

## General Certificate of Secondary Education

# Religious Studies 3061 / 3066 *Specification A*

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

## Mark Scheme

*2006 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*

### Part A

#### A1 The Bible

- (a)(i) Give one way in which the Bible is used in public worship.

**Target: Knowledge of the use of the Bible**

e.g. for reading during the Liturgy of the Word / as inspiration for sermons / to share psalms / to share inspired thoughts during Quaker meetings, etc.

Credit answers which cover either how or why.

1 mark for any relevant point.

**(1 mark) AO1**

- (ii) Give one way in which the Bible is used in private worship.

**Target: Knowledge of the use of the Bible**

e.g. to focus on the presence of God / for psalms for private devotions / to inspire meditation.

Credit answers which cover how or why.

Do **not** credit repetition from part (a)(i), but allow for answers which are applicable to **both private and public worship**.

1 mark for any relevant point.

**(1 mark) AO1**

- (b) *Why do some Christians interpret the Bible in a liberal way?*

**Target: Knowledge and understanding of the relevance of interpretations of the Bible**

e.g. humans write down what was inspired / human error needs to be allowed for / God speaks to each generation in its own way / looking for underlying meaning is better than getting tied to words.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point – **not** 2 marks if only give examples of ‘how’, **must** be ‘why’ for Level 2.

Note: Any view which is **not** fundamentalist / literal / conservative is acceptable here.

**(2 marks) AO2**

**A2 The Pope and the Bishops**

- (a) *Explain the role of the Pope for Roman Catholics.*

**Target: Knowledge of the role of the Pope**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Some clear knowledge and understanding.	2 marks
<b>Level 3</b>	A clear knowledge and understanding with good development. (3 different points or 2 points with development.)	3 marks

e.g. The successor of St Peter / the bishop of Rome / infallible / inspired by the Holy Spirit / the keeper of the Keys of Heaven / the Head of the Church / the one who voices the teachings of the whole community, etc.

**(3 marks) AO1**

- (b) *Why are bishops important in the teaching ministry of the church?*

**Target: To explain the relevance of the bishops**

e.g. They are the chief teacher in each local church / they advise the Pope in matters of teaching, especially in Councils / they are the successors to the apostles, 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 Lent**

- (a) *How does Lent remind Roman Catholics about the life and ministry of Jesus?***

**Target: The relevance of the season in light of the life of Jesus**

The time Jesus spent 40 days in the wilderness / his resistance of temptation / Jesus' preparation for his ministry, (may refer to individual temptations) / remembrance of suffering / prayed / temptations of Jesus / in the desert.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point – **must** include the 40 days in wilderness.

**(2 marks) AO2**

- (b) *During Lent, Roman Catholics are encouraged to pray, to fast, and to do works of charity. Explain why these actions are important.***

**Target: To explain the relevance of Lenten customs****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear understanding of knowledge and understanding with sound development. (Do <b>not</b> have to use all three for Level 3.)	3 marks

e.g. to prepare themselves to celebrate Easter more effectively / to get closer to God, self and other people by appreciating what is needed in life / to discipline the body / to follow Jesus' example, to become more Christ-like / Jesus prayed and fasted in the desert, etc.

**(3 marks) AO2**

**Part B**

**B4 The Apostles' Creed**

- (a) *Why is the Apostles' Creed important to Christians?*

**Target: To examine the relevance of the Apostles' Creed**

e.g. a summary of belief / what is required to belong to the Church / what unites all Christians.

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) *Give three statements in the Apostles' Creed which refer to the Trinity.*

**Target: To examine knowledge of the Apostles' Creed and the Trinity**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One valid statement or a comment reflecting on the nature of the Trinity, e.g. 3 persons in 1 God.	1 mark
<b>Level 2</b>	Two valid statements or one valid with two incomplete statements or a generalised comment, e.g. God the Father, Son and Holy Spirit.	2 marks
<b>Level 3</b>	Three valid statements – must refer to at least two of the persons of the Trinity for three marks.	3 marks

The Father almighty / creator of heaven and earth / Jesus Christ his only Son (our Lord) / the Holy Spirit.

Note: quotes referring to the incarnate Christ are not relevant here.

**(3 marks) AO1**

- (c) *The Holy Catholic Church is often called 'the Body of Christ'. How might this belief help Christians in their everyday lives?*

**Target: To examine the relevance of the idea of the Body of Christ**

e.g. strength comes from being part of the community / believing they are the ones through whom Christ works today / being willing to share with others and depend on others in faith, etc.  
Accept Christ is with them always in body and spirit.

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

**(2 marks) AO2**



**(d) ‘Being a Christian means accepting everything that is in the Apostles’ Creed.’**

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

**Target: Evaluation of the role of the Apostles’ Creed****Levels of Response**

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

**For**

The Apostles’ Creed was drawn up centuries ago to exclude those who were not true believers. An individual cannot make up his / her own version of Christianity. There is a need for all believers to express unison on central issues, etc.

**Against**

The language and ideas it expresses are old fashioned. God speaks to believers in each age according to their current situation. As knowledge increases, so there is the need to update ideas and, if necessary, to reject those no longer felt to be relevant, etc.

**(5 marks) AO3**

**B5 Places of Worship**

- (a) *Why is the altar an important feature in a Roman Catholic church?*

**Target: To examine the knowledge of the role of the altar**

e.g. the place of sacrifice / the table on which the priest re-enacts the Last Supper / the focus for joining in with Christ's sacrifice on the Cross, etc.

Where the bread and wine are consecrated into the Body and Blood of Christ = 2 marks

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) *How might the presence of the tabernacle help Roman Catholics to pray when they are in church?*

**Target: To examine the relevance of the tabernacle for believers**

e.g. it contains the Real Presence / the place to worship Christ in the Blessed Sacrament / a point of contact with Christ / a sense of the presence of God dwelling among humans / makes the church sacred at all times, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point – needs some clear references to the Real Presence for 2 marks.

(2 marks) AO2

- (c) *Give three ways in which the celebration of the Orthodox Liturgy is different to the celebration of the Roman Catholic Mass.*

**Target: To examine recall of the Orthodox Liturgy**

Must be liturgy.

e.g. performed behind the Iconostasis / use of real bread / men and women are often segregated / Communion received on a spoon / much more elaborate (longer) / the importance of the Epiclesis rather than the words of Institution, etc.

3 × 1 mark for any relevant answers.

(3 marks) AO1

- (d) *Give two ways in which a church that is used for non-liturgical worship would be different to the churches in Photographs A and B.*

**Target: To examine knowledge of a building used for non-liturgical worship**

Must be structure.

e.g. no statues or icons / much plainer building / no use of a central altar / focus more on the pulpit (lectern) / less structured / no coloured windows, etc.

2 × 1 mark for any relevant answer.

(2 marks) AO1

- (e) *‘Christian places of worship should be plain and simple.’*

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

**Target: To evaluate the nature of buildings for worship**

**Levels of Response**

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

**For**

Worship could get distracted through too much ornamentation. Simple buildings show that you are willing to focus on God alone. Christ did not ask for magnificent churches, etc.

**Against**

Nothing should be too good for God. Beautiful places help people raise their hearts and minds to the Creator of all. The whole of the individual can be involved with worship if all the senses are engaged, etc.

**(5 marks) AO3**

## Part C

### C6 Mary and Pilgrimage

- (a) *Explain ways in which Mary is a guide and role model for Christians. You may refer to important events in Mary's life in your answer.*

**Target: To examine the knowledge and selection of material relevant to the role of Mary and to analyse her significance for Christians**

#### Levels of Response

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

e.g. a person of prayer who teaches and inspires Christians to pray / obedient to the will of God, setting the standard for believers / trusting that all that God's promises will be fulfilled / caring towards other people, e.g. Elizabeth / passing on the message of Jesus to other people / the fully human being who shows others how God can be active in their lives, etc.

**(7 marks) AO1 / AO2**

- (b) *Explain why some Roman Catholics go on pilgrimage. In your answer, refer to what happens at one Christian place of pilgrimage.*

**Target: To examine the knowledge and relevance of pilgrimage**

#### Levels of Response

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

e.g. to get closer to God / to find the purpose of prayer and to get deeper into it / to make a penitential offering for sin / to help those in need and to get closer to other people / to share faith with others and to come to a deeper understanding of faith / to be cured.

For events at a place of pilgrimage, e.g. Lourdes: bathing in water / taking part in processions / visiting the site of the apparition / doing the Stations of the Cross, etc.

Maximum Level 3 (5 marks) if no clear place of pilgrimage referred to.

**(8 marks) AO1 / AO2**

- (c) *‘To get close to God, Roman Catholics need the support and example of other believers.’*

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

**Target: To evaluate the role of the Church community in faith**

**Levels of Response**

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

**For**

The examples of others can inspire to greater efforts, especially the saints. Sharing faith and practice with others can help a person to persevere when times get hard. Need to value that “no man is an island”.

**Against**

God is close and personal. Each person responds with their own personality, which is different from the way everyone else responds, etc.

**(5 marks) AO3**

**C7 Rites of Passage and Prayer**

(a) *Choose*

*EITHER the ceremony of confirmation*

*OR believers' baptism.*

*Describe and explain what is said and done in the ceremony you have chosen.*

**Target: To examine the knowledge and relevance of rites of passage**

**Levels of Response**

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

**Confirmation**

Presentation to the bishop (or officiating minister); homily; renewal of baptismal vows; laying on of hands and the prayer for the gifts of the Spirit; candidate and sponsor approach the bishop, with sponsor's hand on candidate's shoulder; called by new name; **bishop anoints the forehead with chrism he says: "N, be sealed with (the gift of) the Holy Spirit"**; the sign of peace.

Meaning: becoming full member of the Church; receiving the gifts of the Spirit to take an active role in the community; taking responsibility for own faith; the support of the community for the believer, etc.

**Note:** emboldened words must be included for full marks to be gained.

**Believers' baptism**

Presentation of candidate, readings and sermon, statement of how candidate accepted Jesus in his life, entry into pool with the minister, verbal acceptance that candidate wants to be baptised, total submersion, change to new clothes.

Meaning: Personal commitment to Christ, becoming part of the Church Community, dying to old self, rising to new life in Christ.

**Note:** Nothing for infant baptism.

**(8 marks) AO1 / AO2**

- (b) *Explain how aids to worship, such as the rosary, icons, statues, etc., can help Christians when they pray.*

**Target: To examine knowledge and relevance of aids to worship**

**Levels of Response**

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

e.g. statues focus the mind on people who have found prayer helpful in their lives; the rosary can be like background music to remove other distracting influences so the focus can be on prayer; icons are gateway to heaven, a representation of the person as a focus for “contact” with them, etc.

Level 1 for a list containing **other** aids to worship.

**(7 marks) AO1 / AO2**

- (c) *‘Rites of passage, such as confirmation and marriage, are more important than private prayer in the life of a Christian.’*

*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 importance of rites of passage and personal prayer**

**Levels of Response**

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

**For**

Rites of Passage show the believer wants God with him at the major times of life. They are occasions of great grace and support. They give structure to the believer’s life, etc.

**Against**

Private prayer is like the on-going breath which sustains life. Without a continual relationship with God, rites of passage have little depth of meaning, etc.

**(5 marks) AO3**