

GCSE 2004
June Series



Mark Scheme

Specification A Paper 1B: Christian Belief and Practice with Reference to the Roman Catholic Tradition (Subject Code 3061/3066)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

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

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334.
Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General

Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication, refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response Marking

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

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

- 3 marks** The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
- 2 marks** The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 mark** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Paper 1B: *Christian Belief and Practice with Reference to the Roman Catholic Tradition*

A1 Rites of Passage

- (a) *Describe what is said and done at the moment a person is baptised in the Roman Catholic rite of baptism.*

Target: To test knowledge of the main part of the rite of baptism

Priest pours water / says, "I baptise you in the name of the Father and (of the) Son and (of the) Holy Spirit".

1 mark for the mention of water / 1 mark for correct **full** words of baptism.

(2 marks) AO1

- (b) *What is chrismation?*

Target: To test knowledge of chrismation

e.g. An anointing / with chrism immediately after an Orthodox baptism (like confirmation) / the seal of the Holy Spirit on the life of the child / chrism is placed on the child's head, eyes, lips, chest, hands and feet.

1 mark for awareness that chrismation involves anointing; second mark for any further relevant point, **or** 2 marks for 2 valid points omitting anointing.

(2 marks) AO1

- (c) *Explain the importance of the priest at a Roman Catholic marriage ceremony.*

Target: To test knowledge of the role of the priest in marriage

e.g. To represent the presence of God / to witness the consent and vows / to lead the prayers / to give the blessing.

1 mark for a superficial answer or a single point; 2 marks for a developed answer or more than one point.

(2 marks) AO1

A2 The Bible

- (a)
- When Christians say that “The Bible is inspired”, what do they mean?*

Target: To test knowledge of the inspiration of the Bible

e.g. The Holy Spirit directed the writing / the authors put down what God wanted them to say / the reader can understand the will of God through the words of the Bible, taken either literally or through the underlying message, etc.

Accept:

It is the word of God.

Do not accept:

Bible inspires people.

1 mark for a superficial answer or a single point; 2 marks for a developed answer or more than one point.

(2 marks) AO1

- (b)
- Explain why interpreting the Bible in a fundamentalist way is not acceptable to some Christians.*

Target: To test knowledge of the interpretation of the Bible and its relevance**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with good development.	3 marks

e.g. Fundamentalists take everything as without error as the Bible is inspired by God, but there are apparent contradictions which mean that a rational person cannot be comfortable with accepting two different accounts, e.g. the creation stories / many find an underlying message much easier to accept than being straight-jacketed by taking everything almost word perfectly.

If not clear who is being referred to = 0 marks.

(3 marks) AO1 / AO2**A3 The Pope and the Magisterium**

- (a)
- What is meant by the magisterium?*

Target: To test the knowledge of the teaching authority of the Church

e.g. The teaching authority of the Church / the Pope and the bishops together deciding on matters of faith and morals, etc.

No marks if confused with hierarchy.

1 mark for a superficial answer or a single point; 2 marks for a developed answer or more than one point.

(2 marks) AO1

(b) Why is the Pope important for Roman Catholics?**Target: To test the relevance of the role of the Pope**

e.g. The successor to Peter / the Head of the Church / the Vicar of Christ / the Bishop of Rome / he is infallible (cannot go wrong) in matters of faith and morals, etc.

Jesus picked the Pope / nearest thing to God / Jesus on earth = 1 mark.

1 mark for a superficial answer or a single point; 2 marks for a developed answer or more than one point.

(2 marks) AO1**B4 The Creed and Eternal Life****(a) Why is the Creed important to Christians?****Target: To test the knowledge and relevance of the Creed**

e.g. A statement of belief / it shows Christians what their faith involves / it unites all Christians in a common faith / all Christians follow it. (Not: like a guide).

1 mark for a superficial answer or a single point; 2 marks for a developed answer or more than one point.

(2 marks) AO1**(b) How might belief in “the resurrection of the body and life everlasting” affect the way Christians lead their lives?****Target: To test understanding of the ways in which beliefs affect lifestyle****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks

e.g. Not to be afraid of death because it is the entry to God’s Kingdom / to respect the wholeness of the body as something precious to God / to rejoice when a member of their family dies as it means they will be reunited in eternal happiness, etc.

(3 marks) AO2

(c) *“Christian funerals should be happy events.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the religious nature of funerals

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

N.B. Candidates who make no religious comment should not achieve more than Level 3.

For

The deceased is on his way to heaven and the mourners have nothing to be sorry about. The promise of eternal life is for all believers and by crying the mourners are rejecting God’s love and promises. By having a joyful celebration of death, those who are not believers might gain greater insight into the meaning of faith.

Against

It is unnatural to expect people to override their natural sense of loss by theological arguments. Trying to be joyful when you are feeling sad might seem artificial and might send the wrong message about the dead person. There is also the belief in judgement and Hell and we must not presume that the deceased is in Heaven, etc.

(5 marks) AO3

B5 Festivals

(a)(i) *Give two ways in which Roman Catholics celebrate Christmas.*

Target: To test knowledge of and the relevance of Christmas and the ways of celebrating it in the Church

e.g. The use of a crib / Midnight Mass / carol services / three different masses depending on the time of day / giving of presents.

2 x 1 mark – at least one of the ways must be explicitly religious.

(2 marks) AO1

(ii) Explain the importance of Christmas for Christians.**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with good development.	3 marks

e.g. It celebrates the Incarnation / God became man / the first part of the process of salvation / Jesus was born in poverty / a sign of God's love for man that he became man / birth of Jesus, etc.

(3 marks) AO1

(b)(i) Name two symbols or symbolic actions which Roman Catholics use in their celebration of Easter.

Target: To test knowledge of and the relevance of Easter and the ways of celebrating it in the Church

e.g. The Paschal candle / the new fire / the blessing of water / the renewal of baptismal vows, etc.

Accept:

Easter Garden, the service of light, white vestments.

Do not accept:

Easter eggs; 'candles' (alone) – unless linked to idea of light of the world.

2 x 1 mark for each relevant symbol or action.

(2 marks) AO1

(ii) Explain what Easter Day celebrates.**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with good development.	3 marks

e.g. The resurrection of Jesus / the defeat of sin and death / the love of God for man shown in the obedience of the life and death of Jesus being rewarded with eternal life / the gift of eternal life to all people, etc.

Accept:

Gospel based answers, e.g. John - gift of spirit / going back to father.

Do not accept:

Confusion of Ascension / Pentecost.

(3 marks) AO1

(c) *“Religious festivals should be celebrated only in church.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the relative roles of the Church and the family, etc. in religious celebrations

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For

The only way to ensure that the events being celebrated do not get distorted by commercialism is to limit them to Church. There are too many people willing to find any excuse for a binge and this could destroy the true meaning of religion in life.

Against

Religion is a major part of life and should not be restricted to Church events. Salvation affects the whole person, not just the parts of the person who prays. There is nothing wrong with using all form of celebration God has given to enjoy the fullness of life God offers to all people, etc.

(5 marks) AO3

C6 Mary(a) *Describe ways in which Roman Catholics show devotion to Mary. In your answer you should refer to prayer, pilgrimage and aids to worship.*

Target: To examine the knowledge of the ways in which Mary is invoked by Roman Catholics

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 – 2 marks
Level 2	Some clear knowledge and understanding.	3 – 4 marks
Level 3	A clear knowledge and understanding with some development.	5 – 6 marks
Level 4	A clear knowledge and understanding with good development.	7 – 8 marks

e.g. The importance of personal prayer through Mary for some Catholics, the use of the Rosary as an aid to prayer and meditation. The use of pilgrimage to places dedicated to Mary, often as a result of visions and messages associated with those places. Mary being the unifying factor in the prayer life of many Catholics who follow her example and ask for her intercession in their approach to God. The use of statues and pictures of Mary as an example of the way God works in and through humans, etc.

(8 marks) AO1

(b) Explain how Roman Catholics can follow the example of Mary in their lives.**Target: To examine knowledge and understanding of Mary as a role model****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 – 6 marks
Level 4	A clear knowledge and understanding with good development.	7 marks

e.g. Live lives of prayer, dedicated to the service of God. Be willing to work with and for other people. Putting others' needs before own, as Mary did when she visited Elizabeth. Encouraging others to listen and act on the teachings of Jesus. Being open to the workings of the Holy Spirit. Be part of the praying community. Support those who are grieving or dying. Be prepared to do what God wants, regardless of own inclinations, etc.

(7 marks) AO2**(c) "An area dedicated to Mary should be an important feature of a Roman Catholic church."**

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the place of Mary within a church building**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Yes

The church is the place of worship where the people come together to offer praise. It ought to reflect the devotions the majority of the believers share or want to encourage others in. Mary is more accessible for some Catholics than God and they feel more at home in a place dedicated to Mary. This should be taken into account when constructing churches.

No

The altar and the pulpit are the central parts of Roman Catholic worship as here God speaks to the believer and the community join in offering praise. The whole building should centre on these two elements. Having a major place for Mary could give Catholics and others the wrong impression about the relative importance of Mary, etc.

(5 marks) AO3

C7 Worship

- (a) *Why do some Christians prefer non-liturgical worship to liturgical worship? You may use examples in your answer.*

Target: To examine the knowledge of different forms of worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 – 2 marks
Level 2	Some clear knowledge and understanding.	3 – 4 marks
Level 3	A clear knowledge and understanding with some development.	5 – 6 marks
Level 4	A clear knowledge and understanding with good development.	7 marks

e.g. The spontaneity which allows more personal commitment to the worship / the freedom of self-expression which enhances personal involvement / the ability to involve all members of the community rather than relying on ordained ministers / the different types of approaches that become available when a restrictive format is abandoned / the greater use of readings, hymns, prayers and / or silence as the situation requires, etc.

If confusing non-liturgical with private: Maximum Level 1.

An exceptionally good presentation of one form of worship: maximum Level 3 = 5 marks.

(7 marks) AO1

- (b) *Explain in detail the importance for Roman Catholics of*

***EITHER** the Lord's Prayer*
***OR** Holy Communion.*

Target: To test the understanding and application of the Lord's Prayer and Holy Communion and how these affect the lives of believers

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 – 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 – 8 marks

No marks for writing out prayer or format of Mass.

The Lord's Prayer

Taught by Jesus, so Christians join in his prayer / it is a prayer shared by all Christians so it helps stress the oneness of the Body of Christ / the praise of God and his name are a central part of being a Christian / pray for forgiveness as the Christian forgives – stressing the need to exercise this quality in life / pray for daily bread, not for luxuries – stressing the need to live in moderation, etc.

Holy Communion (Not Mass / the Eucharist)

Receive Christ so try to live without sin to be worthy recipients but also gaining strength from the presence of Christ in life to avoid occasions of sin / brings together the community, showing the need to play a part within the Church / self-giving love of Christ shown in celebrating his life, death and resurrection encourages the Christian to think about and provide for the needs of others, etc.

If dealing with First Holy Communion allow some credit for relevant points.

(8 marks) AO2

- (c) *“Private worship is more important for Christians than public worship.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the different types of worship**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For

Worship is an individual's expression of his / her belief in God. It needs the freedom to worship as the mood takes, not at pre-ordained times. It allows the individual to talk to God in his / her own style, not being constrained by what is acceptable to the group.

Against

Faith is supported by the community, without this support faith will probably fade away. Coming together and making a conscious effort to give set times to God is more focussed and can give a structure to something which is not always easy to sustain alone. Christians worship in and through Christ and this is reinforced by the idea of the Body of Christ, the Church, etc.

(5 marks) AO3