

GCSE
RELIGIOUS STUDIES B
8063/1

Paper 1 Catholic Christianity

Mark scheme

June 2021

Version: ~~0.3 Post-Standardisation~~[1.0 Final](#)



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

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.

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.

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

Creation

0 1 . 1

Which one of the following is part of the Bible?

[1 mark]

- A New Testament**
- B Gaudium et Spes**
- C Vatican Council**
- D Lumen Gentium**

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

Answer: A New Testament.

0 1 . 2

Give two ways in which Michelangelo's *Creation of Adam* shows that human beings were made in the image of God.

[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:

God portrayed as a human / Adam shown as a perfect man / the body of God is muscular like Adam's / Adam and God lie in similar poses / their fingers nearly touch, showing close contact between God and humanity / humans have a unique place in the creation, etc.

0 1 . 3

Explain two contrasting Christian views about the meaning of the phrase, 'The Bible is the word of God'.

[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 view

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

Second contrasting view

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 two marks.

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

A fundamentalist approach would interpret the Bible as accurate in all respects / God gave humans his truth / God would not mislead people / humans should not prefer their own interpretations to the actual words of God / literalists would believe that every word in the Bible is accurate / eg that the world is much younger than scientists claim / that creation stories are literally true, etc.

Other Christians interpret the Bible as divinely inspired but reflecting the thoughts and attitudes of the times in which the stories were written / should not be interpreted literally / God uses the authors to convey his message / the intention of the sacred writers should be taken into consideration / literary forms should be considered / eg many Christians see the Genesis stories as myths that convey religious truths but not scientific facts / Catholics believe the Magisterium makes the truths of the Bible relevant to the modern world, etc.

0 1 . 4 Explain two reasons why Catholics believe in the dignity of all human beings.

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

[5 marks]

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

First reason

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

Second reason

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

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

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

Catholics believe humans were made in the image of God (*imago dei*) / therefore everyone is equal because everyone shares in the qualities of God / all people are loved by God / people are part of God's creation so should not be mistreated / human relationships are important to God / God gave humans free will to express their own beliefs freely / this freedom should be respected / along with this freedom comes the responsibility to respect the dignity of self and others / everyone is a child of God / all life is sacred as God saw that it was 'good' / God's grace is available to all /the command to love one's neighbour requires giving respect to others / underpins the belief in the dignity of all human beings, etc.

Sources of authority:

References to Genesis 1 and 2, to the concept of '*imago dei*' and to John Paul II's *Theology of the Body* should be credited.

'The earth was here before us and it has been given to us... [there is] a relationship of mutual responsibility between human beings and nature... This responsibility for God's earth means that human beings...must respect the laws of nature and the delicate [balance] existing between the creatures of this world.' (*Laudato Si* 67–68)

'Every person, from the first moment of his life in the womb, has an inviolable dignity, because from all eternity God willed, loved, created and redeemed that person and destined him for eternal happiness.' (Youcat 280)

'Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.' (1 Corinthians 6:19–20)

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

0 1 . 5 'Every Christian should support environmental sustainability projects.'

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

Sustainability means only using natural resources at a rate at which they can be replaced / all Christians have a duty to care for God's creation / duty of stewardship means that humans should not abuse the environment / 'We recognise the intimate relationship between protecting and sustaining the environment and promoting human development... we are enriched by living simply.' CAFOD / Pope Francis calls for a 'bottoms up' approach – caring for the poorest to create a better balance

between everyone to ensure sustainability / exploiting nature will ruin the lives of future generations / the UN's 17 sustainable development goals should be supported by all / if resources become scarce there will be more reason for wars / every Christian can do something to live more simply / recycle / help the poor in developing countries / demonstrate for climate action / write to MPs, etc.

Arguments in support of other views

Governments need to take sustainability seriously not individual Christians / not everyone is in a position to support sustainability projects / the problem is too big for individuals / God put people in charge of creation to use as they please / Christians may have no influence over developing countries' policies / people may be put out of work if over-fishing or deforestation is stopped / it is wrong for rich countries to tell poor countries to limit their industrial development even if it is harmful to the environment, etc.

[Plus SPaG 3 marks]

0 2

Incarnation

0 2 . 1

Which one of the following is not used as a title for Jesus?

[1 mark]

- A Son of Man**
- B Divine Word**
- C Son of God**
- D Divine Spirit**

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

Answer: D Divine Spirit.

0 2 . 2

Give two Catholic beliefs about grace.

[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:

God's free gift of his unconditional love to the believer / sacraments (outward signs of inward grace) are a means of God giving grace to the believer / grace is the life of God freely given / participation in the life of God / life force of the Trinity / undeserved gift of love / inward call to the believer / grace increases in the believer every time a sacrament is received / sin results in a loss of grace, so forgiveness is needed / grace can be seen in the loving creation of humans by God / grace can be seen in the love of God in Jesus Christ which brings salvation from sin / 'Grace is favour, the free and undeserved help that God gives us to respond to his call to become children of God...' (Catechism 1996), etc.

Accept 'a prayer said before meals' for 1 mark.

0 2 . 3

Explain two contrasting Christian views about statues of Jesus.

[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 view

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

Second contrasting view

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

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

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

Some Christians think making / using statues of Jesus is against the second commandment / which forbids using images in worship / it is not possible to know what Jesus looked like / Jesus is God's Son, so infinite / portraying Jesus could lessen understanding of his divinity, etc.

Other Christians think statues of Jesus can help them concentrate on aspects of his teaching and life / eg a crucifix can remind people of his suffering / great love in sacrificing himself for humankind / a Sacred Heart statue can show his burning love for people / Christ the Redeemer can show his sacrifice and love of all people / the invisible God can be revealed to people through an image of Jesus which can be related to by human beings, etc.

Some Christians identify with Jesus as a human being / others venerate Jesus as God, etc.

Accept contrasts between different representations of Jesus.

0 2 . 4

Explain two teachings of Irenaeus about the incarnation of 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 teaching**

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 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:

According to Irenaeus, the incarnation of Jesus was important because Jesus is the meeting point between God and humanity / the Son was with the Father from the beginning (John 1:1–3) / the Son as Word of God spoke through the Old Testament prophets and inspired people through visions and dreams / humans receive God's grace through Jesus / the Word (Jesus) shows people what the invisible God is like / the qualities humans value in Jesus are those found in God / Jesus gives humans an idea of the nature of God through his life and actions / God is not hidden from humans / Jesus is not only truly God but is truly human, showing human qualities in their most perfect form / Jesus is totally open to God's working in his life / he sets the example for all to follow / Jesus is the one who is fully alive so it is true to say 'Life in man is the glory of God' (or in another translation, 'the glory of God is a human being, fully alive'), etc.

Sources of authority:The main source of authority is likely to be *Adversus Haereses 4:20:7*:

'From the beginning the Son is the one who teaches us about the Father; he is with the Father from the beginning. He was to reveal to the human race visions of prophecy, the diversity of spiritual gifts, his own ways of ministry, the glorification of the Father, all in due order and harmony, at the appointed time and for our instruction. Where there is order, there is also harmony; where there is harmony, there is also correct timing; where there is correct timing, there is also advantage.

The Word became the steward of the Father's grace for the advantage of men, for whose benefit he made such wonderful arrangements. **He revealed God to men and presented men to God.** He safeguarded the invisibility of the Father to prevent man from treating God with contempt and to set before him a constant goal toward which to make progress. On the other hand, he revealed God to men and made him visible in many ways to prevent man from being totally separated from

God and so cease to be. **Life in man is the glory of God; the life of man is the vision of God.** If the revelation of God through creation gives life to all who live upon the earth, much more does the manifestation of the Father through the Word give life to those who see God.' (*Adversus Haereses* 4:20:7)

'In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things came into being through him, and without him not one thing came into being...' (John 1:1–3)

'Whoever has seen me has seen the Father ...' (John 14:9)

'He is the image of the invisible God' (Colossians 1:15)

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

0 2 . 5 ‘For Christians, taking the life of an unborn child (abortion) 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. 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

God created humans in his image (*imago dei*) / all human life should be protected / the foetus is a child (and has a soul) from the first moment of conception / the example of Mary’s visit to Elizabeth shows that Jesus was present in his mother’s womb from the moment of conception / life is given by God, only God can take it away (‘sanctity of life’ explained) / an unborn baby has the same rights as babies which are born / every baby is unique – one cannot know how valuable that child’s life might be / abortion can be used selfishly as birth control or for social reasons which is wrong / a disabled foetus should have the same rights as a ‘perfect’ foetus / differently abled people can live happy and

fulfilled lives so this is not a reason for abortion / 'Man's life comes from God...God therefore is the sole Lord of this life: man cannot do with it as he wills' (*Evangelium Vitae* 39) / 'From the moment of its conception life must be guarded with the greatest care while abortion and infanticide are unspeakable crimes' (*Gaudium et Spes* 51), etc.

Arguments in support of other views

Some Christians think that abortion may not always be wrong, it depends on circumstances / a severely disabled baby will not have a good 'quality of life' / it is cruel to bring such a baby into the world / parents might have to consider the effect having a disabled child might have on their family in terms of care and financial problems, etc. / the decision should be the mother's as it is her body / only she will know if she can cope / in the case of rape, a woman may feel unable to continue with the pregnancy / risk to the life or health of the mother outweighs consideration given to the rights of the baby (principle of double effect) / it is a matter for an individual's conscience / it is important for a Christian to do the most loving thing, etc.

[Plus SPaG 3 marks]

0 3

Church and the Kingdom of God

0 3 . 1

Which one of the following is the meaning of the term ‘apostolic succession’?
[1 mark]

- A The teaching of the apostles about the Kingdom of God.
- B The different tasks the apostles were given in the early church.
- C The power of the apostles passed on to the next generations of bishops.
- D The message the apostles gave to the earliest Christians.

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

Answer: C The power of the apostles passed on to the next generations of bishops.

0 3 . 2

Give two ways in which a Catholic agency helps people in the local community in the UK.

[2 marks]

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

One mark for each of two correct points.

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

An agency like the SVP (St Vincent de Paul Society) offers practical help / eg members visit people in hospitals / in care homes / in prisons / give support to the sick / elderly / help with shopping / supply food to those without / help to improve someone’s home / soup runs for the homeless / summer camps for children / furniture stores to provide free furniture / advice to asylum seekers / run food banks / hardship fund set up to support those who have lost employment in the pandemic, etc.

NB Credit should be given for correct **ways**. Ignore the names of organisations.
The focus is on the local community in the UK.

0 3 . 3 Explain two ways in which going on a pilgrimage can influence Christians. **[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

To be a 'detailed explanation', the influence of the way must be included.

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

Going on a pilgrimage can help Christians to deepen their faith / renew their commitment to their faith / give an opportunity for deeper prayer / be a means of forgiveness for sin / physical healing / spiritual healing / increase selflessness by doing charitable works for others / eg by taking people to Lourdes, etc.

Pilgrimage can help Catholics learn more about places connected to their faith / give them a sense of tradition / experience the support of other believers / remind Catholics that all of life is a pilgrimage, etc.

0 3 . 4 Explain two teachings about the Kingdom of God in the Lord’s Prayer.

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 teaching

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

Second teaching

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

In the Lord’s Prayer people say ‘Thy kingdom come’ / a prayer of hope that people accept God’s rule in their hearts / a prayer for the Church, the Body of Christ on earth, which is a sign of the Kingdom present on earth / acceptance of the call to become members of God’s Kingdom / commitment to spread the Kingdom by living according to Jesus’ teachings / the prayer teaches what is required for the Kingdom to be established / eg God’s will be done on earth as it is in heaven / forgiveness for others as people themselves wish to be forgiven / ‘deliver us from evil’ shows resisting sin is important / ‘Thy Kingdom come’ also looks forward to the completion of the Kingdom at the end of time / for Christ to come again as he promised / eternal happiness in heaven / God’s reign on earth to come to fruition and prevail, etc.

Sources of authority:

‘Our Father, who art in heaven, hallowed be thy name; thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. For the kingdom, the power and the glory are yours, now and forever.’ (The Lord’s Prayer)

‘the Kingdom of God is among you’ (Luke 17:21)

‘When we pray, ‘Thy Kingdom come’, we call for Christ to come again, as he promised, and for God’s reign, which has already begun here on earth, to prevail definitively.’ (Youcat)

‘The time is fulfilled, and the Kingdom of God has come near; repent, and believe in the good news’ (Mark 1:15)

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

0 | **3** | **5**

‘The Magisterium (the teaching authority of the Church) gives Catholics all the teaching they need to follow Christ.’

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

The Magisterium is the combined authority of the Bishops and the Bishop of Rome (the Pope) / it is the teaching authority of the Church which Catholics should follow / the whole Church is guided by the Holy Spirit so the Magisterium speaks with God’s authority / therefore the Church cannot go wrong in its definitive teachings (is infallible) / the Pope and bishops are the successors to St Peter and the other apostles who knew Jesus / therefore the teachings of the first witnesses to Jesus’ life,

death and resurrection are all a Catholic needs / the Magisterium teaches about modern social issues that are not specifically in the Bible / Catholics need guidance from the Magisterium to be able to interpret the scriptures correctly, etc.

Arguments in support of other views

Catholics need more teaching than that of the Magisterium / the New Testament is more important because it was written closer to the time of Jesus / the Bible is God's word, not the interpretations of the Church / it is possible to 'follow Christ' without knowing much about the Magisterium / prayer is more important / living a good life as a Christian can be done without reference to the Magisterium / some Catholics will not even know what the Magisterium is or says about faith / a Sunday sermon may be more helpful to some rather than reading documents from the Magisterium / Catholics need both scripture and the Magisterium to follow Christ, etc.

[Plus SPaG 3 marks]

0 4

Eschatology

0 4 . 1

Which one of the following is not an occasion when the Paschal candle is used?

[1 mark]

- A A baptism**
- B Good Friday**
- C A funeral**
- D Easter Vigil**

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

Answer: B Good Friday.

0 4 . 2

Give two of the Four Last Things.

[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.

Death / judgement / heaven / hell.

0 4 . 3

Explain two ways in which a belief in purgatory influences Catholics.

[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

To be a 'detailed explanation', the influence of the way must be included.

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

Purgatory is a state of cleansing to remove the effects of sin / often thought of as a state of pain / belief in purgatory may influence Catholics to live as holy a life as possible to avoid going through the process of purgatory, etc.

Belief in purgatory influences Catholics to pray for the dead who may be suffering because they are ashamed of their sins / may give hope to sinners / that they will be cleansed and accepted into heaven / given a second chance, etc.

Some Catholics may not believe in purgatory, so they will not be influenced by the belief, etc.

0 4 . 4

Explain two Catholic teachings about eschatology (the end of time).

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 teaching

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

Second teaching

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

At the end of time, Christ will come in glory as judge and saviour / no one is predestined to go to heaven or hell / people have free will to choose God or not / God does not send people to hell / people who choose to reject God send themselves to hell / people should be constantly preparing for the end of time / no one knows when the end of time will occur / one of the roles of the Church is to prepare for the end of time / the Church is not in its perfect form, but a community of sinners trying to reach perfection / everyone is called to belong to the Church / people should follow Jesus' teachings throughout their lives to prepare / people should keep faith in God / perform good deeds that share God's love with others / do not commit mortal sins (eg murder / adultery) which destroy people's relationships with God / if people commit a mortal sin they should confess and be sorry / it is difficult to say what will happen at the end of time / cosmic disasters will precede the coming of the Son of Man on the clouds of heaven / judgement will take place as described in the parable of the Sheep and Goats, etc.

Sources of authority:

'Since however we know not the day nor the hour, on Our Lord's advice we must be constantly vigilant' (*Lumen Gentium* 48)

'The promised restoration which we are awaiting has already begun in Christ, is carried forward in the mission of the Holy Spirit and through Him continues in the Church in which we learn the meaning of our terrestrial life through our faith, while we perform with hope in the future the work committed to us in this world by the Father, and thus work out our salvation.' (*Lumen Gentium* 48)

'The Church, to which we are all called in Christ Jesus, and in which we acquire sanctity through the grace of God, will attain its full perfection only in the glory of heaven, when there will come the time of restoration of all things. At that time the human race as well as the entire world, which is intimately related to man and attains to its end through him, will be perfectly re-established in Christ.' (*Lumen Gentium* 48)

'God predestines no one to go to hell; for this, a wilful turning away from God (a mortal sin) is necessary, and persistence in it until the end.' (Catechism 1037)

'The Church's task is to make the kingdom of God which has already begun with Jesus, germinate and grow in all nations... the Church, for all her weakness, is a formidable bit of heaven on earth.' (Youcat 123)

'The sun will be darkened, and the moon will not give its light, and the stars will be falling from heaven, and the powers in the heavens will be shaken.' (Mark 13:24–25)

Parable of Sheep and Goats (Matthew 25:31–46)

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

0 4 . 5

‘Catholic beliefs about life after death mean that funerals should be joyful occasions.’

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

The Catholic funeral rite gives mourners hope / emphasises the belief that the deceased is experiencing eternal happiness in heaven / the person’s sins have been forgiven / God has judged them and received them into heaven / the funeral Mass is called a ‘requiem’ meaning ‘rest’ which shows the person is at rest with God / the coffin is sprinkled with holy water as a reminder of baptism

/ the Paschal candle is lit showing the light of Christ shining on the person / the Gospels are laid on the coffin symbolizing faith in Jesus / a cross is laid on it to represent the redemption of humanity by Jesus' death / incense of the coffin shows the prayers of the faithful being offered for the person / the readings focus on the effects of Christ's resurrection / 'I am the resurrection and the life. Those who believe in me, even though they die, will live, and everyone who lives and believes in me will never die' (John 11:25–26) / a special Eucharistic prayer is used that the person will be united with Christ in his resurrection / be transformed as Christ was to a 'glorious body' / 'May the angels lead you to paradise and with poor man Lazarus of old may you enjoy eternal life' / mourners hope they will be reunited with their loved one in heaven / through this the mourners receive comfort and consolation, etc.

Arguments in support of other views

The funeral rite is a solemn occasion rather than happy / mourners are very sad at the loss of someone they love / no ritual or symbolic actions can make the occasion happy at such a time / the feelings of loss can be overwhelming / Jesus wept at the tomb of Lazarus despite having the power to raise Lazarus from the dead / symbols such as the Gospels, Paschal candle, etc. may remind some mourners of a person's lack of faith, if they were not particularly faithful Catholics / some mourners may have questioned God at this very sad time, so find the funeral rite meaningless for them / only those with faith in resurrection will be comforted / the ceremony is over-elaborate for some people / some Catholics may ask for a Catholic funeral rite because of family pressure / for the sake of tradition, etc.

[Plus SPaG 3 marks]