



General Certificate of Secondary Education

Religious Studies (3061/3066) Full or Short Course

Specification A

Paper 2B Effects of Roman Catholic Tradition on Aspects of Christian Lifestyle and Behaviour (3061/6/2B)

Mark Scheme

2007 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.

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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 2B: Effects of the Roman Catholic Tradition upon Aspects of Christian Lifestyle and Behaviour

Part A

A1 Abortion

- (a) **What does the Roman Catholic Church teach about abortion?**

Target: Knowledge and understanding of the teaching of the Roman Catholic Church about abortion

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

Content

Intentional killing of a human being / murder / violation of the fifth commandment – this is unconditional and cannot be broken / the child has no say in the matter and is an innocent victim / life begins at the moment of conception / abortion interferes with God's plans for humanity / humans are created in the image and likeness of God, with a purpose in mind / all human life is unique and unrepeatable / abortion undermines the fundamental right to life / there are alternatives to abortion / principle of double effect.

Candidates may approach this in either of two ways. They may give a variety of teachings or they may discuss a more limited number in detail. Either is acceptable for three marks.

Teaching does not have to be explicit.

(3 marks) AO1

- (b) **Explain one situation when some Christians might support abortion.**

Target: Knowledge and understanding of the reasons why Christians believe that abortion is sometimes necessary

Content

1 mark for identifying the situation,
e.g. the mother may have been the victim of rape.

1 mark for explaining why abortion might be necessary in that situation,
e.g. the mother could not cope with the child, as it would remind her of a terrible ordeal.

2nd mark is awarded for development that shows understanding of the situation.

(1 mark) AO1 and (1 mark) AO2

A2 The Ten Commandments

- (a) Give two reasons why Christians believe that it is important to keep the Sabbath holy.

Target: Understanding of the importance of the third commandment

1 mark for each valid reason given.

Content

Respect for God who rested on the seventh day when creating the world / time to worship and praise God with family and friends / attend church and pray to God giving thanks and praise for the week past and asking for support and guidance in the week ahead / obedience to the commandment / respect for the resurrection of Jesus / example of Jesus and his attitude to the Sabbath / tradition for centuries to attend church and worship / obedience to Church law / recall what Jesus did for us.

Simple references to the word ‘tradition’ or “Jesus said so” should not be credited.

(2 marks) AO1

- (b) *Why do Christians believe that it is wrong to commit adultery?*

Target: Understanding of the importance of the commandment on adultery

1 mark for a single point / comment.

2 marks for a developed point or two reasons.

Content

Damages relationships / causes resentment / leads to emotional problems / weakens trust / leads to loss of self-esteem and self-confidence / can lead to separation or divorce / impact on other relationships / goes against the teaching of Jesus / breaks the vows and promises made in marriage.

(2 marks) AO1

A3 War and Peace

- (a) **Explain why some Christians believe that war is always wrong.**

Target: Knowledge and understanding of the reasons why Christians oppose war

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

Content

Loss of life needlessly, violation of the commandment / devastating impact on environment, land, economies / cost, money could be put to better use in feeding the poor / housing the homeless, etc. / rarely a just cause to explain the need for violence / other more productive ways to solve disputes / example of Jesus who never resorted to violence / reference to pacifism / Jesus' blessing of the peace-makers / teaching about forgiveness in the 'Our Father' / example of Jesus in not retaliating or seeking revenge.

"Development" can be either depth or breadth.

(3 marks) AO2

- (b) **Explain why some Christians believe that war is sometimes necessary.**

Target: Knowledge and understanding of the reasons why Christians believe that war is sometimes necessary

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

Content

Waged by a legitimate authority for a good reason / reasonable chance of winning and consequently making the world a better place / all other peaceful methods have been tried and have failed, last resort / proportionality, war will do more good than harm, perhaps getting rid of an evil dictator / tyrant and saving more lives in the process / right to defend against aggression / stand up for the rights of those who are unable to defend themselves.

Detailed reference to the Just War Theory can be awarded Level 3 (3 marks).

A candidate may focus on a specific example to demonstrate why war is necessary. Apply the Levels of Response criteria accordingly.

"Development" can be either depth or breadth.

(3 marks) AO2

Part B**B4 Marriage**

Look at the words from the marriage service and the photograph of wedding rings below.

Priest: *Are you ready to freely and without reservation give yourselves to each other in Marriage?*
Groom / Bride: *I am.*

Priest: *Are you ready to love and honour each other as man and wife for the rest of your lives?*
Groom / Bride: *I am.*

Priest: *Are you ready to accept children lovingly from God?*
Groom / Bride: *I am.*

- (a) *Explain what the Roman Catholic Church teaches about marriage.*

Target: Knowledge and understanding of Roman Catholic teaching about marriage

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 – 4 marks
Level 4	A clear knowledge and understanding with good development.	5 marks

Content

Sacramental – sign for all to see / a solemn contract / reflection of God’s love for us – Christ’s love for the Church (Ephesians 5²⁵) / permanent and irrevocable, a life-long and loving relationship – cannot be broken – rings symbolise never-ending nature / life-giving and fruitful – procreation expected – sexual activity open to the possibility of new life – children to be brought up in a Christian environment / faithful and exclusive – sexual relationships outside of marriage are forbidden as they fail to be a sign of the sacrament / lived out in the community / against divorce and adultery / requires responsible parenthood / sexual activity only has a place in marriage.

“Good development” can be either depth or breadth.

Candidates who simply copy the stimulus or re-phrase it cannot achieve above Level 2 (2 marks).

(3 marks) AO1 and (2 marks) AO2

(b) What is the difference between divorce and annulment?

Target: Knowledge and understanding of the difference between divorce and annulment for Roman Catholics

1 mark for a superficial answer or a single point / comment,
e.g. a divorce is an admission that a marriage has failed.

2 marks for a developed answer,
e.g. an annulment is a statement issued by the church that a valid marriage never existed while a divorce is the legal ending of a marriage.

**A one mark answer might imply the difference without explicitly stating it.
Be careful about crediting use of ‘pretending’ marriage never happened, or ‘separating’ the couple.**

(2 marks) AO1

(c) ‘Roman Catholics should never divorce.’

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

Target: Evaluation of the main arguments for and against divorce

Levels of Response

0	Unsupported opinion or 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 (for the same or for different points of view).	
	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 points of view expressed coherently.	5 marks

Content**Agree**

Marriage is a very serious life-long commitment, not to be entered into lightly therefore it must never be broken / the couple were aware of these demands before they exchanged vows / there is help and support for those who experience difficulties which is not as extreme as divorce / a couple need to work at their marriage, overcoming problems in partnership rather than walking away from them / Marriage is permanent and Jesus made this clear in his teaching / the vows say for better or worse...etc., and consequently the couple are expected to work at their relationship through the difficult times / the effects of divorce on children must be considered.

Other Views

People and situations change and so permanence cannot be guaranteed / people enter into marriage in good faith but find that they cannot cope or are unable to fully live out the promises / often due to circumstances beyond their control / communication may break down / one partner may be a victim due to the actions of the other / divorce brings legal security to victims of domestic violence and abuse / it allows innocent parties in loveless relationships the opportunity to find true happiness in a different relationship / other Christian denominations and governments think it is acceptable if there is irretrievable breakdown in a marriage / Jesus' teaching on the matter is ambiguous / there are too many temptations today and changes in society have made the ideal of lifelong marriage impossible.

(5 marks) AO3

B5 Crime and Punishment

Read this extract from the Parable of the Unmerciful Servant.

“Therefore, the kingdom of heaven is like a king who wanted to settle accounts with his servants. As he began the settlement, a man who owed him ten thousand talents was brought to him. Since he was not able to pay, the master ordered that he, his wife and his children and all that he had be sold to repay the debt. The servant fell on his knees before him. ‘Be patient with me,’ he begged, ‘and I will pay back everything.’ The servant’s master took pity on him, cancelled the debt and let him go.”

(a) Outline the rest of the Parable of the Unmerciful Servant.

Target: Knowledge of the Parable of the Unmerciful Servant

Levels of response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1 mark
Level 2	A basic outline with some omissions or confusion.	2 marks
Level 3	A competent account covering the main points, though not necessarily word perfect.	3 marks

Content

Servant went out and met a fellow servant / owed him a few hundred denarii / grabbed him and demanded he pay back what he owed / servant asked for time and mercy / had him thrown in prison until he could repay the debt / other servants went to the master and told what had happened / master called the servant to him / I cancelled your debt because you begged me / should you not have shown the same mercy / master turned him over to be tortured until he could repay the debt.

(3 marks) AO1

(b) Explain what Christians might learn from this parable.

Target: Understanding of the teaching contained in the Parable of the Unmerciful Servant

1 mark for a superficial answer or a single point / comment, e.g. They should always forgive others when they do wrong.

2 marks for a developed answer or more than one point / comment, e.g. We cannot expect God to forgive us our sins if we are not prepared to extend the same forgiveness to those who sin against us.

A candidate who does not attempt part (a) may gain marks for taking a relevant teaching from the material offered in the stimulus.

0 marks for part (a) does not mean 0 marks for part (b).

Candidates may write about treatment of others, which is a valid interpretation of the Parable.

(2 marks) AO2

(c) **Explain why some Christians disagree with Capital Punishment (the Death Penalty).**

Target: Knowledge and understanding of the reasons why Christians oppose Capital Punishment

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

Content

God gives life and therefore only God can take it away / humans do not possess the right to play God / all life is a sacred gift / Jesus taught that revenge is wrong and encouraged people to turn the other cheek / it directly violates the commandment not to kill / how can society ever be totally sure that criminal is guilty / there could be a miscarriage of justice / statistics show that the death penalty does not reduce crime in a country / there is no hope for reformation of character or re-integration into society when the punishment is administered / criminals need time to reflect on the error of their ways and think about how they can rebuild their lives.

“Development” can be either depth or breadth.

(3 marks) AO2

(d) **‘All criminals should always be forgiven.’**

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 main arguments for and against the forgiveness of criminals

Levels of Response

0	Unsupported opinion or evaluation.	0 marks
Level 1	Opinion by 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 (for the same or for different points of view).	
	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 points of view expressed coherently.	5 marks

Content

Agree

Jesus was the perfect example of forgiveness, praying for those who crucified him / He changed the traditional teaching of an eye for an eye... / he encouraged his followers to turn the other cheek and pray for those who persecuted them / the Prodigal Son shows the unconditional love and compassion of God which we are called to imitate / we are told to be merciful in the parable of the unmerciful servant / we cannot pick and choose the parts of Jesus’ teachings that suit us / we need to offer others a second chance, enabling them to see the error of their ways and reform the attitudes that have caused us pain / some offences are minor and should be forgiven immediately.

Other Views

Anger, revenge and the desire to get even are all natural human emotions / it is not possible for the victim of a crime to forgive or forget the pain they have been caused / terrible offences like murder or rape can never be forgiven / forgiveness is an ideal that is difficult to live up to in the real world / those who have suffered will naturally feel hurt and resentment / those who forgive may be seen as soft and so have their good nature abused / some criminals may be forgiven if their offence is minor, others do not deserve forgiveness / each individual case must be judged on its own merits.

(5 marks) AO3

Part C**C6 World Poverty**

- (a) **Describe, in detail, the work of either CAFOD or TROCAIRE.**

Target: Knowledge and understanding of the work carried out by either CAFOD or TROCAIRE to help the poor overseas

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

Content

Short-term aid or emergency aid given in times of natural disasters / food, clean water, medical supplies, blankets, doctors, nurses, etc. / relevant examples of where this has been administered may be given / long-term aid aimed at developing self-sufficiency and future community development / wells, clean water, irrigation of the land, health and adult education, mother and baby schemes, vaccinations development of farming techniques / reference to examples of these types of projects in action may be given / philosophy “give a man a fish.....” / education of people in Britain / Ireland / establishing links between churches / schools and poor communities.

‘Work’ can be interpreted by candidates in a variety of ways. Credit should be given for work in Britain and in Ireland that involves education, lobbying and applying pressure on Government. They may also describe the fundraising activities. All of this information can be credited.

(4 marks) AO1 and (3 marks) AO2

- (b) **Explain why some Christians support the work of CAFOD and TROCAIRE. Refer to the Bible and the teaching of the Church in your answer.**

Target: Knowledge and understanding of the various passages from scripture and elements of tradition, which might motivate Christians to support charities

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

Content

Jesus' teaching on almsgiving / Jesus' praise for the attitudes of the poor widow / parable of the Sheep and the Goats / Love your neighbour / Paul's teaching on the Body of Christ / other points made in his Letter to the Corinthians / Letter to James concerning respect for all people / attitude of well-known Christians, e.g. Mother Teresa and others like Bono / attitude shown by Jesus to those in need – feeding of 5,000, etc. / command at the end of the mass to go in peace to love and serve the Lord / reference to the words of John Paul II at New York (1979) or in Britain (1982) / Vatican II, the Church in the Modern World paragraph 69.

Candidates who fail to explain the teaching should be awarded a maximum of Level 2 (4 marks).

Candidates who refer exclusively to either Scripture or tradition cannot gain Level 4. Candidates who only refer to self-explanatory biblical statements, such as 'Jesus said so' or 'love your neighbour', should receive minimal credit.

(8 marks) AO2

(c) ***‘Poor people should solve their own problems.’***

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

Target: Evaluation of the different responses to providing aid for the poor

Levels of Response

0	Unsupported opinion or evaluation.	0 marks
Level 1	Opinion by 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 (for the same or for different points of view).	
	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 points of view expressed coherently.	5 marks

Content**Agree**

Some countries manage their limited resources badly / spend money on war / have to be held accountable for such actions / not our job to pick up the pieces / we have to work hard for what we have and have the right to enjoy luxuries without worrying about others/ there are enough problems in our society that need to be dealt with first before we turn our attention to the rest of the world / if we concentrate too much on those overseas we may neglect those closest to us / would others help us if the roles were reversed / charity begins at home and ends there.

Other Views

Unfair to expect the poor to help themselves as they have no means of solving their problems / unrealistic proposition / unfortunate that they are born into countries with few resources and an unfavourable climate / people in the developing world have no choice about how they live, unlike the developed world / helping the poor is not an option but a responsibility / Sheep and the Goats makes this clear / Jesus was always willing to help those in the greatest need / Jesus praised the actions of the poor widow who put the needs of others before her own / we have a surplus which we ought to share / Christians have been praised throughout history for their generosity towards others, especially in times of great need / we live in a global village where collective responsibility is needed / charity begins at home but has no limitations.

Candidates may refer to poor people in their own community. This is a valid interpretation of the question.

(5 marks) AO3

C7 The Sacraments

(a) **Choose one of the following sacraments**

EITHER Confirmation
OR Eucharist (Holy Communion).

Explain the importance and meaning for Roman Catholics of the sacrament you have chosen.

Target: Knowledge and understanding of the purposes and effects of either the Eucharist or Confirmation in the Roman Catholic Church

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

Content

Eucharist

Receiving the actual body and blood of Jesus Christ / feel closer to God / inspired to be a better Christian / weekly celebration of the life, death and resurrection of Jesus / re-enactment of the Last Supper / memorial meal out of respect and reverence for what Jesus did for us / expression of faith and participation in the life of the Church / spiritual food in the Liturgy of the Word, bodily nourishment in the bread (and wine) / both strengthen the faith of the believer and enables them grow closer to God / literally means thanksgiving and believers give thanks for the sacrifice of Jesus on Calvary / words at the end of mass compel the Roman Catholic to apply what they have learned to life and live out the Eucharist in the community every day.

Confirmation

The candidate receives the Holy Spirit / this will help them in their everyday lives / the Confirm and has chosen to live according to the teachings of Christ, they have received the gifts and fruits of the Holy Spirit (examples of either or both may be given), which will enable them to fulfil their vocation / when confirmed a Roman Catholic is called to act as a strong witness to the Gospel values / confirmation gives the candidate the strength and courage needed to be a witness to the message of Christ in their everyday lives / Confirmation calls Roman Catholics to a special task of service. They have completed the process of initiation into the Church and as a result are closer to God / expected to act as a lay Christian and are called to explain, defend and apply the principles taught by Jesus.

Candidates who simply describe the rite in either instance should be awarded Level 1 (2 marks) maximum.

(4 marks) AO1 and (4 marks) AO2

(b) Explain the reasons for and against the baptism of infants (babies).

Target: Knowledge and understanding of the main arguments used for and against infant baptism

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

Content**For infant baptism**

Cleansing from original sin at an early age / membership of God's family – universal and local church / assured of the love of God / beginning of the faith journey / Christian identity / sense of belonging / system of values for later life/ enable them to live like Christ from the outset / care and protection of God / tradition / beginning of the process of initiation / community will help the child through life / the faith community understands the role they will play in supporting the child.

Against infant baptism (can be interpreted as reasons for Believers' Baptism)

Jesus was baptised aged 30 / we should follow in his footsteps / Christians need to understand and appreciate the meaning of their faith before they can live it out / need to be aware of the meaning of the promises undertaken / traditional practice of the early church / personal decision, aware of the responsibilities the faith demands / a child is unable to live these out due to lack of understanding / candidate is making a conscious and fully informed decision / it is unfair to make important decisions like this for others.

Candidates who offer reasons either for or against infant baptism in isolation should receive a maximum of Level 2 (4 marks).

(4 marks) AO1 and (3 marks) AO2

(c) ***‘All of the sacraments are equally important for Roman Catholics.’***

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

Target: Evaluation of the importance of the sacraments in the life of a Roman Catholic

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 (for the same or for different points of view). 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

Content

Agree

All sacraments are outward signs of inward grace so therefore must be equally important / based on the life and actions of Jesus so therefore are central to believers / provide a means to get to know God and develop our relationship with Him / best way for a Roman Catholic to experience God’s love strengthen and inspire believers / receive strength and God’s grace at important moments in their lives / give guidance throughout life / enable a believer to do many other things such as pray, help the poor, etc. / reference to special features of any of the sacraments or examples of how they are central to everyday life and of importance in the life of a believer.

Other Views

Not all Roman Catholics receive all seven so those they do not get are less important / Can be meaningless rituals / less well attended than in previous times therefore less important / fewer people receive sacraments today, but are still good Christians, therefore none of the sacraments are important / nothing actually happens that transforms a believer or changes their attitudes or actions / Biblical sacraments are the most important since they were directly commanded by Jesus / initiation sacraments are most important as they make us Roman Catholics / Eucharist most important as it is celebrated most often and is about celebrating the sacrifice of Jesus for us / relevant arguments for the importance of any of the other sacraments / many have not received the sacraments but are still extremely good people, who serve others unconditionally.

(5 marks) AO3

Question B5

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