

GCSE  
**RELIGIOUS STUDIES B**  
**8063/1**

Paper 1 Catholic Christianity

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Mark scheme

June 2022

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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.

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## 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 examiners have 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 (i.e. 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:

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

0 1

**Creation**

0 1 . 1

**Which one of the following best describes the Catholic belief in natural law?**

**[1 mark]**

- A People can break the laws.**
- B Everyone is born knowing right from wrong.**
- C People should protect nature.**
- D Everyone should do what feels natural to them.**

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

Answer: B Everyone is born knowing right from wrong.

0 1 . 2

**Give two Catholic teachings about the relationship between science and religion.**

**[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 teachings.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

Science and religion need to be mutually supportive / scientists should use God-given talents to help people understand creation / science and religion may ask different questions / science explains how and religion why / if science is conducted ethically it will not conflict with faith (*Gaudium et Spes* 36) / both science and religion are God-given / religious viewpoints should not be disregarded by science / all religious believers hear God's 'revealing voice in the discourse of creatures' (*Gaudium et Spes* 36) / there is harmony between science and religion, etc.

0 1 . 3

**Explain two contrasting ways in which Christians may carry out their duty of stewardship.**

**[4 marks]**

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

**First contrasting way**

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

**Second contrasting way**

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

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

**Contrast may mean opposing or mean different views.**

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

They may respect God's creation / respect other people / accept that creation is good / care for the earth / protect the earth for future generations / not misuse natural resources / protect the sanctity of life / join conservation groups / protest against misuse of the planet / campaign to change environmental policy / support sustainability / support environmental charities / recycle / cut down use of the car / cut down on flights / prayer, etc.

Accept any practical ways in which Christians might show stewardship, but only **two** different ways should be chosen and explained. Contrasts could be drawn between attitudes (eg respect) and behaviour (eg recycling) or between different behaviours (eg protest and recycle) or between global and local responses..



0 1 . 4

**Explain two Catholic beliefs about God shown in Michelangelo’s *Creation of Adam*.**

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

**[5 marks]**

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

**First belief**

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

**Second belief**

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

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

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

God is the creator of human life (the universe / the world, etc) / God made (Adam) humans perfect / God created everything ‘very good’ / God is omnipotent / humans (Adam) depend on God for everything / humans are made in the image of God (*imago dei*) / God is pictured as powerful / God is pictured as ancient, therefore eternal / God desires a close relationship with humans (Adam) / God reaches out to Adam to give him life / God is transcendent / transcendence is shown by God being carried by angels / Adam is on the ground so lower in status to God / God’s majesty and greatness are shown / nothing comes into being without God / humans are unique in God’s creation, etc.

**Sources of authority:**

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

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

‘I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible.’ (Nicene Creed)

References to Genesis 1 and 2 and to the Creed should be credited.

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

0 1 . 5

**‘It is impossible to believe that humans are made in the image of God.’**

**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]**  
**[Plus 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. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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

**Arguments in support:**

Humans are not like God / humans die, God is eternal / humans sin, God is perfect / humans are not omnipotent / transcendent like God / God is far beyond human understanding / God is all-loving / people hurt each other / humans are not all-knowing, like God / humans are selfish, God redeems humans out of love for them / atheists do not believe in God, so humans are not made in God’s image / scientific beliefs do not support creation in the image of God, etc.

**Arguments in support of other views:**

The belief that humans are made in God’s image is in the Bible (Genesis 1:26) / in Paul’s letters / it is a belief that has been held by the Christian Church from its beginnings / ‘Made in God’s image’ does

not mean humans are equal to God / it means that all humans are holy / should be respected (sanctity of life) / the laws of the land support this idea by protecting human life and dignity / in the creation God breathes life into a human, so Christians believe humans share God's Spirit (breath) / God gave humans responsibility for creation, so humans are acting as God's stewards / humans share some of God's qualities, eg love / compassion / mercy / a desire for truth / justice / humans were given dominion over creation so act in a God-like capacity over nature / human intelligence is superior to that of the animals, showing a likeness to God / the doctrine of Natural Law suggests people are born instinctively to know right from wrong because they are created in God's image / while it is true that humans do not always act as though they are made in God's image, they should live up to that ideal, etc.

0 2

**Incarnation**

0 2 . 1

**Which one of the following symbols was used by persecuted Christians to show other believers that they were Christians?**

**[1 mark]**

- A Alpha
- B Chi-Rho
- C Ichthus
- D Omega

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

Answer: C Ichthus

0 2 . 2

**Name two of the seven sacraments.**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

Baptism (christening) / Confirmation / Eucharist (Holy Communion) / Marriage (Matrimony) / Ordination (Holy Orders) / Reconciliation (Confession or Penance) / Sacrament of the sick (Extreme Unction / last rites).

0 2 . 3

**Explain two contrasting ways in which Jesus described himself.**

**[4 marks]**

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

**First contrasting way**

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

**Second contrasting way**

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

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

**Contrast may mean opposing or mean different views.**

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

Jesus described himself as 'Son of Man' / particularly when referring to his suffering / eg 'Then he began to teach them that the Son of Man must undergo great suffering...' (Mark 8:31) / sometimes he meant just 'a man' / eg 'The Son of Man is going to be betrayed into human hands' (Luke 9:44) / other times he may have meant he had special authority from God / eg when speaking to the paralysed man: 'But so that you may know that the Son of Man has authority on earth to forgive sins...' (Luke 5:24) / ...'so the Son of Man is lord even of the Sabbath...' (Mark 2:28), etc.

Jesus described himself as 'Son of God' at his trial before the Sanhedrin / when he was asked if he was 'the Messiah, the Son of the Blessed One' (Mark 14: 61) / he replied 'I am', the phrase God used to reveal himself to Moses (Exodus 3:14) / he continued, 'you will see the Son of Man seated at the right hand of the Power, and coming with the clouds of heaven.' (Mark 14: 62) / in this case Jesus was using both titles interchangeably, etc.

Accept other ways in which Jesus referred to himself, eg doctor / servant / the Bread of Life / the Light of the World / the Door / the Good Shepherd / the Resurrection and the Life / the Way, the Truth and the Life / the True Vine / the Messiah (Christ) / King

NB Do not accept 'Word of God'. Jesus did not describe himself in that way, others did.

**0 2 . 4** Explain two Catholic teachings about the Incarnation.

**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:**

God is revealed in Jesus / Jesus shows the innermost being of God / God speaks through Jesus / Jesus defeats sin / brings salvation to all people / Jesus is sent as a man to be among his people / Jesus enlightens all people / Jesus is the Word of God made flesh (eg John 1:1-4, 14) / Jesus completes the work of salvation / to see Jesus is to see his Father, God / Jesus frees people from darkness of sin and death / raises people up to life eternal / Jesus is fully God and fully human, etc.

**Sources of authority:**

A main source will be *Dei Verbum* 4 which incorporates Biblical references:

‘...Then, after speaking in many and varied ways through the prophets, ‘now at last in these days God has spoken to us in His Son’ (Hebrews 1:1-2). For He sent His Son, the eternal Word, who enlightens all men, so that He might dwell among men, and tell them of the innermost being of God (see John 1:1-18). Jesus Christ, therefore, the Word made flesh, was sent as ‘a man to men’. He ‘speaks the words of God’ (John 3:34), and completes the work of salvation which His Father gave Him to do (see John 5:36; John 17:4). To see Jesus is to see His Father (John 14:9)... Moreover He confirmed...that God is with us to free us from the darkness of sin and death, and to raise us up to life eternal.’ *Dei Verbum* 4

Accept reference to the Creed: ‘...Jesus Christ, the Only Begotten Son of God / born of the Father before all ages / true God from true God / begotten, not made, consubstantial with the Father / came down from heaven / by the Holy Spirit was incarnate of the Virgin Mary and became man...’, etc.

‘The Son himself is the Word, the Logos: the eternal word became small- small enough to fit into a manger...In his perfect humanity (Jesus) does the will of the Father at all times... Jesus thus shows that he is the divine *Logos* which is given to us, but at the same time the new Adam, the true man, who unflinchingly does not his own will but that of the Father...’ *Verbum Domini* 12

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

0 2 . 5

**‘The best way of living a Christian life is to follow the Beatitudes (Matthew 5:1–12).’**

**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]**  
**[Plus 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. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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

**Arguments in support:**

The Beatitudes describe a change of attitude necessary to living a Christian life / in the Sermon on the Mount Jesus said he came not to abolish the law but to fulfil it / Jesus gave a deeper understanding of how to love God, not just by following the commandments, but through a change of attitude which affects behaviour / the Beatitudes describe the qualities Christians need to develop / eg being ‘poor in spirit’ / ‘meek’ / desiring righteousness / being ‘merciful’ / ‘pure in heart’ / ‘peacemakers’ / being ‘persecuted for righteousness’ sake’ / he said those who mourn will be comforted / he said those who were persecuted for believing in him will be rewarded in heaven / these qualities ensure Christians will love God and neighbour better than merely following rules and regulations, etc.



**Arguments in support of other views:**

There are other (better) ways of living a Christian life / eg receiving the sacraments / attending Mass / praying / helping others / donating to charity / following Church teachings / going on pilgrimage / following the 10 Commandments / giving one's life to God in the religious life / priesthood, etc / the qualities described by the Beatitudes are too difficult for some people / not all the Beatitudes are relevant to people in Britain today / eg being persecuted for righteousness' sake / being persecuted for following Jesus is not as common in modern Britain as it was at the time of Jesus / being 'poor in spirit ' or 'meek' are not qualities needed to survive in the business world / the Beatitudes provide an ideal but not all can be carried out, etc.

0 3

**The Triune God, mission and prayer**

0 3 . 1

**Which one of the following is a Mass setting (a part of the Mass that should be sung rather than said)?**

**[1 mark]**

- A The Alleluia
- B The Communion
- C The Gospel
- D The Offertory

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

Answer: A The Alleluia

0 3 . 2

**Give two Catholic teachings about the Trinity.**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

There are three Persons in one God / Father, Son and Holy Spirit / God is relational (exists as a community of Persons) / The Persons have distinctive qualities, eg God the Father, source of all life / God the Son, Jesus / God the Holy Spirit, the outpouring of love between Father and Son, etc.

The early Councils' teachings rejected the Arian heresy that only God the Father was eternal / at Nicaea it was taught that the Son is eternally begotten from the Father / the Son has no beginning or end but is eternal / the Father and Son have always existed together / Father and Son are co-eternal / co-equal / of one nature, etc. / at Constantinople it was taught that Jesus was fully human (as well as fully God) / that the Holy Spirit was the Third Person of the Trinity / that the Holy Spirit is the Lord, Giver of Life / proceeds from the Father / he with the Father and Son is worshipped and glorified / he spoke through the prophets, etc.

Accept any statements concerning the Trinity from the Nicene Creed, Mark 1: 9–11, Galatians 4: 6–7.

0 3 . 3

**Explain two ways in which spending time in prayer influences the lives of 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:**

Spending time in prayer allows Christians to ‘raise their heart and mind to God’ / develop a personal relationship with God / become open to God’s presence / helps deepen their knowledge of God / strengthen their faith / helps them overcome sin / helps them join their prayers to the prayer of the Church / allows Christians to feel at peace / spend time away from daily concerns / comforts Christians who are suffering / allows Christians to ask for help from God / praise God / thank God for blessings / ask for help for others / prayer assists in meditation, eg on the life of Jesus / prayer helps Christians have a conversation with God about problems, etc.

0 3 . 4

**Explain two ways in which the baptism of Jesus helps Christians to understand the Trinity.**

**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:**

Father, Son and Spirit were present at Jesus' baptism / when Jesus was baptised the Holy Spirit descended upon him like a dove / the Spirit remains with Jesus showing the intimate relationship between the Son and the Spirit / the voice from heaven was the Father's / the Father said Jesus was his beloved Son / the Father was pleased with Jesus, his Son / this shows the Son and the Father are one / since Jesus' baptism began his ministry, it showed the work of Jesus was God's work / the heavens being torn apart or opened is a sign of the presence of the Father, etc.

**Sources of authority:**

'In those days Jesus came from Nazareth of Galilee and was baptised by John in the Jordan. And just as he was coming up out of the water, he saw the heavens torn apart and the Spirit descending like a dove on him. And a voice came from heaven, "You are my Son, the Beloved; with you I am well pleased."' (Mark 1:9-11)

'And when Jesus had been baptised, just as he came up from the water, suddenly the heavens were opened to him and he saw the Spirit of God descending like a dove and alighting on him. And a voice from heaven said, "This is my Son, the Beloved, with whom I am well pleased."' (Matthew 3:16-17)

'Now when all the people were baptized, and when Jesus also had been baptized and was praying, the heaven was opened, and the Holy Spirit descended upon him in bodily form like a dove. And a voice came from heaven, "You are my Son, the Beloved; with you I am well pleased."' (Luke 3:21-22)

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

0 3 . 5

**‘Christians should use contemporary worship songs rather than traditional hymns in worship.’**

**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]**  
**[Plus 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. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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

**Arguments in support:**

Contemporary worship songs are more appealing to modern congregations / the music is more up to date / the words are easier to understand / the lyrics are in English rather than, eg Latin / it is easier for the people to join in with the singing if the songs are accessible / musical instruments used for contemporary worship songs are more suited to modern tastes / eg guitars / drums, etc / God should be worshipped in a way that reflects people’s feelings and thoughts / contemporary songs do this better than traditional hymns because they have been written more recently / Gregorian chant is difficult to sing if people are not familiar with it / not everyone can read music / traditional hymns may contain old-fashioned ideas / sexist language / are no longer relevant today, etc.

**Arguments in support of other views:**

Traditional hymns have been used by generations of believers / they maintain the traditions and customs of Catholics / their ability to inspire is not limited to one time / they are often accompanied by the organ / organ music is more awe-inspiring than that of a guitar / traditional hymns may have been composed by well-respected classical musicians / they may appeal to older generations / they have passed the test of time / some hymns use Latin, a universal language / therefore people from any country can understand them / they are awe-inspiring / can move people deeply / many churches try to use both traditional hymns and contemporary worship songs to appeal to different tastes in music / some contemporary songs may seem disrespectful if too upbeat / 'Where words are not enough to praise God, music comes to our aid... Music in a worship service should make prayer more beautiful and more fervent, move more deeply the hearts of all in attendance and bring them closer to God, and prepare for God a feast of melody.' (Youcat 183) / psalms contain direct words from the Bible / psalms help people to learn Bible teachings / hymns were written specifically to praise God / plainchant helped people to learn the Latin words when not everyone could read, etc.

0 4

**Redemption**

0 4 . 1

**Which one of the following did not take place when Jesus was crucified?**

**[1 mark]**

- A The sky turned dark.
- B The veil in the Temple was torn in two.
- C Elijah came down from heaven.
- D Jesus forgave the people who crucified him.

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

Answer: C Elijah came down from heaven.

0 4 . 2

**Give two ways in which the decoration inside a Catholic church can help people to worship.**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

Ornate decoration can help people reflect on the glory of God / that nothing is too good for God / simple decoration can help people concentrate fully on God / not be distracted by decoration / statues of saints inspire people / people may pray to particular saints for their needs / statues encourage people to praise God like the saints did / Stations of the Cross help Christians reflect on Jesus' suffering and death / stained glass windows can inspire reflection on Biblical stories / their beauty encourages prayer and praise, etc. / Accept reference to other parts of the interior of a Catholic church that assist worship, eg the position of the altar as a focus for the story of redemption / lectern from where the word of God is heard / tabernacle where the Blessed Sacrament is reserved (sanctuary lamp / candles / holy water fonts) which call to mind the presence of God, etc.

0 4 . 3

**Explain two ways in which the story of redemption (how Jesus saved humanity) influences how Catholics understand the Mass.**

**[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:**

The story of redemption (how Jesus saved humanity) is re-enacted in the Mass / Jesus freed humans from their sin by his death and resurrection / the Mass celebrates his sacrifice / the Penitential rite in the Mass shows the belief that God has redeemed them from sin / the readings remind Catholics of God’s saving actions throughout history / the offertory allows people to offer themselves (and bread and wine) to God in thanksgiving for redemption / the Eucharistic Prayer repeats the words Jesus spoke at the Last Supper / ‘Take this all of you and eat it. This is my body... / This is the blood of the new and everlasting covenant which will be poured out for you and for all people so that sins may be forgiven. / Do this in memory of me.’ / Catholics follow Jesus’ command by attending Mass / in Communion believers receive the Body, Blood, Soul and Divinity of Christ / the Mass, like the Passover meal at the Last Supper, celebrates the freedom of believers from their slavery to sin / believers are sent out at the end of Mass to share the presence of Christ with others / are strengthened to live a Christian life through participation in the Mass, etc.



0 4 . 4

**Explain two reasons why the Mass is called the ‘source and summit’ of Christian life.**

**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:**

The Mass is the source of Christian life because without receiving the Eucharist, Christians cannot live the full life that Christ wants / Communion gives life to the soul just as food gives life to the body, etc.

Offering Mass on Sunday is the perfect way to ‘keep holy the Sabbath’ / by attending Mass, Christians celebrate the resurrection every Sunday, etc.

The Mass is the summit of Christian life because Christ’s offering of himself on the cross is the highest form of prayer to God / other acts of prayer merely join in with Christ’s prayer / the Mass re-enacts Jesus’ sacrifice, so is the highest form of prayer, etc.

All prayers offered by Christians are inspired by the Spirit that flowed from the crucified Christ / all acts of love are reflections of Christ’s total love for the Father that was shown in his death / Christians offer themselves and Christ to God at the Mass, etc.

The Mass is the summit of Christian life as it is where the Christian community comes together in prayer / as an expression of their unity, etc.

**Sources of authority:**

The Mass was described as the ‘source and summit’ (‘fount and apex’) of Christian life in *Lumen Gentium 11*:

‘Taking part in the Eucharistic sacrifice, which is the fount and apex of the whole Christian life, they offer the Divine Victim to God, and offer themselves along with It. Thus both by reason of the offering and through Holy Communion all take part in this liturgical service, not indeed, all in the same way

but each in that way which is proper to himself. Strengthened in Holy Communion by the Body of Christ, they then manifest in a concrete way that unity of the people of God...'

The Catechism: 1324 The Eucharist is "the source and summit of the Christian life."<sup>136</sup> "The other sacraments, and indeed all ecclesiastical ministries and works of the apostolate, are bound up with the Eucharist and are oriented toward it. For in the blessed Eucharist is contained the whole spiritual good of the Church, namely Christ himself, our Pasch."<sup>137</sup> "The Eucharist is the efficacious sign and sublime cause of that communion in the divine life and that unity of the People of God by which the Church is kept in being. It is the culmination both of God's action sanctifying the world in Christ and of the worship men offer to Christ and through him to the Father in the Holy Spirit."<sup>138</sup> Finally, by the Eucharistic celebration we already unite ourselves with the heavenly liturgy and anticipate eternal life, when God will be all in all.<sup>139</sup> In brief, the Eucharist is the sum and summary of our faith: "Our way of thinking is attuned to the Eucharist, and the Eucharist in turn confirms our way of thinking."<sup>140</sup>

Accept reference to the Words of Institution ('This is my body...This is my blood...') / 'Keep holy the Sabbath' / 'Do this in remembrance of me', etc.

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

**0 4 . 5**

**‘The only guidance Catholics need is their conscience.’**

**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]  
[Plus SPaG 3 marks]**

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

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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

**Arguments in support:**

The conscience is the voice of God / God (Holy Spirit) guides people to make the right choices / blocking out what the conscience says leads to sin / people feel guilty when they ignore their conscience / by listening to their conscience people can understand God’s will / Catholics believe in natural law (that everyone is born with the ability to distinguish between right and wrong through their reason) / their conscience tells them to ‘love good and avoid evil’ / ‘Conscience is the inner voice in a man that moves him to do good under any circumstance and to avoid evil by all means.’ (Youcat 295) / ‘At the same time it is the ability to distinguish one from the other.’ (Youcat 295) / conscience is the final moral arbiter, etc.

**Arguments in support of other views:**

However, conscience must be educated / the Ten Commandments / two great Commandments of Jesus help the conscience / the teachings of the Church are infallibly guided by the Holy Spirit so should also be listened to / although people should follow their conscience, it should not go against Church teaching / 'Personal conscience and reason should not be set in opposition to the moral law or the Magisterium of the Church.' (Catechism of the Catholic Church 2039), / the guidance of parents is also important / conscience can be wrong / it is not infallible / Christians need more than just their conscience to live a good Christian life / sometimes people are faced with difficult moral decisions so need more guidance than their conscience (eg doctors, laws of the country, government guidelines, NHS guidelines), etc.