



**General Certificate of Secondary Education
June 2012**

Religious Studies

405003

Specification A

Unit 3 *Roman Catholicism*

Final

Mark Scheme

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 students' 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 students' 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 students' 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

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Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

Levels of Response marking requires a quite different approach from the examiner than traditional 'point for point' marking. It is essential that the **whole response is read** and allocated to the level it **best fits**.

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. 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.

If a student 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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students 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 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Students will be given credit for reference to diversity in belief and practice within Christianity.

PART A

A1 Worship

(a) *Explain why some Roman Catholics use a rosary.*

Target: Knowledge and understanding of the importance of a rosary for Roman Catholics

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

The repetitive prayer helps focus the mind / to avoid distractions / it was recommended by various appearances of Mary and by the Pope / to think about different events in Jesus' life / meditation / a set format if they don't know what prayer to say / to focus on particular thoughts / to help them pray / to reflect on the mysteries – joyful, sorrowful, glorious, luminous / count number of prayers.

(3 marks) AO1

(b) *Describe different ways in which the Bible is used in public worship.*

Target: Knowledge and understanding of how the Bible is used in public worship

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

The Bible is used for readings within the service / Bible reading may form the basis of the sermon / psalms may be sung as part of worship / hymns are often based on biblical passages, e.g. 'The Lord is my Shepherd' / Canticles, e.g. Magnificat, are taken from the Bible / prayers may be based on biblical passages, e.g. 'The Lord's Prayer' / the words of institution at the Communion service are taken from the words of Jesus recorded in the Bible.

(3 marks) AO1

(c) ***‘The Our Father is the most important prayer for Roman Catholics.’***

What do you think? Explain your opinion.

Target: Evaluation of the importance of the Our Father for Roman Catholics

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Students may include some of the following points:

Given by Jesus / it is shared and used by all believers / 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 / pray for forgiveness as the Christian forgives / stressing the need to exercise this quality in life / pray for daily bread, not for luxuries / stressing the need to live in moderation / familiarity with the words means they can focus on their desire to pray rather than get worried about phrasing / it builds up a relationship with the Father / includes teachings that God wants Christians to understand.

People know the words too well and don't really think about them / familiarity almost breeds contempt for the meaning of the words / it is simply repeated parrot-fashion / many people prefer to pray spontaneously / feel more comfortable just talking to God in their own way / get more out of meditation / reading the Bible / preference for other prayers, e.g. the Hail Mary or prayers to saints / confession, the thanks giving and consecration of the Mass, etc.

(3 marks) AO2

(d) ‘Young Christians prefer spontaneous worship.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not young Christians prefer spontaneous worship

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Students may include some of the following points:

There is a feeling of freedom and emotion about the worship / they like worship to be unpredictable / they enjoy the lively hymns, songs and choruses / may participate as they feel moved by the Spirit, in a spontaneous way / can remain silent as the situation requires / more relaxed and informal / more scope for personal involvement / ability to involve all members of the community rather than relying on ordained ministers / different types of approaches become available when structure is abandoned.

Spontaneous worship does not suit shy, reserved young people / some young people prefer a more structured worship / it is more familiar / feel more comfortable knowing what is happening / don't like having to think about what to do / structure avoids too much of individual preferences taking over / different tastes can create barriers.

Reference to ‘young’ Christians not necessary for full marks.

(3 marks) AO2

A2 Eucharist

(a) Describe how the Eucharist is celebrated in the Orthodox tradition.

Target: Knowledge of how the Eucharist is celebrated in the Orthodox tradition

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

Might be celebrated daily, but more commonly once or twice a week / at each Liturgy, members of the congregation offer loaves of home-made bread to the priest / one is used for the actual consecration and Communion / the others are blessed / the priest calls down the power of the Holy Spirit and uses the words of Institution / the consecrated Bread and Wine are brought through the Holy Doors in the middle of the screen to show to the congregation for them to venerate / bread is dipped into the wine / and presented to them on a spoon / by the priest / non-consecrated loaves are shared between the congregation to take home and share with others who did not attend the Eucharist, just simply as blessed bread not as the consecrated body.

(4 marks) AO1

(b) Explain briefly why the Eucharist is a sacrament of thanksgiving.

Target: Knowledge and understanding of the meaning of the Eucharist

Students may include some of the following points:

Giving thanks to God that he allowed his Son to die so that people could have salvation / giving thanks for Jesus that he allowed his body to be broken and his blood to be shed for humanity / in the service the congregation thank God for feeding them with the spiritual food of the body and blood of Christ / thanksgiving not only for the death of Jesus but also for his resurrection, ascension and the promise of the coming of his kingdom.

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

(2 marks) AO1

(c) ‘Receiving the Eucharist makes a person a better Christian.’

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

Target: Evaluation of whether or not the Eucharist makes a person a better Christian

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Jesus said 'do this in memory of me' – doing as Jesus commanded / it is a sacrament – meet Christ in the Sacraments / instituted by Christ himself – this is my body, this is my blood / receiving Christ into their lives / central to worship / shared meal – brings community together / it makes Christians more aware of the needs of others / gives them the strength to 'go out to love and serve the Lord' / Jesus becomes the priority in their life / it helps Christians to love God by loving those in need and by putting others first.

Other views

Many people live good Christian lives and do not receive the Eucharist / the Salvation Army and the Quakers do not celebrate the Eucharist / they do not have ordained ministers nor do they believe in sacraments / the main focus for the Salvation Army is working for those in need / when they gather together on a Sunday they share readings, prayers and a sermon / then they go out and care for other people, putting their faith into immediate action / they do not believe that they should repeat Jesus' actions, rather they follow his example of caring / Quakers assemble on a Sunday and sit quietly, waiting for the inspiration of the Holy Spirit to prompt any individual to say something or to do a reading / all their focus is on the direct, personal revelation from God / they do not have any belief in or practice of the Eucharist / has no impact if it is not received in faith.

(6 marks) AO2

A3 Festivals and Confirmation

(a) Explain what happens at an Easter vigil ceremony.

Target: Knowledge and understanding of what happens at an Easter vigil ceremony

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

Timing – late on Saturday night – begins in darkness, all lights in the church are put out – darkness symbolizes death and Jesus lying in the tomb.

A fire is lit outside the church – represents the moment of resurrection – Jesus is risen.

The lighting of the Paschal Candle and receiving a lighted candle from it – passing of light symbolizes the spreading of the Good News of Jesus’ resurrection to all parts of the world.

Water of baptism is blessed – water symbolizes the beginning of a new life in Jesus.

Renewal of baptismal promises – everyone states their Christian beliefs, and promises to say ‘no’ to sin, and ‘yes’ to new life as followers of Jesus Christ.

The baptism of a baby / reception of converts – symbolizes the growth of the church.

For Level 4 at least three actions required.
Allow up to Level 1 for generalised references.

(4 marks) AO1

(b) Explain briefly what Christians celebrate at the festival of Ascension.

Target: Knowledge and understanding of the festival of Ascension

Students may include some of the following points:

Marked the end of Jesus’ life on earth / so he could return to his Father in heaven / beginning of Jesus’ reign with God in heaven / marked the start of the time when Jesus began to intercede (pray) to God on behalf of all those in his kingdom on earth / it falls 40 days after Easter (after Resurrection)

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

(2 marks) AO1

(c) ***‘Pentecost is the best time to celebrate the Sacrament of Confirmation.’***

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 being confirmed during Pentecost

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Pentecost celebrates the coming of the Holy Spirit / on the apostles / 50 days after the resurrection / the birthday of the Church / gifts of power given / the confirmed receive the same Holy Spirit poured out on the apostles / the gifts of the Spirit are poured out anew / the Church fully initiates new members on its birthday / a reminder that Christians are continuing the traditions of the apostles.

Other views

Pentecost might be the most appropriate time but it should not matter when it is celebrated / the rite of the sacrament does not change / those being confirmed receive the same Holy Spirit / some traditions celebrate the Sacraments of Confirmation and Baptism together.

(6 marks) AO2

A4 Sacraments of Initiation

- (a) *Describe what the bishop says and does at the moment of Confirmation.*

Target: Knowledge of the rite of the Sacrament of Confirmation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Anoints the candidate's forehead / with chrism / lays hand on head (not shoulders) / makes the sign of the cross.

Be sealed with the gift of the Holy Spirit.

Maximum Level 2 if both says **and** does **not** included in answer.

(3 marks) AO1

(b) Explain why some Christians practise Believers' Baptism.

Target: Knowledge and understanding of the importance of Believers' Baptism

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Own choice to be baptised / fully aware of what is happening / it takes place when the person wants it to happen / importance of informed decision / Jesus was baptised as an adult / follow Jesus' example / early Christians' example / learn about other religions first / chosen to live a Christian life / see baptism as a sign of having turned away from sin – not a way of having sins forgiven / believe that it is important to have accepted Jesus as a personal saviour before accepting baptism / prefer total immersion / needs to follow personal profession of faith.

(3 marks) AO1

(c) **'For Roman Catholics, Baptism is more important than Confirmation.'**

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 Baptism and Confirmation for Roman Catholics

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

The child is brought into the Christian family, local and global / it has been tradition from early times to baptise babies / the child is brought into the family of God at an early age / it is a public sign that the child will be brought up in the Christian environment / sign of commitment of the parents to the child / godparents make a commitment to help the child develop spiritually / protection of the child against evil / belief that if baby dies it will go to heaven / cleanses original sin / can receive other sacraments / open to the Spirit's influence / can be baptised but not confirmed: cannot be confirmed if not baptised.

Other views

It is an opportunity to declare personal commitment to God in a public setting / chosen to live according to the teachings of Christ / baptism is the first sacrament of initiation – confirmation completes the process / it affirms the student as a full member of the Church / as a result they are closer to God / the baptismal promises made for them at baptism are renewed / the Holy Spirit is received through the laying on of hands and anointing / the gifts and fruits of the Holy Spirit will enable them to fulfil their vocation / receive the strength and courage needed to be a witness to the message of Christ in their everyday lives / called to act as a witness to the Gospel values / many are baptised but do not practise their faith; therefore confirmation provides them with an opportunity to complete that which was begun at baptism.

(6 marks) AO2

PART B**B5 Belief and Sources of Authority**(a) ***Explain why Peter and the Pope are important to Roman Catholics.*****Target: Knowledge and understanding of the importance of Peter and the Pope for Roman Catholics**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Peter was appointed by Jesus / with Jesus throughout his ministry / present at key moments in the Gospel story / learned from his mistakes and showed character and perseverance / entrusted with the Church by Jesus / role in converting the multitudes on Pentecost / impact of his preaching on the initial growth of the Church / the name Peter means 'rock' – Jesus' rock / foundation of the Church / died for his faith / recognised Jesus as the Messiah.

The Pope is the successor to Peter / he is the Head of the Church / the Pope continues to be the solid foundation (rock) upon which the faith of the whole community can rely / the whole Church is guided by the Holy Spirit, but this is particularly true of the Pope / he represents the spiritual guidance of the whole Church / this guidance reflects the tradition of the Church that needs to be treated with respect / he regularly issues encyclicals (i.e. documents dealing with important matters of that time) / when he speaks *ex cathedra* (i.e. in his official capacity as Head of the Church and the Vicar of Christ on earth), he is infallible (i.e. he cannot be wrong) in matters of faith / so no other source of information is needed, as he voices the beliefs of the whole Church / he appoints bishops to all the dioceses of the world to show his role as 'universal pastor' / although he is guided by the bishops he has the final say on issues.

Maximum Level 4 if only Peter **or** the Pope is included in the answer.**(6 marks) AO1**

(b) ‘Roman Catholics do not need bishops.’

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 bishops for Roman Catholics

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Bishops are too far removed from parish life / with the shortage of priests, bishops could be of more help and use in parishes / parish work is very demanding – priests need help to carry out priestly duties / e.g. counselling services, visiting the sick, visiting the schools, setting up youth groups, youth masses etc. / priests, deacons and religious orders are there to teach the faith / people can also learn about their faith by reading the Bible / by attending Sunday worship / through religion class at school.

Other views

The Magisterium, which is the teaching authority of the Church, is made up of the Pope and the bishops / bishops guide the Pope / they are the successors to the apostles / each diocese has its own bishop who is responsible for teaching the faith for that area / he sends out Pastoral letters to the parishes, giving guidance and information / he ordains priests / celebrates the Sacrament of Confirmation.

(6 marks) AO2

(c) Explain what the Apostles' Creed teaches about Jesus.

Target: Knowledge and understanding of what the Apostles' Creed teaches about Jesus

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

I believe in God, the Father Almighty / creator of Heaven and Earth / and in Jesus Christ His only Son, Our Lord / who was conceived by the Holy Spirit / born of the Virgin Mary / suffered under Pontius Pilate / was crucified, died and was buried / On the third day, he rose again / He ascended into Heaven / and is seated at the right hand of the Father. / He will come again to judge the living and the dead / I believe in the Holy Spirit / the Holy Catholic Church / the Communion of Saints / the forgiveness of sins / the resurrection of the body / and life everlasting. Amen.

Jesus is the only Son of God / conceived by the power of the Holy Spirit / incarnation / virgin birth / suffered / was crucified under Pontius Pilate / died / rose again / broke the hold sin had over humanity / seated at the right hand of the Father / will judge the living and the dead at the end of time.

Maximum Level 3 if Credal statements only presented.

(6 marks) AO1

(d) ‘The teachings of the Apostles’ Creed are not important for Christians today.’

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 Apostles’ Creed for Christians today

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

The language and ideas it expresses are old fashioned / God speaks to believers in every age according to their current situation / needs to be an update of ideas and a rejection of those no longer felt to be relevant / society has changed and so have Christian values / people are more selfish / out for themselves / people are more materialistic / people want a good time.

Other views

The Apostles' Creed was drawn up centuries ago to exclude those who were not true believers / its teachings are all based on the teachings of Jesus / it is a statement of faith / it explains what Christians should believe / an individual cannot make up his / her own version of Christianity / it unites all Christians / it is something all Christians can say together, witnessing to their faith / many people live by these teachings every day / these teachings are timeless / truth never changes / importance of traditions.

(6 marks) AO2

B6 Places of Worship

(a) ***Explain how the main features of a Roman Catholic church building help believers to worship.***

Target: Knowledge and understanding of how the main features of a Roman Catholic Church building help believers to worship

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

e.g. the **altar** is the central focus of the church, the place for sacrifice and offering / the **pulpit / lectern** is a place of prominence to allow people to hear and respond to the word of God in the readings and in the homily / the **tabernacle** holds the reserved consecrated hosts, the Body of Christ / as a place Catholics can come close to Christ in private worship / the **candles** are burnt offerings to God / the **pews** allow people some comfort so they can be at physical ease in church to allow them to pray for a time.

Credit other relevant examples e.g. Stations of the Cross / Sanctuary Lamp / architectural structure / stained glass / statues.

Maximum Level 2 if pure description of building.

(6 marks) AO1

(b) **‘Church buildings should be changed to meet the needs of modern worship.’**

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

Target: Evaluation of church buildings for 21st Century worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Simple buildings show that the focus is on God alone / might be more appealing to young people / replace wooden pews with more comfortable soft seats to create a more comfortable and relaxing atmosphere / chairs can be easily moved to create a space for drama and dancing as a means of communicating the gospel message / greater emphasis on use of IT and the use of visuals because people live in a visual society / creation of space to provide refreshments to encourage fellowship and a more relaxed atmosphere / dual role – of worship as well as being used for other community events / brighter decor with plenty of modern banners with the message of the Bible / remove large pulpits and ornate furnishings and replace them with plain furnishings.

Other views

Church buildings are seen as the house of God – nothing is too good for God / beautiful buildings and church features help people to engage all the senses and to focus their hearts and minds / structure and symbolism of buildings reflect the beliefs of the Christian faith and practice / special items of furniture are required for worship in some churches, e.g. altar, tabernacle, etc. / church is the Christian family – which includes all ages – older generation more comfortable with traditional church / too much expense to change furnishings / it is not the building that needs to change, it is the services of worship / some church services are already adapted to suit different age groups, e.g. youth masses, creative dancing in church, drama, etc. / churches should be special places, different from ordinary buildings / ancient things give a sense of continuity with the past, with Christianity history.

(6 marks) AO2

(c) Explain why some Roman Catholics go on pilgrimage.

Target: Knowledge and understanding of the importance of pilgrimage for Roman Catholics

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

To give part of their life to God / to enable them to focus on God in a way which demands time and effort / to bring themselves closer to God through, and with, other pilgrims as they share the journey / experience / to be cured / to help other sick pilgrims / to express their forgiveness or sorrow for sins / to experience a religious place / to experience contact with religious people / to learn more about their faith / to bring back a relic / miracle / to find comfort if they are ill or troubled / upbringing / family experience.

(6 marks) AO1

(d) ‘Places of Christian pilgrimage are just tourist attractions.’

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 pilgrimage for Christians

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Too much distraction at holy sites / pilgrims today stay in luxury hotels and travel around in coaches with tour guides / they take photographs, send postcards and behave exactly as they would on holiday / some pilgrims treat their visit like a holiday / not many visitors to holy sites actually worship there or remember the significance of the place / places like Lourdes, Knock very commercialised / souvenirs, plastic virgins, many statues for sale / many people go every year – less of an impact, pilgrimage not so special.

Other views

Using modern facilities doesn't necessarily mean religion is forgotten / some Christians combine a holiday with a pilgrimage visit / in the 21st century pilgrims are unlikely to go on foot or behave as Christians did in the past but it doesn't lessen the religious significance of their visit / pilgrimage frequently strengthens a person's religious commitment in a way a holiday doesn't / pilgrimage is a far more profound experience than a holiday / pilgrims behave differently to tourists – examples may be given / even if places like Lourdes or Knock are commercialised they are not 'just' tourist attractions.

(6 marks) AO2

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