who are often rejected by the rest of society / eg the example of Jesus in treating the poor, sick, outcasts in society in the gospels – Jesus’ parables, miracles and teachings, eg Mark 3:7–12, healing diseases; Mark 6:30–44, feeding the hungry).
- Those parishes who have SVP groups become united in a common cause / they work to help local people in need / the social justice aspect may encourage younger parish members to get involved / charity work and fund raising may take place / as a result involving those members of the parish who are not in the SVP.
- The SVP will try to help anybody in need, whatever their age, sex or ability, because people are ‘all one in Christ Jesus’ (Galatians 3:28), etc.

0 2 . 5 'It is more important for Catholics to love God than to love their neighbour.'

Evaluate this statement.

In your answer you should:

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

[12 marks]

Target: AO2 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

- Catholics believe they are created by God / in God's image / so it is important to love God.
- Catholics are monotheists so believe in one God / and that God is omnipotent / omniscient / transcendent / without God humans would not exist / God must always be put first / the Bible states the importance of this / in the Old Testament those who do not show love of God are punished / eg in the story of the Flood.
- Prayer / worship / sacraments are key elements of Catholic life / these demonstrate the importance of love of God / humans are made in God's image (Genesis 1:26–27) and without God they would not exist, so the priority must be God/the human relationship with God / fewer and fewer people attend Mass and practise their faith nowadays so it is important for Catholics to spread the word of God to others / without this both the Church and the love of God will continue to diminish, etc.

Arguments in support of other views

- Catholics must demonstrate love of others as well as love of God / the two go together / this is reflected in the 10 Commandments / Jesus taught this in the Golden Rule / prayer and worship alone are not enough / there has to be more to demonstrate strong faith / through a close relationship with God Catholics are taught to help others / through the Mass and the Eucharist they are strengthened / sent out to 'Love and serve the Lord' / they can only do this fully by their actions towards others in their everyday lives.
- In today's society, people have to focus on themselves and their families / people are human and their priority is to take care of themselves / those close to them first / it is increasingly difficult to focus on God / especially in times of hardship and difficulty / for self, family and friends / Catholics believe that humans are made in God's image / so it is impossible to show love of God if they are not prepared also to show love of neighbour / Jesus taught this through parables, eg Matthew 25:31–46 (the Parable of the Sheep and the Goats); Luke 16:19–31 (the Rich Man and Lazarus), etc.