



**General Certificate of Secondary  
Education**

**Religious Studies 3061 / 3066**

**Specification A**

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

**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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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*

### A1 The Parable of the Talents

- (a) *Complete the table below on the Parable of the Talents.*

**Target: Knowledge of the Parable of the Talents.**

1 mark for each correct point made

Servant	Amount given	What he did with it
Servant 1	5 Talents	Invested it and made 5 more Talents.
Servant 2	2 Talents	Invested it / made 2 more Talents.
Servant 3	1 Talent	Buried it in the ground / returned it to his master.

(2 marks) AO1

- (b) *What can Christians learn from the Parable of the Talents?*

**Target: Understanding of the meaning of the Parable of the Talents**

1 mark for a superficial comment or a single point.

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

**Answers may refer to the following points:**

e.g. Everyone has been given different talents by God / each of us is called to make use of our talents / we should be like the servants who used their talents adventurously / we must not hide our talents / we will be judged on how we have used our talents / if we fail to use our talents we cannot expect to receive the Kingdom of God, etc.

(2 marks) AO2

### A2 Prejudice

- (a) *Explain, giving an example, what is meant by the term ‘prejudice’.*

**Target: Knowledge and understanding of the term ‘prejudice’**

1 mark for defining prejudice and 1 mark for a relevant example.

**Answers may refer to the following points:**

e.g. Making an assumption or a judgement about someone or group before knowing the facts

e.g. Reference to racism, ageism, sexism, nationality, etc.

2 marks can be awarded for a definition that implies an example.

(2 marks) AO1

**(b) Explain why Christians believe that prejudice is wrong.****Target: Understanding of Christian views about why prejudice is wrong****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 some development.	3 marks

**Answers may refer to the following points:**

e.g. It contradicts the idea that all are equal and made in the image of God / it violates the basic human rights of people to fair and equal treatment / it can lead to tension and even violence in society / Jesus taught equality / this is clearly emphasised in the Parable of the Good Samaritan, where he taught that we should regard everyone as our neighbour, irrespective of who they might be or what preconceptions we might have about them / Galatians makes it clear that in Christ there is no distinction between Jew or Greek, slave or free, man or woman / Prejudice lowers the dignity of all concerned / Jesus was active in overcoming all forms of inequality: this is demonstrated by his willingness to heal those of different backgrounds (Centurion's Servant) and those considered outcasts (10 lepers, Syro-Phoenician woman's daughter), etc.

**(3 marks) AO2****A3 World Poverty****(a) Explain, giving an example, what is meant by 'short-term aid'.****Target: Knowledge and understanding of the meaning of 'short-term aid'**

1 mark for defining short-term aid and 1 mark for a relevant example.

**Answers may refer to the following points:**

e.g. Emergency aid / relief in times of famine or other natural disasters, e.g. food, clothing, temporary shelter, etc.

**(2 marks) AO1**

- (b) **Why do many Christians believe that it is better to give the poor long-term aid rather than short-term aid?**

**Target: Knowledge and understanding of the reasons why Christians believe that long-term aid is preferable to short-term aid**

**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 some development.	3 marks

**Answers may refer to the following points:**

E.g. Helps people to self-sufficiency / help themselves / work their way out of poverty / agents of their own development / don't want to rely on charity / teach them skills that will last a long time / build amenities that will serve future generations / educate them to avoid the mistakes that have led to poverty, etc.

**(3 marks) AO2**

**B4 Anointing the Sick and Euthanasia**

- (a) **Explain why the Anointing of the Sick is an important Sacrament for Roman Catholics.**

**Target: Knowledge and understanding of Roman Catholic teaching about the importance of the Sacrament of the Anointing of the Sick**

**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 application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

**Answers may refer to the following points:**

e.g. The person is cleansed of sin before they die if given in extreme circumstances / they are also given communion, which is food for the journey to eternal life / it enables the ill to feel the presence of God in their darkest hours / Strength and healing are given to the recipient and this can lead to a full recovery / the person feels closer to God and is aware of the presence of God in their life / can lead to feelings of security and comfort if they are about to undergo major surgery / it allows the person to accept death or to have the courage to face their illness and make a full recovery / anointing is also important for the friends and family of the sick person in that it helps them to come to terms with the illness and possible death of a loved one in confidence that God is with them in their hour of need / this can bring great comfort, etc.

**(4 marks) AO1**



**(b) Explain what Christians believe about life after death.**

**Target: Knowledge and understanding of the views held by Christians about life after death**

**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 application of knowledge and understanding with some development.	3 marks

**Answers may refer to the following points:**

e.g. Death is not the end / Heaven / Hell / Purgatory / survival of the soul / judgement, based on how we have lived and the choices we have made / reward for living as Jesus instructed / eternal life / Resurrection of Jesus / gateway to another world / all imperfections removed / embraced by God for all time / no marriage at the Resurrection (Mark 12), etc.

**(3 marks) AO2**

(c) ***‘Euthanasia (mercy killing) should be allowed if people are dying in pain.’***

***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 main arguments for and against euthanasia**

**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 an 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 (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Candidates who make no religious comment should not be awarded above Level 3.**

**Answers may refer to the following points:**

**Agree**

e.g. Individual choice / freedom and autonomy – the person is aware of what they are doing and has arrived at a rational decision / each person has to right to determine their own destiny / if someone wants to die they have the right to decide if they want an ‘easy death’ / euthanasia might be the lesser of two evils / if a person is suffering from a serious or terminal illness giving a painless death might be the best option / euthanasia is not murder – it is giving death with dignity / people have the right to a certain quality of life – if that is not possible then they have the right to die / euthanasia means that medical resources can be better used for the benefit of those who can make a better contribution to society / some cases of physician assisted suicide have gone unpunished / there is considerable support for euthanasia in certain parts of the world, etc.

**Other views**

e.g. We are stewards of life, not owners / 5<sup>th</sup>/6<sup>th</sup> Commandment is unconditional / God gives life and only God can take it away / may not make a conscious decision / may feel pressurised into making the wrong choice / voluntary euthanasia would eventually lead to involuntary euthanasia / Jesus always tried to prolong life and enable people to live it to the full / lead to a survival of the fittest mentality / life could become disposable / will always depend on individual circumstances and therefore we cannot agree or disagree, etc.

**(5 marks) AO3**

**B5 Christian Vocation**

- (a) ***Explain what is meant by the term ‘lay people’ (laity).***

**Target: Knowledge of the term ‘lay people’**

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

**Answers may refer to the following points:**

e.g. Those who have received sacraments of initiation / ordinary in the sense that they have not taken any religious vows, etc.

**(2 marks) AO1**

- (b) ***Describe some of the ways in which lay people can be active members of the church.***

**Target: Knowledge and understanding of the ways in which lay people contribute to the Roman Catholic Church**

**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 application of knowledge and understanding with some development.	3 marks

**Answers may refer to the following points:**

e.g. Reading in church / eucharistic ministers / collecting money / choir / parish councils / explain the Christian message to others / defend Christian principles / apply Christian principle to the many problems of today / counselling for those suffering depression, addiction, marital breakdown, bereavement / join organisations such as St Vincent de Paul Society / offer practical skills to the parish, e.g. building, accounting, etc. / teaching / supporting those less well off at home and abroad / example in everyday life through parenting, etc.

**(3 marks) AO2**

(c) **Explain some of the ways in which a priest serves his parish.**

**Target: Knowledge and understanding of the role of a priest in the Roman Catholic Church**

**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 application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

**Answers may refer to the following points:**

e.g. Administering the sacraments such as baptism, Eucharist, anointing the sick, reconciliation / saying mass / forgiving sins / witnessing marriages / pastoral work / visiting the sick and housebound / counselling those with problems or addictions / practical activities such as managing people in the parish who help out / raising and managing funds, etc.

**Candidates who simply list sacramental duties without explanation should receive no more than 1 mark.**

**(4 marks) AO1 / AO2**

**(d) ‘Roman Catholic priests should be allowed to get married.’**

***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 priestly celibacy and chastity**

**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 an 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 (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Candidates who make no religious comment should not be awarded above Level 3.**

**Answers may refer to the following points:**

**Agree**

e.g. Marriage is an important part of human experience, which would enrich the priest's life / similarly sexual activity and the desire to have children are natural and should not be suppressed / if a priest were married he would have a partner to rely on in times of need and stress and this would help him to serve God and his parish more completely / Roman Catholics can learn from other Christian denominations, who successfully operate with a married clergy / Jesus never said that celibacy was a pre-requisite for the priesthood / celibacy can lead to loneliness, which is unhealthy and can lead to other excesses, etc.

**Other views**

e.g. A Roman Catholic priest must be totally dedicated to God, without distraction / celibacy is not a hindrance, rather it is a gift given to the priest that enriches the quality of his relationship with God / the priest freely chooses to follow his vocation of service to others and is fully aware of the demands that his calling requires / allowing priests to marry could lead to disharmony and schism within the church, as tradition would be abandoned / the priest could become too focused on his wife and family, which could have a detrimental effect on the quality of his ministry, etc.

**(5 marks) AO3**

## C6 Marriage, Sex and Family Life

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

**Target: Knowledge and understanding of the beliefs of Roman Catholic Church about marriage and sex**

### 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.	1-2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3-4marks
<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.	7-8 marks

### Answers may refer to the following points:

e.g. Sacramental – sign for all to see / a solemn contract / reflection of God’s love for us – Christ’s love for the Church (Ephesians 5<sup>25</sup>) / permanent and irrevocable, a life-long, 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, etc.

**(8 marks) AO1**

- (b)(i) **Explain why some marriages fail.**

**Target: Knowledge and understanding of the various reasons why some marriages fail**

### 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 some development.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with good development.	4 marks

### Answers may refer to the following points:

e.g. Tragedy / illness / lack of communication / irreconcilable differences / irretrievable breakdown / fall out of love / drift apart in time / fall in love with someone else / change in family circumstances / pressures of life and work, etc.

**(4 marks) AO2**

- (ii) **Explain how the Roman Catholic Church supports those who experience difficulties in their married life.**

**Target: Knowledge and understanding of the various ways in which the Roman Catholic Church helps those experiencing difficulty in married life**

**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 some development.	3 marks

**Answers may refer to the following points:**

e.g. Counselling from priests to help them overcome their problems / marriage guidance counselling service (ACCORD) / role of lay people in helping others / separation is permitted in extreme circumstances / support to find resolution to save the marriage / provides pre-marital courses to offset some of the difficulties that may arise, etc.

**(3 marks) AO2**

(c) ***'It is always wrong to use contraception.'***

***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 Christian attitudes to contraception**

**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 an 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 (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Candidates who make no religious comment should not be awarded above Level 3.**

**Answers may refer to the following points:**

**Agree**

e.g. Interfere with nature / go against the idea that all sexual experiences should be open to the possibility of procreation / Christians should use natural God-given times of infertility for the purpose of planning a family / undermine the value and place of sex in the Roman Catholic tradition / lead to promiscuous attitudes to sexuality / encourage pre-marital and extra-marital sex / place artificial and chemical barriers in the way of God's ongoing creativity / encourage teenagers to experiment in the knowledge that the risks of unwanted pregnancy are limited, etc.

**Other views**

e.g. Is a necessary evil in the world today / reduces the risk of unwanted pregnancy which could lead to abortion or children being brought up in conditions that are not favourable / reduces the risk of sexually transmitted diseases and AIDS / is a form of responsible parenthood / fairer on existing children as economically it is more difficult to support a larger family / other denominations see no difficulty in accepting it if both parties agree / is an effective method of population control especially in LEDCs, etc.

**(5 marks) AO3**



**C7 Reconciliation in Society**

(a) **Choose one of the following parables:**

***EITHER The Forgiving Father (Prodigal Son / Lost Son)  
OR The Good Samaritan.***

***Give an account of the parable you have chosen.***

**Target: Knowledge of a specified gospel parable**

**Levels of Response**

<b>0</b>	Nothing relevant to credit.	0 marks
<b>Level 1</b>	One or two accurate points.	1 – 2 marks
<b>Level 2</b>	A basic outline with some confusion or omissions.	3 – 4 marks
<b>Level 3</b>	A reasonable account covering most of the main points.	5 – 6 marks
<b>Level 4</b>	A competent though not necessarily word perfect account for a 16-year old.	7 – 8 marks

**The Good Samaritan (Luke 10<sup>25-37</sup>)**

**The Forgiving Father (Luke 15<sup>11-32</sup>)**

**(8 marks) AO1**

- (b) **Explain what Christians can learn about how to treat others from both of these parables.**

**Target: Knowledge and understanding of the teaching about treatment of others in the specified passages**

**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

**Answers may refer to the following points:**

**The Forgiving Father**

e.g. We should always be willing to forgive others no matter what they have done to us / the love and forgiveness shown by the father in the story is a reflection of the love and forgiveness of God the Father / we have to accept those who are sorry in the same way as the father accepted his wayward son / the Father represents God, who is merciful to his sons and daughters / God's forgiveness and mercy are unconditional / we can be confident of God's forgiveness if we repent with a sincere heart / we are called to be equally merciful to others / the parable is a model for the sacrament and reflects the stages of contrition, confession, absolution and satisfaction, etc.

**The Good Samaritan**

e.g. We should always help those in need, irrespective of who they are or what we think about them or how they have treated us in the past / it is wrong to judge someone from their outward appearance / the one you least expect may be the one who is most compassionate and generous / We should reserve judgement about people until we see them in action / Racial prejudice is wrong and unfounded / we should never make assumptions about others on the grounds of nationality or colour / we should adopt an attitude similar to that of the Samaritan who was able to forgive his enemy and see him as someone in need, etc.

**A maximum of Level 3 (5 marks) can be awarded when a candidate's answer refers to one parable.**

**(7 marks) AO2**

**(c) ‘Reconciliation is the most important sacrament in the Roman Catholic Church.’**

**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 Sacrament of Reconciliation in the life of a Roman Catholic**

**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 an 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 (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Candidates who make no religious comment should not be awarded above Level 3.**

**Answers may refer to the following points:**

**Agree**

e.g. Assures the believer of the love of God / the Roman Catholic can start afresh, confident that they have been forgiven / the priest has authority to forgive sins, conferred on him at his ordination / feelings of guilt and low self-esteem can be removed, allowing the penitent to move on and rebuild their life and their relationships with others / Jesus regarded forgiveness of sin as an important part of his ministry / it has traditionally been an important communication with God and an important aspect of a believer’s relationship with the living God, etc.

**Other views**

e.g. References to the importance of any of the other sacraments / baptism begins the Christian journey / Eucharist is our constant reminder of the sacrifice of Jesus for the forgiveness of our sins and allows us to take Christ into our lives / marriage is lived out each day in the community and the relationships we build in our families are more important than admitting our faults / reference to some difficulties with Reconciliation / loss of self-esteem when admitting our sins / a lot of confessions are ‘scripted’ and not genuine / people confess but do not change their ways, so what is the point? / reference to the difficulty in assessing the importance of one sacrament over the others as all are equally important, etc.

**(5 marks) AO3**