

GCSE
RELIGIOUS STUDIES B
8063/1

Paper 1 Catholic Christianity

Mark scheme

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Version: 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.

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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 (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 level 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

Redemption

0 1 . 1

Which one of the following is the name Christians give to the Voice of God in a person's heart and soul?

[1 mark]

- A Conscience**
- B Magisterium**
- C Redemption**
- D Salvation**

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

Answer: A Conscience

0 1 . 2

Give two things that Jesus' disciples experienced on the day of Pentecost (Acts 2:1–4).

[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:

The disciples heard a sound like the rush of a violent wind / it filled the entire house where they had gathered / divided tongues, as of fire, appeared among them / a tongue rested on each one of them / the disciples were filled with the Holy Spirit / they began to speak in other languages (tongues) / they felt the Holy Spirit gave them this ability / they received the courage to proclaim the good news to others, etc.

0 1 . 3 Explain two ways in which belief in the ‘Real Presence’ of Christ 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:

Catholics believe that Jesus is really present in the Eucharist (in the consecrated bread and wine) / the Bread and Wine are not just symbols of the presence of Christ / Christ is fully present, Body, Blood, Soul and Divinity / this influences Catholics to believe that the Mass is the most important form of worship / when the Words of Institution are said, the Bread and Wine become the Body and Blood of Christ / at this moment Catholics may feel profound adoration and love for Christ / Catholics are caught up in what happened to Jesus at his Last Supper, death and resurrection / through receiving the Eucharist Catholics’ faith is strengthened / they have an encounter with Christ because of the Real Presence / they feel Jesus is close to them when they receive Holy Communion / by receiving the Eucharist, they feel that Jesus will help and protect them / receiving the Eucharist encourages Catholics to follow Jesus’ teachings / Catholics can share in the redeeming power of Christ’s sacrifice because of the Real Presence / they are forgiven and freed from the slavery to sin / belief in the Real Presence influences Catholics to treat the Eucharist with the greatest respect / they may pray before the tabernacle because the Real Presence of Christ is in the consecrated hosts reserved there / belief in the Real Presence may influence them to attend Benediction (when a consecrated host is put on display in a monstrance) / Catholics believe they are blessed with the Real Presence at the end of Benediction which strengthens and encourages them, etc.

NB If a valid influence is given, but it is not linked to the Real Presence of Christ in the Eucharist / tabernacle, award only 1 mark per influence.

If there is an accurate explanation of the Real Presence in the first or second part of the answer, what is required for full marks is an accurate explanation of the Real Presence + a simple point relating to influence, and either a repeat of that approach, or a second point that contains a developed but relevant influence.

0 1 . 4

Explain two reasons why Christians believe that the death of Jesus was important.

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:

Jesus' death was important because it was a restoration by sacrifice / Christians believe that the relationship between God and humanity was broken by sin / God made everything perfect but Adam and Eve disobeyed God / human weakness means humans cannot restore that relationship alone / God the Son took on the full human condition to enable the perfect relationship with God to be restored / Jesus lived his life in perfect obedience to the Father's will / this is a sacrifice of obedience which restored the broken relationship caused by disobedience / Jesus accepted his own death, fulfilling his Father's will / the sacrifice of his whole life (including his death) restored humanity by breaking the power of sin and death over humans / humanity was restored to a life in harmony with creation / it is through Jesus' death that Christians gain eternal life / Christians have hope because death is now no longer the end of everything / the sky turned black and there was an earthquake as Jesus died / showing that Jesus' death had a cosmic significance / the veil of the temple was torn in two / showing that the way to God was now open for all believers / the barrier of sin had been removed, etc.

Sources of authority:

'And the Lord God commanded the man, "You may freely eat of every tree of the garden; but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die.'" (Genesis 2:16–17)

'...just as sin came into the world through one man, and death came through sin, and so death spread to all because all have sinned... Therefore just as one man's trespass led to condemnation for all, so one man's act of righteousness leads to justification and life for all.' (Romans 5:12,18)

‘Since, therefore, the children share flesh and blood, he himself [Jesus] likewise shared the same things, so that through death he might destroy the one who has the power of death, that is, the devil...’ (Hebrews 2:14)

‘[Jesus] humbled himself and became obedient to the point of death – even death on a cross. Therefore God also highly exalted him.’ (Philippians 2:8–9)

‘Christ, our Redeemer, chose the Cross so as to bear the guilt of the world and to suffer the pain of the world. So he brought the world home to God by his perfect love.’ (Youcat 101)

‘Because death is now no longer the end of everything, joy and hope came into the world.’ (Youcat 108)

The account of the Fall in Genesis 3.

The account of the Crucifixion.

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

0 1 . 5

‘The architecture of a Catholic church (its design and decoration) is the most important influence on Catholic 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. 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 architecture of a Catholic church influences different ways of worshipping / the main service is the Mass which is offered on the altar, so it must be the central focus / many old churches were built facing Jerusalem to remind people where Jesus died and rose again / when the Mass was in Latin, the people were not involved directly, so the altar was placed against the east wall / priests said Mass with their backs to the people / churches were built in the shape of a cross to remind people of Jesus’ sacrifice / after the Second Vatican Council the altar was brought forward / closer to the people / the priest could face the people saying Mass / this helped people to feel more fully involved / Catholics also use the church for private prayer so it is helpful if the architecture can inspire a sense of awe and wonder / an atmosphere of peace / side altars with statues may be used

for devotion to particular saints / stained glass windows enhance the beauty of the church / Stations of the Cross remind worshippers of Jesus' sacrifice / the lectern shows the importance of the word of God / other interior decoration (candles / flowers, etc) aid worship / churches built in the round enable worshippers to see the community as well as the actions of the Mass (eg Liverpool's Catholic Cathedral) / people feel part of the Body of Christ / it is important that the architecture of the church is made accessible to people with different needs (eg the differently abled, families with children, etc) / 'A Christian house of prayer is both a sign of the ecclesial [Church] communion of people at a specific place and also a symbol of the heavenly dwellings that God has prepared for us all...' (Youcat 190), etc.

Arguments in support of other views:

The architecture of a Catholic church building is not the most important influence on Catholic worship as the Mass can be said anywhere / some Catholics appreciate the architecture of traditional churches and others prefer more modern buildings / as long as there is a room big enough to hold a congregation, it doesn't matter what it looks like / people can pray anywhere / some communities share a worship space with other Christian groups / a more important influence on Catholic worship is the availability of a priest / some parishes have to share a priest between several churches limiting the amount of formal worship / many churches have to shut during the week and are not available for private prayer / the 'church' is the people of God, not just the building / communities can make their own arrangements for worship / having Mass in a smaller setting than a church building can be a deeply intimate experience / Catholics in the developing world may have simple buildings for worship which does not in any way detract from the quality of their prayer and community life / music is a more important influence on worship as it brings emotion and aesthetic pleasure to worshippers / there are other more important influences on worship than the style of the building or its layout, eg the words / actions of the liturgy itself, etc.

0 2

Incarnation

0 2 . 1

Which one of the following best describes the meaning of ‘the sacramental nature of reality’?

[1 mark]

- A All people are born without sin.**
- B Christians should receive the Eucharist.**
- C All of creation is a sign of God’s love.**
- D Christians need to earn God’s forgiveness.**

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

Answer: C All of creation is a sign of God’s love.

0 2 . 2

Give two Christian beliefs about Jesus as the ‘Word of God’ (Divine Word).

[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:

The ‘Word of God’ (Divine Word) refers to the Second Person of the Trinity (God the Son) / who became flesh in Jesus (‘the Word became flesh and lived among us’, John 1:14) / Jesus is God from the beginning / existed before all things (an eternal being) / present at Creation / God’s self-expression / co-existing with the Father / the ‘Word’ is the expression of God’s love for humans / Jesus is God’s gift to the human race / humans can know God through Jesus / just as God’s word created the cosmos, God’s word can be seen in a human life (Jesus) / God expresses his power through Jesus / the Word of God is creative / dynamic / everything that exists depends on the Word of God / the Word gives life and guidance to people who accept him / Jesus brings people to the truth, etc.

0 2 . 3

Explain two ways in which receiving the sacraments may 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:

Receiving the sacraments helps strengthen faith / deepens the relationship with God / is a means of receiving God’s grace / reminds Christians of events in the life of Jesus (eg his baptism, the Last Supper, etc) / is a means of witnessing to one’s faith / is a means of forgiveness for sins (eg Baptism, Reconciliation / Eucharist / Sacrament of the Sick, etc) / is a way of showing faithfulness before God to a spouse (eg Marriage) / is a means of commitment to faith (eg Confirmation, Ordination) / is a way to receive the fullness of Christ in the consecrated Bread and Wine / is a meeting point with God, etc.

Accept ways in which receiving specific sacraments influences Christians, eg Baptism brings a person into the Church, the Body of Christ / removes the stain of original sin so the person can begin a new spiritual life / Confirmation gives people the chance to decide for themselves to commit themselves to the faith / by receiving the Holy Spirit they are strengthened to become witnesses to the Gospel / the Eucharist influences Christians to grow in God’s love / joins them in ever-closer union with God and other members of the Christian community, etc.

0 2 . 4

Explain two teachings of Jesus from the Parable of the Sheep and the Goats about how Christians should respond to people in need.

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:

The Parable of the Sheep and the Goats teaches Christians to feed the hungry / give drink to the thirsty / welcome the stranger / clothe the naked / care for the sick / visit those in prison / Jesus identifies himself with the people who are in need / whatever a person does to help people in need, it is as if they are doing it to help Jesus himself / Christians will be judged on whether they have been generous to the poor and needy / if people claim to be Christians but do not help those in need, they will be damned / whereas, those who do help will be rewarded and welcomed into heaven, etc.

Sources of authority:

The Parable of the Sheep and the Goats (Matthew 25:31–46):
“When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, ‘Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.’ Then the righteous will answer him, ‘Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?’ And the king will answer them, ‘Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.’ Then he will say to those at his left hand, ‘You that are accursed, depart from me into the eternal fire prepared for the devil and his angels; for I was hungry and you

gave me no food, I was thirsty and you gave me nothing to drink, I was a stranger and you did not welcome me, naked and you did not give me clothing, sick and in prison and you did not visit me.’ Then they also will answer, ‘Lord, when was it that we saw you hungry or thirsty or a stranger or naked or sick or in prison, and did not take care of you?’ Then he will answer them, ‘Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.’ And these will go away into eternal punishment, but the righteous into eternal life.”

NB Maximum of 3 marks for those who merely retell the parable.

0 2 . 5

‘Christians should not show Jesus in art - for example, in statues or paintings.’

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. 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:

Christians should not show Jesus in art because no one really knows what he looks like / often pictures of Jesus are misleading / in Western art Jesus is often portrayed as a white man / Christians believe Jesus is God so it is wrong to portray the Infinite God / some Christians believe it is against the second commandment (‘You shall not make for yourself an idol...You shall not bow down to them or worship them.’ Exodus 20:4–5) / praying before an image of Jesus could lead people to think the person was worshipping the image / it can give offence to other religions such as Judaism and Islam who believe it is wrong to show God in any form, etc.

Arguments in support of other views:

The Incarnation means that God has taken human form to reveal God to people / therefore it is acceptable to use human images to portray God / Jesus was fully human, with human qualities which can be shown in art / since Jesus came for the salvation of all people, he can be portrayed as any ethnicity / art can help people focus on spiritual ideas / pictures can convey Biblical stories to those less inclined to read or study the Bible / images of Jesus are an important focus for prayer and inspiration / eg prayer before a crucifix can help a Christian feel deeply for the suffering Jesus went through / different statues or images of Jesus may help to show different aspects of his life and purpose, etc.

0 3

The Triune God, mission and prayer

0 3 . 1

Which one of the following is an example of spontaneous prayer?

[1 mark]

- A Reciting the Our Father at Mass**
- B Speaking in tongues**
- C Reciting the Creed at Mass**
- D Saying the rosary**

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

Answer: B Speaking in tongues

0 3 . 2

Give two examples of physical postures (positions) that Christians use when they pray.

[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.

Kneeling / genuflecting / prostrating / standing / walking / bowing / sitting / with joined hands / with open hands / standing with arms stretched out in front / standing with arms raised above the head, etc.

0 3 . 3 Explain two contrasting ways in which music is used in Catholic worship. **[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

Contrast may mean opposing or mean different views.

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

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

Music is used in the Mass in Mass settings / certain parts of the Mass should be sung rather than said / (eg the Alleluia / Eucharistic Acclamations / Lord have mercy / Glory to God / Lamb of God) / these bring out the importance of these parts of the Mass for believers / Mass settings encourage the congregation to join in the prayers of the Mass / make them more meaningful to believers, etc.

Another way music is used is in hymns in worship / traditional hymns give a sense of the long tradition of Catholic worship / have been used by many generations of Christians / often are used by other Christian denominations too / hymns increase the beauty of worship / unite people in praise of God / engage the emotions of worshippers / ‘Where words are not enough to praise God, music comes to our aid...’ (Youcat 183), etc.

Contemporary worship songs can have wider appeal, particularly to the young / they may be more upbeat / use different instruments, etc. /

Another way of using music is by using plainchant to sing the Divine Office / it is usually unaccompanied, using a limited range of notes / the simple beauty of this music enhances the psalms which are part of the Divine Office, etc.

Accept specific examples of the use of music, eg at Benediction, carol services, ecumenical services, in private worship, for example, to aid meditation or prayer, etc.

0 3 . 4

Explain two ways in which the Creation story (Genesis 1:1–3) may show the presence of 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:

God the Father is the creator of the heavens and earth / a 'wind from God' ('ruach' / 'spirit') swept over the waters / the wind can be seen to be the Holy Spirit / God created by his Word / eg 'Let there be light' / God the Son is the Word of God / God the Father, through his Word (the Son) created the universe through the power of the Holy Spirit, etc.

Accept ways in which the Trinity may be seen to be present in the Creation story, eg literal / inspirational / metaphorical, etc.

Sources of authority:

'In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters. Then God said, "Let there be light"; and there was light...' (Genesis 1:1–3)

'I believe in one God...maker of heaven and earth...'

'I believe in one Lord Jesus Christ... through him all things were made...'

'I believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son...' (the Nicene Creed)

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

0 3 . 5

‘The most important Catholic teaching about the Trinity comes from the Nicene Creed.’

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. 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 Nicene Creed was formulated after the Councils of Nicaea and Constantinople / the Nicene Creed explains the roles of the three Persons in the Trinity / the Creed summarises what Christians believe about God (Father, Son and Spirit) / the bishops, speaking with the authority of the apostles (the Magisterium) are accepted as infallible / therefore the teaching of these Councils contained in the Creed is the definitive explanation of the Trinity for Catholics / the early Councils resolved debates about the relationship between the persons of the Trinity / the Council of Nicaea responded to the Arian heresy which said that only God the Father was eternal and the Son (Jesus) was originated (once had not existed) / the Council of Nicaea taught that the Son was eternally begotten from the Father (had no beginning or end / was eternal) / the Father and Son have always existed together: co-eternal / co-equal / of one nature, etc / the Council of Constantinople responded to disputes about the Holy Spirit / the Council of Constantinople taught that the Holy Spirit is the Lord and giver of life / that the Holy Spirit proceeds from the Father and the Son / that he is worshipped and glorified with the Father and Son / that the Holy Spirit spoke through the prophets / the Council of Constantinople also rejected teachings that Jesus was not fully human / the Nicene Creed gives Catholics the best summary of all the Church's teachings about the Trinity, etc.

Arguments in support of other views:

The Council teachings contained in the Nicene Creed were important, but there are other teachings which help Christians to understand the mystery of the Trinity / the Bible shows the presence of the Trinity / eg at the baptism of Jesus / '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) / St Paul wrote 'And because you are children, God has sent the Spirit of his Son into our hearts, crying, "Abba! Father!"' (Galatians 4:6) / the Catechism teaches, 'We know that God is triune from Jesus Christ: He, the Son, speaks about his *Father in heaven*... He prays to him and sends us the *Holy Spirit*, who is the love of the Father and the Son.' (Youcat 35) / other writers have helped Christians to understand the Trinity, eg St Augustine / Catherine la Cugna, etc / Christians may find more contemporary writers more helpful than the teachings of the early Councils / the Creed has many ideas that may need unpacking for better understanding / Christians may deepen their understanding of the Trinity through the hymns sung at church, etc.

0 4

Eschatology

0 4 . 1

Which one of the following events in the life of Jesus is the biggest influence on Christian beliefs about life after death?

[1 mark]

- A His birth**
- B His baptism**
- C His burial**
- D His resurrection**

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

Answer: D His resurrection

0 4 . 2

Give two Christian beliefs about ‘particular judgement’ (individual judgement).

[2 marks]

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

One mark for each of two correct points.

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:

‘Particular judgement’ is when a person is judged by God immediately after they die / it is judgement on a personal basis / the person has to accept responsibility for their actions when alive / their response to God at this judgement will decide whether they go to heaven, hell or purgatory / some Christians do not believe in a particular judgement, only a final judgement, etc.

0 4 . 3

Explain two contrasting Christian views about the care of the dying.

[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

Contrast may mean opposing or mean different views.

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

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

Christians believe in the sanctity of life / all life is precious right up to the moment of death / Christians should care for the dying with love and respect / life is the gateway to eternal life so should not be cut short / '...life is entrusted to the individual as a good that must bear fruit already here on earth, but that finds its full perfection only in eternal life' (Declaration on Euthanasia 1) / Christians should not make people near death feel they are a burden / their rights and dignity should be respected / suffering at the end of life is a way of sharing in the suffering of Jesus / suffering should be accepted, although can be alleviated by medical treatments / nature should be allowed to take its course / people who are gravely ill can be cared for in hospices, etc.

Some Christians believe that unnecessary suffering before death is inhumane / pain relief should be given even if it hastens death / medical interventions that prolong life with no real benefit to the person should be avoided / withdrawing life support may be the most humane way to treat the dying / no one should be made to suffer when there is no chance of recovery / it is important to do the most loving thing in the circumstances / God gave people free will so they have the right to ask for euthanasia if they wish, etc.

NB Credit answers that contrast care at home with care in medical facilities or care homes.

0 4 . 4

Explain two Christian beliefs about life after death shown in Michelangelo's *Last Judgement*.

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:

Michelangelo's *Last Judgement* shows the belief that at the end of time Christ will come to judge all people / and decide whether to reward or condemn them (send them to heaven or hell) / Jesus is central / Jesus carries the wounds of his crucifixion / which shows Jesus came to his glory and role as judge through obedience and suffering / all people apart from Jesus and Mary are naked / which shows the belief that all people are equal before God at the Last Judgement / seven angels blow trumpets to sound the end of the world / devastation comes to the earth before the judgement (Book of Revelation) / saints hold instruments of torture used in their own deaths / yet have perfect bodies, showing the belief that all will be restored in the resurrection / also shows the belief that those who stand by their faith will be saved (Mark 13:13) / the painting shows the Parable of the Sheep and Goats (Matthew 25:31–46) with the good on Jesus' right side and the bad on his left / dead people are raised up from their graves on the last day / Jesus' hand is raised showing his power to raise people from the dead / and to bring them to heaven / the archangel Michael holds a book of the faithful who will enter heaven / another angel holds a larger book of those condemned to hell / hell is shown as a gaping darkness from which no one will return / hell has no light which shows the light of Christ cannot reach people who have rejected God, etc.

Sources of authority:

'The Last Judgement will take place at the end of the world, at the second coming of Christ. 'All who are in the tombs will hear his voice and come forth, those who have done good, to the resurrection of life, and those who have done evil, to the resurrection of judgement.' (John 5:29) (Youcat 163)

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

‘...and you will be hated by all because of my name. But the one who endures to the end will be saved.’ (Mark 13:13)

‘Enter through the narrow gate; for the gate is wide and the road is easy that leads to destruction, and there are many who take it. For the gate is narrow and the road is hard that leads to life, and there are few who find it.’ (Matthew 7:13–14)

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

0 4 . 5

‘Christians should be less concerned about this life and more concerned about life after death.’

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. 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:

Christians should live their lives preparing for judgement by God / the goal of Christians is to go to heaven when they die / not die with unconfessed sins / God's judgement could send them to hell so they should take it seriously / the Second Vatican Council showed that an important role of the Church is to prepare people for the end of time by encouraging people to live in hope of Jesus' second coming / to live by the same standards as Jesus did / to perform good deeds on earth / to remind people that Jesus taught his disciples they must be prepared for the end / '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 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...' (*Lumen Gentium* 48) / since no one knows the day or hour of the second coming, people must be constantly vigilant / so people will go to heaven and not hell / the Church is not yet in its perfect form but is the means by which sinners can try to reach perfection by God's grace / '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 in the glory of heaven...' (*Lumen Gentium* 48) / Jesus told his followers to be prepared for the end / 'Beware, keep alert for you do not know when the time will come. It is like a man going on a journey, when he leaves home and puts his slaves in charge, each with his work, and commands the doorkeeper to be on the watch. Therefore, keep awake—for you do not know when the master of the house will come, in the evening, or at midnight, or at cockcrow, or at dawn, or else he may find you asleep when he comes suddenly. And what I say to you I say to all: Keep awake.' (Mark 13:33–37), etc.

Arguments in support of other views:

Christians need to be concerned about this life rather than life after death because it is the life people have now / God's judgement will be based on how people have behaved in this life / eg the parable of the Sheep and the Goats (Matthew 25:31–46) / Christianity has sometimes been too focused on 'otherworldly' things / or on personal salvation / because 'the end of time' is unable to be predicted or imagined, Christians need to focus on more urgent needs of humanity / such as the end of wars / saving the planet / ending poverty, etc / the Church has more important roles than merely preparing people for the end of time / it is more important to establish God's kingdom on earth / work for justice / peace / reconciliation / love and support those who are in need by charity / support people through the many stages of life from birth to death / allow the development of people's spiritual lives through the sacraments / provide guidance on how to live a Christian life / while these things all prepare people for the end of time, the focus should not be on going to heaven, but on improving the human situation here and now, etc.