



General Certificate of Secondary Education

Religious Studies 3061 / 3066 *Specification A*

*Option 1B (3061/6/B) Christian Belief and Practice with
Reference to the Roman Catholic Tradition*

Mark Scheme

2005 examination – June series

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.

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)(i) *What does Pentecost celebrate?*

Target: To examine knowledge of the meaning of Pentecost

The coming of the Holy Spirit / on the apostles / fifty days after the resurrection / the birthday of the Church / gifts or power.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(ii) *How does being confirmed at the time of Pentecost help a Christian?*

Target: To examine knowledge and understanding of the effects of Confirmation in the light of Pentecost

The confirmed receive the same Holy Spirit poured out on the apostles / the gifts of the Spirit are poured out anew / the Church fully initiates new members on its birthday / a reminder that Christians are continuing the traditions of the apostles, etc.
Accept answers which do not make a link to Pentecost.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(b)(i) *Explain why the coffin is sprinkled with holy water at a Roman Catholic funeral.*

Target: To examine knowledge and understanding of the funeral rites

A reminder of baptism / which made the deceased a member of God's family / to cleanse from sin / ready for the deceased to be received into heaven / blessed, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(ii) *Explain why Roman Catholics pray for the dead.*

Target: To examine knowledge and understanding of the effects of prayer in the light of the funeral rites

To help the dead receive forgiveness of sins / to help them get to heaven / to pray that the souls in Purgatory may quickly receive eternal happiness / helps the mourner to grieve, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO2

A2 The Lord's Prayer

Explain how the Lord's Prayer helps Christians when they pray.

Target: To examine understanding of the effects of the Lord's Prayer

Sharing with Jesus / it builds up a relationship with the Father / it includes all forms of prayers / it unites all Christians / they can comfortably say it together, etc.

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

(2 marks) AO2

A3 Mary

Explain how Christians might follow the example of Mary.

Target: To examine knowledge and understanding of the role of Mary

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 sound development.	3 marks

Accept if candidates explain why not how,
e.g. be a person of prayer / be open to the will of God / accept all things without complaint / stand by people who are suffering / to show concern for others, e.g. Elizabeth / trust in God, etc.

(3 marks) AO2

B4 Prayer and Pilgrimage

(a) *Explain how the use of statues might help some Roman Catholics to pray.*

Target: Knowledge of effects of statues in prayer

e.g. they remind believers of important people or events / examples to follow / a focus for prayer / to help believer to persevere in prayer / use of votive lights in front of statues as offerings to God, etc.

Description of item = 1 mark

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

(2 marks) AO2

- (b) *Explain how the use the rosary might help some Roman Catholics to pray.*

Target: Knowledge of effects of the rosary in prayer

e.g. as a reminder of the different events in Jesus' life / to focus on particular thoughts / as 'background noise' to help them get deeper into prayer / to respond to Mary who asked for it to be recited in apparitions, etc.

Description of rosary = 1 mark

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks)

AO2

- (c) *Walsingham and Lourdes are places of pilgrimage. Give three things Christians do as part of a pilgrimage.*

Target: Knowledge of what happens in pilgrimages

e.g. take part in processions to a particular point / look after the sick and handicapped to allow them to join in the worship / to bathe in the water / to do acts of penance, e.g. Stations of the Cross / join in with group prayers, etc.

Accept : why? as well as what?

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 areas covered).	3 marks

(3 marks)

AO1

- (d) *"Pilgrimages are a waste of time and money."*

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

Target: To evaluate the importance of religious pilgrimages

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by a 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

e.g.

Agree

Prayer can happen anywhere, don't need to go to 'designated' points / it would be better to use the money for trips abroad on helping those in need / some people use pilgrimages as an excuse for holidays so they are fooling themselves that they are getting anything of value from it.

Disagree

The sacrifice to make the pilgrimage possible both in terms of time and money make people conscious of why they are doing it / they provide experiences, especially in sharing the faith, with people from other countries that could not happen easily elsewhere / pilgrimages do not need to be long or costly, they can be to local shrines, etc.

(5 marks) AO3

B5 The Eucharist and Worship

Read the following prayer, which is said after the consecration.

“When we eat this bread and drink this cup, we proclaim your death, Lord Jesus, until you come in glory”

- (a) *Explain what this prayer shows about the importance of the Eucharist for Roman Catholics.*

Target: Knowledge of the meaning of the Eucharist

e.g. it is the real presence of Christ / transubstantiation / Christians join in with the re-enactment of Christ's offering of himself to the Father on Calvary / it looks forward to the banquet of heaven (Note: the answer must take up ideas from the quote for the candidate to get Level 3 or Level 4.)

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 some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks

(2 marks) AO1 and (2 marks) AO2

(b) Explain how some Protestant traditions understand and celebrate the Eucharist.

Target: Knowledge and relevance of different Eucharistic traditions

NOTE: they do **not** have to stick within one tradition.

e.g. belief in consubstantiation / the Eucharist is not that central to their worship / the Eucharist remembers a past event while the Word of God is real and active today / for some there is no priestly ministry and no role for sacraments / doing the will of Christ is more important / some celebrate regular but not daily Eucharist / for some it never happens, etc.

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

(3 marks) AO1

(c) State three ways in which the Orthodox Liturgy is different from the Roman Catholic Mass.

Target: Knowledge of the way in which the Eucharist is celebrated in the Orthodox tradition

e.g. people separated from the altar / the iconostasis / the use of the Holy Doors / use of real bread / some blessed bread taken home after the Liturgy / receive the Eucharist from a spoon / received from the moment of baptism / men and women are separated / standing, etc.

3 × 1 mark for any relevant points

Accept use of icons (if not referred to iconostasis)

Accept any reference to structure of the building which reflects the liturgy.

(3 marks) AO1

C6 The Church and Church Buildings

- (a) *Explain why both the Bible and the Magisterium are important sources of authority for Roman Catholics.*

Target: Knowledge and understanding of the teaching roles of the Bible and the Church

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

The Bible is the Word of God / handed down through the ages to believers / a shared understanding of how God has guided and helped his people / Jesus is the Word made Flesh so the Gospels (his teachings) are central to all Christian beliefs / the Bible is the principal source of these teachings / some take the Bible as word perfect, others prefer to see it as God’s message put through human interpretation.

(Note: there is some place for a comparison of different interpretations but it should not be the bulk of the answer – it is possible to get full credit on this part without reference to different interpretations.)

The Church is the Body of Christ / inspired by the Holy Spirit / infallible / the authority of the Pope is that of Peter to whom Jesus made the promise of the keys of the kingdom / the Magisterium is the teaching authority of the Church, expressed in the Pope and the bishops, especially applying the teachings of the Bible to modern concerns.

Maximum Level 3 (5 marks) for only one part.

(8 marks) AO1 / AO2

- (b) **Describe how the main features of a Roman Catholic church building help believers to worship. Do not refer to statues in your answer.**

Target: The relevance and effects of places of worship

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 marks

e.g. the altar is the place for sacrifice and offering, the central focus of the church / the pulpit is in a place of prominence to allow people to hear and respond to the word of God in the readings and in the homily / the tabernacle holds the reserved consecrated hosts, the Body of Christ, as a place Catholics can come close to Christ in private worship / the candles are burnt offerings to God (*do not credit if used as an answer in pilgrimage*) / the pews allow people some comfort so they can be at physical ease in church to allow them to pray for a time / colours and lights remind believers of the beauty of God and of his creation so they can join in worship and thanks for this / main nave for community worship, side chapels for private worship, etc.

If pure description of building, maximum Level 2 (4 marks).

At least 3 central features for full marks (altar, lectern, tabernacle, font).

(7 marks) AO1 / AO2

(c) **“Roman Catholics should do all that the Church tells them.”**

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

Target: Evaluation of the relative importance of a church teaching

Levels of Response

0	Nothing relevant or worthy of credit.	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

Agree

They have chosen to belong to the Church so should act as full members / the inspiration of the Spirit will always guide the Church, so the believers will know they are doing the will of God if they do what the Church says / the teachings of the Church are in line with those of the Bible.

Disagree

God can speak to individuals too / the role of the conscience / the Church can only generalise, rarely pronounce on any individual case / freedom of the individual to look at what the Church has to say then make up their own mind, etc.

(5 marks) AO3

C7 Beliefs and Celebrations

- (a) *Explain what the Apostles' Creed says about Jesus.*

Target: Recall and select teachings from the Apostles' Creed

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant and 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

“I believe in Jesus Christ, his only Son, our Lord.” Christ is the Second Person of the Trinity who took on human nature in Jesus. “He was conceived by the power of the Holy Spirit and born of the Virgin Mary.” It was the power of God at work that allowed Christ to be born without a human Father (Virgin Birth NOT Immaculate Conception) but a human had to agree to it happening. “He suffered under Pontius Pilate, was crucified, died and was buried.” Jesus’ work on earth was a real datable event, not fiction / he went through the whole range of human suffering and experiences, including death in obedience to the will of God. “He descended into hell.” His death was a real thing not just an appearance of death, otherwise the resurrection is meaningless. “On the third day he rose again.” Destroying the power of sin and death. “He ascended into heaven and is seated at the right hand of the Father.” Through the resurrection Christ has taken up his role as Lord and God, in the fullness of divine power. “He will come again to judge the living and the dead.” At the end of time, he will lead the judgement of all creation to restore it to the Father.

Note: simply writing out the relevant sections no more than Level 2 (4 marks).

(7 marks) AO1 / AO2

- (b) **Explain the importance for Christians of either Christmas and Epiphany or Holy Week and Easter.**

Target: The relevance of festivals

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

Christmas and Epiphany

The incarnation / God becoming man / the beginning of salvation / the sign of God’s love for humanity that he took on human nature / here for all people, Jews and Gentiles alike / the revelation of Jesus / sharing / the fulfilment of the promises, etc.

Holy Week and Easter

The sign of God’s love for man / “Greater love has no man than to lay down his life for his friends” / the acceptance by Jesus of the will of God no matter what it cost / the rejection of God and Christ by those he came to save, yet the affirmation of forgiveness / the destruction of the power of sin and death / the hope of eternal life, etc.

(8 marks) AO1 / AO2

(c) ***“What you believe is more important than what you do.”***

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

Target: Evaluation of the role of belief

Levels of Response

0	Nothing relevant or worthy of credit.	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

Agree

Belief gives shape to a person’s life / relationship with God affects eternal life not just this life / a belief helps you to relate to other people and to be a member of a church.

Disagree

Belief is meaningless unless it affects a person’s life / “how can you say you love the God you can’t see and despise the neighbour you can see” / people’s faith is often measured by what it leads them to do, etc.

(5 marks) AO3