



**General Certificate of Secondary
Education**

Religious Studies 3061 / 3066

Specification A

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

Mark Scheme

2008 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 1B: Christian Belief and Practice with Reference to the Roman Catholic Tradition

Part A

A1 Mary

- (a) Why is Mary important for Roman Catholics?**

Target: Knowledge of the role of Mary

The mother of Jesus / the mother of God / the Immaculate Conception / assumed into heaven / the one chosen by God to bear his Son / the sinless Virgin / the model of the Church / intercessor / mediatrix / role model / pray to her for guidance.

Credit any two statements or titles which show Roman Catholic beliefs or one belief and a statement which shows they understand why the belief is important or to show her role as intercessor or role model.

(2 marks)

AO1

- (b) Explain how Roman Catholics might follow the example of Mary.**

Target: Knowledge and understanding of the relevance of Mary's example for Roman Catholics

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 must be explicitly linked to Mary's example and be AO2.	3 marks

e.g. be obedient to the will of God / care for others like Mary cared for Elizabeth / look out for other people's needs, e.g. the marriage feast of Cana / be people of prayer / support the suffering / accept all things in faith, etc.

All generalisations, e.g. "being a good person, following the Ten Commandments, live with faith" = Level 1

(3 marks)

AO2

A2 The Pope

Explain why the Pope is important for Roman Catholics.

Target: Knowledge of the role of the Pope

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. Must show how he leads the Church (not just what his role is).	3 marks

e.g. as the successor to Peter he is the Head of the Church who can guide Catholics into the truth / Jesus entrusted Peter and his successors with the keys of the Kingdom so that his decisions are reaffirmed by heaven and people can be certain in their beliefs / he is infallible in matters of faith so no other source of information is needed, as he voices the beliefs of the whole Church, teaching role, etc.

(3 marks)

AO2

A3 Church Buildings

(a) *Explain how the following features of a Roman Catholic church building are used in liturgical worship:*

(i) the altar

(ii) the lectern or the pulpit.

Target: To examine knowledge of features of places of liturgical worship

e.g. the altar – where the eucharist is prepared / bread and wine consecrated (not received from the altar) / a place of sacrifice, remembering the table of the Last Supper.
the pulpit / lectern – to proclaim the Word of God from the readings and also through the sermon / read out / explained.

For each feature:

1 mark for a superficial comment or a single point.

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

(4 marks)

AO1

- (b) **Explain one way in which a building that is used for non-liturgical worship is different from a Roman Catholic church building.**

Target: To examine knowledge on places of non-liturgical worship

Answers may refer to the following points:

e.g. plain and simple / as they do not want people being distracted from thinking about God
No altar or a movable altar / as they do not see the Eucharist as important as Roman Catholics

No tabernacle / as they do not believe in the Real Presence

The centrality of the Lectern or pulpit / the importance given to the Word of God

A large baptistery / to allow for believers' baptism

Must be "explain" and "one".

For correct feature = 1 mark.

A relevant explanation of the difference shown by that feature = 1 mark.

Allow – Roman Catholic Church is blessed / consecrated.

(2 marks)

AO1

B4 The Bible

- (a) **What might John say to support his belief in the literal truth of the Bible?**

Target: To examine knowledge of the meaning of the literal truth of the Bible

e.g. it is the word of God and God does not lie / it says so in the Bible, e.g. Paul's letter to Timothy / Jesus seems to have accepted that method of reading the Bible, etc.

1 mark for a superficial comment or a single point.

1 mark for a simple example showing a literal interpretation / has no errors.

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

(2 marks)

AO1

- (b) **What is meant by a 'liberal interpretation' of the Bible (Jasmine's words)?**

Target: To examine knowledge of the meaning of a liberal approach to the Bible

e.g. while they accept the Bible as the Word of God they see the documents as written by people who are affected by their own society and background / the message is important but the story-line is not / there are too many contradictions in the Bible to take it as literally true, etc.

1 mark for a superficial comment or a single point.

1 mark for a simple example showing a liberal interpretation. Allow for development of an example which clearly implies some of the above.

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

Make allowances for 'extreme' statements, e.g. "they will say that Mary was not a Virgin".

(2 marks)

AO1

(c) **Explain how the Bible is used in worship.**

Target: To examine knowledge of the use of the Bible in public and private worship

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

Note: Worship **not** action.

e.g. readings in public worship / to inspire the sermon / as source for the actions of the Eucharist / the use of psalms in public or private worship / for material for private meditation / to help make contact with God simply by holding his Word / for guidance in times of trouble when a believer presents the problem to God, etc.

If candidates list Old Testament / Psalm / New Testament / Gospel / homily = 2 marks

(3 marks) AO1

(d) **‘A Christian should believe everything that is in the Bible.’**

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 Bible in the beliefs of Christians

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 (for the same or for different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Must be evaluation – not just a statement of views as contained in parts (a) and (b).

Agree

e.g. As the Bible is the Word of God believers cannot start to pick and choose what to believe / it has stood the test of time so should all be accepted / there is a difference between accepting everything (meaning) and believing the literal word of the Bible.

Other views

e.g. All writings are affected by the culture in which they were written so everything needs to be taken in its context and not forced into 21st century life / God speaks in many ways, not just in the Bible and there might be a contradiction between these messages, etc.

(5 marks)

AO3

B5 The Lord's Prayer and Holy Communion

- (a)
- Explain how the Lord's Prayer might help Christians when they pray.***

Target: To examine the relevance of the Lord's Prayer**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

e.g. they are joining in with the prayer of Jesus / it is shared and used by all believers so it shows they are part of the Body of Christ / it is the perfect prayer taught when the apostles asked Jesus how to pray / it contains all the different forms of prayer so they do not need to search for other wording / familiarity with the words means they can focus on their desire to pray rather than get worried about phrasing, community dimension, etc.

(3 marks)**AO2**

- (b)
- Explain why some Christians prefer to use spontaneous rather than structured prayer.***

Target: To examine the relevance of different types of prayer**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

e.g. can respond to the feelings and worries of the moment / can allow the Spirit to move them to new ways / formalised prayer can feel cold and empty / can say what they truly feel without being worried about how to phrase what they want to say or how other people will respond, etc.

A full explanation of either the positive elements of spontaneous prayer or the negative elements of structured prayer could gain Level 3.

(3 marks)**AO2**

(c) Explain why Holy Communion is important to Roman Catholics.

Target: To examine the relevance of Holy Communion

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

e.g. receiving Christ into their lives to help them be faithful / recalling the Last Supper, Death and Resurrection of Jesus and trying to respond to God's gifts / accepting that all that they have comes from God and acknowledging that they want Christ to be important for themselves / being part of the faith community by sharing in the meal, etc.

Receiving consecrated bread and wine = Level 1.

If reference to Mass rather than Holy Communion, maximum Level 2.

As a rite of passage prayer / coming closer to God = Level 1.

(3 marks)

AO2

- (d) ***'It is more important for a Roman Catholic to say the Lord's Prayer than it is to receive Holy Communion.'***

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 the Lord's Prayer and Holy Communion

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 (for the same or for different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Must be evaluation not just a statement of views as contained in parts (a) and (c).

Agree

The Lord's Prayer was taught by Jesus and is the perfect prayer / it can be said alone at any time whereas Communion is a shared event only available at set times / it can help build up the relationship with the Father.

Other views

Holy Communion is Christ himself in the form of bread and wine and this is more significant than mere words / it stresses the need to be part of the community / words could block a relationship developing but Communion can tie the believer to Jesus, etc.

(5 marks)

AO3

C6 Pilgrimage and Festivals

- (a) **Explain why Roman Catholics go on pilgrimage. Refer to what Roman Catholics do at one place of Christian pilgrimage.**

Target: To examine recollection of and the significance of pilgrimages for 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. to get closer to God / to give some of their life to God / to help the sick and handicapped enjoy themselves / as a form of penance / to share with other believers / to pray without distractions.

e.g. at Lourdes: to bathe in the water for physical and spiritual healing / to take part in processions as an expression of faith / to do the Stations of the Cross to reflect on Jesus' sufferings, etc.

Maximum of 5 marks for either why or what.

(8 marks)

AO1/AO2

- (b) **Explain how celebrating Christian festivals can help Roman Catholics with their faith.**

Target: To examine the relevance of Christian 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 marks

e.g. Advent helps prepare for the celebration of the coming of Christ, both in history and at the end of time - it focuses the mind on lifestyles and judgement.

Christmas shows the generous love of God through the Incarnation, a love that should be shared.

Lent shows the need to get balance in lives and to resist temptations.

Maundy Thursday shows the need to accept the will of God as Jesus did but also to share in the Last Supper.

Good Friday focuses on the love of God and Jesus by remembering Jesus' sacrifice on the cross.

Easter celebrates the proof of the defeat of evil and death and also shows the true nature of Jesus.

Pentecost shows the Holy Spirit at work in the lives of believers etc.

N.B. Answers can go for depth of ideas without referring to specific festivals.

Two festivals in real depth will be sufficient for full marks.

(7 marks)

AO1/AO2

(c) ***‘For Christians, celebrating festivals is more important than going on pilgrimage.’***

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

Target: Evaluation on the roles of festivals and pilgrimages for believers

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 (for the same or for different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Must be evaluation not just a statement of views as contained in parts (a) and (b).

Agree

e.g. it costs nothing to join in the festivals at the local church / the believer can develop the celebration at home, e.g. Christmas, so it becomes part of the whole of life / the whole year cycle can help a believer rather than a once-in-a-lifetime event.

Other views

e.g. it is good to get totally away and focus on God / many festivals have been destroyed by commercialism / not many people follow the whole cycle of festivals so they lose their meaning, while those on pilgrimage know what they are doing, etc.

(5 marks)

AO3

C7 Rites of Passage and the Apostles' Creed

(a) **Choose**

EITHER a Roman Catholic rite of infant baptism

OR a Roman Catholic funeral service.

Describe 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

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

Note: "said and done" (not symbolism).

Infant baptism

The reception, signing with the cross, readings, exorcism, oil of catechumens, baptismal vows said by parents and godparents, priest pours water over the baby's head while he says: "I baptise you in the name of the Father and of the Son and of the Holy Spirit.", the anointing with chrism, the white garment, the lighted candle, blessing.

Funeral

Reception and sprinkling with holy water, liturgy of the word, Mass, prayer of commendation, sprinkling with water and incensing, "May the angels lead you into paradise", taken to place of burial / cremation, blessing of the grave, "Ashes to ashes, dust to dust". (Accept mention of pall, Bible and cross put on coffin.)

A bullet point list of basic actions = Level 3 (6 marks) maximum.

Any development of this would take it to Level 4.

(8 marks)

AO1

- (b) ***The Apostles' Creed includes statements about the death and resurrection of Jesus and the forgiveness of sins. Explain how these teachings might help Roman Catholics in their everyday lives.***

Target: To examine the application of Christian beliefs

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. Jesus has been through suffering and death to free mankind from the eternal separation from God so the believer is not alone, Jesus has been there / "he descended into Hell" and destroyed its power, so the believer can accept the gift of eternal life with confidence / "the third day he rose again" to show that life continues and is joyful / "he is seated at the right hand of the Father", "he will come again to judge the living and the dead" - there is need to accept responsibility for actions and sins / "the forgiveness of sins" - God's love is total for those who accept it / "life everlasting" - the joy of eternal happiness in the Communion of the Saints can help the believer accept the difficulties of life in the hope that it will all be put right by God, etc.

Candidates can be credited for mentioning any credal statement relevant to the question.

If only the relevant sections are quoted, maximum Level 2 (4 marks).

(7 marks)

AO2

(c) ***‘Believing in eternal life is the most important part of being a Christian.’***

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

Target: An evaluation of Christian beliefs

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 (for the same or for different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

e.g. if there is nothing after death there is no point in living by certain rules / the resurrection of Jesus proves that there is eternal life that he came to share with all people / it is the end point of belief, everything else is a stepping stone on the path to eternal life.

Other views

e.g. belief in Jesus as God made Man comes before anything else / focusing on the afterlife is selfish and religions should not be selfish / if there is no God then there is nothing to aim for / living following Jesus’ teachings, looking after others is more important, / eternal life is a relationship that is experienced now, etc.

(5 marks)

AO3