



GCSE

Religious Studies A

8062/12-Paper 1: Catholic Christianity
Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' 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.

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. (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 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.

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 Lead Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

0 1 Catholic Christianity: Beliefs

0 1 . 1 Which one of the following is not one of the seven sacraments?

[1 mark]

- A Baptism
- B Confirmation
- C Holy Orders
- D Incarnation

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: D: Incarnation

0 1 . 2 Give two reasons why the resurrection of Jesus is important for Christians.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

The resurrection of Jesus is the central belief of the Christian faith / if Jesus did not rise from the dead the Christian faith is meaningless /it is proof that Jesus is the Son of God/ Christians believe that through the death and resurrection of Jesus the power of sin and death was overcome / the resurrection gives the promise of eternal life to those who are willing to live good lives and accept God's forgiveness /because of Jesus' resurrection Christians can live without fearing death/it gives them comfort/ since Jesus' predictions of it were fulfilled, that means the rest of his teaching can be trusted to be true etc.

0 1 . 3 Explain two ways in which the Sacrament of Reconciliation influences Catholics today.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2marks

Students may include some of the following points, but all other relevant points must be credited:

- It is an influential sacrament in the lives of Catholics, as they believe that the priest has the power to forgive their sins / In John 20:21-22 Jesus said his apostles, 'Receive the Holy Spirit. If you forgive people's sins they are forgiven; if you do not forgive them, they are not forgiven.' This influences Catholics to forgive others/to endeavour not to sin in the future
- It influences them to renew broken relationships with God and others /it makes them feel loved by God who is always ready to forgive/ for this to happen penitents must be truly sorry for their sins and be willing to confess them to the priest and receive absolution from God through the priest / they must make up in some way either through prayer or an act of kindness for what they have done wrong/ it influences them to do the right thing/to spread God's word/return to the Church/to follow the example of Jesus
- Through this sacrament the penitent is reconciled with God / it enables the penitents to reject those things that damaged their relationship with God / through this sacrament the relationship is restored/the grace of the sacrament may cause them to attend more regularly/as it brings peace of mind/a clear conscience/spiritual strength / through this sacrament all sins both venial and mortal are forgiven / this removes any guilt for wrongs done and helps the penitent to make a new start/helps them not to give up/helps them to try to avoid sin / this sacrament also gives grace or spiritual strength to the penitents, etc.

0 1 . 4 Explain two Christian beliefs about creation.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief– 1 mark

Detailed explanation of a relevant and accurate belief– 2 marks

Second belief

Simple explanation of a relevant and accurate belief– 1 mark

Detailed explanation of a relevant and accurate belief– 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

First approach

- The Catholic Church teaches that the creation stories should not be interpreted literally. It accepts that the stories come from different times and reflect the thoughts and attitudes of the societies in which they originated. It is believed that Genesis 2 was written down about 950 BCE. Genesis 1 is thought to have been written as a type of poem about 450 BCE. The message is the same in both these writings: 1 God made everything (however He chose to do it). 2 Everything that God made was good. 3 Humans are the high point of God's creation.
- Many Christians believe that the two creation stories were written as myths, in which they try to convey complex truths. The Catholic Church holds that they are symbolic stories and communicate divinely inspired truths as a result of the Holy Spirit's influence on those who wrote them.
- Fundamentalist Christians believe that the Bible is the word of God and is accurate in every way. People do not have the right to prefer their own interpretations to the actual words of God. Some fundamentalists, called literalists, believe that every word of the Bible is accurate. Many believe that the world is much younger than scientists claim. Others are willing to accept that the word 'day' does not refer to a 24 hour period, etc

Second approach

- e.g. Christians believe that God created all life on earth/God created humans in His image/humans have a special place in creation/humans are stewards of the earth/ it is their role to take care of God's creation

NB an answer can gain full marks by **explaining the content of the creation stories themselves**, or by **suggesting different ways in which the creation stories can be interpreted and understood**, or by a **combination of these two approaches**.

0 1 . 5 ‘For Catholics, marriage (matrimony) should always be for life.’

Evaluate this statement.

In your answer you should:

- refer to Catholic teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

[Plus SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Marriage is a serious life-commitment and must therefore never end in a divorce / marriage is a permanent sacrament which the couple confer on each other / the vows that they make to each other are a commitment to be together for life for better or worse / in Matthew 19:3-9 Jesus makes clear that marriage is permanent and Paul in 1 Corinthians 7:10-11 gives similar teaching about marriage / the priest says the following to the couple after they have made their vows, ‘What God has joined together, let no man separate.’
- The Church may allow a couple to separate where there is danger of physical or emotional violence / however, the marriage is still valid and re-marriage is not allowed by the Church.

- Annulment is not seen by the Catholic Church as a divorce / annulment is where the Church decides that The Sacrament of Marriage was not present when the vows were made / this may happen if the couple were forced to marry / one or both never intended to have children / one of the partners was dishonest when they made their vows, etc.

Arguments in support of other views

- Some people argue that divorce should be allowed in certain circumstances such as in the case of domestic violence, abuse against children or adultery / Jesus' comment about marriage in Matthew 5:27-32 is open to different interpretations / some argue that Jesus was allowing divorce in this case e.g for adultery
- Some people enter into marriage in good faith but find they cannot cope or are unable to live up to promises they made / divorce brings legal security to victims of domestic violence and abuse / it allows innocent parties in a loveless marriage to find true happiness in a different relationship.
- Other Christian denominations think divorce is acceptable is if there is irretrievable breakdown in the marriage / people are not perfect so they make mistakes and God who is loving and forgiving would want to forgive them, etc.

[Plus SPaG 3 marks]

0 2 Catholic Christianity: Practices

0 2 . 1 Which one of the following is not part of the Catholic funeral rite?

[1 mark]

- A Reception of the body
- B Confession
- C The Mass
- D The Committal

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B: Confession

0 2 . 2 Give two examples of formal prayers used by Catholics.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

The Rosary / The Angelus / The Creed / Grace before and after meals / Stations of the Cross / Prayers of the Faithful/ Bidding Prayers/responses to Prayers of the Faithful, Bidding Prayers / Eucharistic Prayers / The Lord's Prayer (The Our Father) / The Hail Mary, etc.

0 2 . 3 Explain two contrasting Catholic views about what it means to ‘love our neighbour’.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

First contrasting view

- There are many references in the New Testament which explain how Catholics can love their neighbour / in Matthew 22:36 Jesus states that the most important commandment is to love God and your neighbour as yourself / to love one’s neighbour implies that people must be treated with justice and compassion / the parable of The Good Samaritan Luke 10:29-37 teaches Catholics that they should not make judgements about people and to help anyone in need, as the Samaritan did / The Samaritan put into practice the Golden Rule that one should treat others as they would want to be treated, Matthew 7:12 / The Parable of the Sheep and the Goats Matthew 25:31-46 teaches that by helping those in need is showing love for God but failure to do this will lead to his rejection and punishment / organisations like CAFOD and Trocaire show their love for neighbour by working for justice in the world in defending the rights of the poor and marginalised, etc.

Second contrasting view

- Some Catholics may believe that they can do very little about world poverty and injustice but can still show love for neighbour by praying that these things will change / many Catholics believe that there is little they can do to prevent some of the causes of poverty in uneconomically developed countries, such as natural disasters, civil wars and corrupt governments; and the best way they can love their neighbour is by caring properly for their own families / Mother Teresa said: ‘Love begins by taking care of the closest ones – the ones at home.’/ caring for and helping those who are old, sick or homeless within their own country / working to break down the barriers of prejudice and discrimination, etc.

0 2 . 4 Explain two ways in which either Pax Christi or the Corrymeela community works for peace.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First way

Simple explanation of a relevant and accurate way – 1 mark
Detailed explanation of a relevant and accurate way – 2 marks

Second way

Simple explanation of a relevant and accurate way – 1 mark
Detailed explanation of a relevant and accurate way – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Pax Christi

- Pax Christi (Pax Christi is Latin for the peace of Christ) / it was founded by French Catholics in 1945 to promote reconciliation between French and German Catholics after the Second World War / today Pax Christi International has groups dedicated to peace and non-violence in over 50 countries and has consultative status at the United Nations.
- Pax Christi supports teachers, chaplains and youth workers in promoting a culture of peace in schools and amongst young people / it makes public statements about war and condemns certain actions that are unjust / it campaigns against military spending, the arms trade and nuclear weapons.
- Pax Christi works for peace based on justice, and a world where human rights are respected / it works for economic and social justice to remove the causes of war / it challenges what is not fair and just and offers an alternative to violence and war / it rejects the use of violence as a means of solving disputes / it tries to become involved in disputes in the early stages in the hope that a peaceful solution can be found without the need to resort to violence.

Corrymeela community

- Corrymeela is Northern Ireland's oldest peace and reconciliation organisation / Ray Davey founded Corrymeela in 1965 because he was concerned about the division between Catholics and Protestants / he believed that this would only continue to breed violence in Northern Ireland and he was right / in 1969, violence between Catholics and Protestants became very serious and it took almost thirty years for peace to be restored.
- Since 1965, the Corrymeela community has been bringing groups of Catholic and Protestant

children and young people together at their centre on the north coast of Northern Ireland / this gives the children and young people an opportunity to get to know each other, explore their differences and to make new friends / the group sessions used to enable this to happen involve experiential play, art, dialogue, work, mealtimes and shared community to help groups to embrace difference and learn how to have difficult conversations.

- Corrymeela's objective has always been and continues to be promoting reconciliation and peace-building through the healing of social, religious and political divisions in Northern Ireland / Corrymeela's history is built upon committed work with individuals and communities who have suffered through the violence and polarisation of the Northern Irish conflict.
- The Corrymeela Community also exists as a community of faith, with a membership of 150 who commit to "embracing difference, healing division and enabling reconciliation" in their daily lives / the residential centre in Ballycastle hosts up to 11,000 visitors every year. It welcomes youth and school groups, family and community organisations, faith communities and political parties, students from universities and people from other parts of the world, etc.

0 2 . 5 'For Catholics, the best way to serve God is by helping the poor.'

Evaluate this statement.

In your answer you should:

- refer to Catholic teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Helping the poor is not an optional extra but an essential part of being a Catholic / in the Parable of the Sheep and the Goats (Matthew 25:31-46) Catholics learn that they will be judged on how they responded to those in need / caring for those in need is a very positive way of serving God.
- Jesus was always willing to help people in need and in Luke 21:1-4 he praised the poor widow who put the interests of others before her own and offered everything she had.
- At the end of Mass Catholics are asked to 'Go in peace to love and serve the Lord' and one of the best ways to do this is by helping the poor / the Great Commandment tells Catholics to love their neighbour as themselves and this means actively caring for those in need.

- The social structures in many parts of the world are unjust, leading to human suffering, and Gaudium et Spes 26 encourages Catholics to work to create a social order that is based on truth, justice and love. Since Christ died for all people (GeS 22), then helping all poor people is the best way for Catholics to serve God, etc.

Arguments in support of other views

- Helping the poor is an important duty, but some Catholics may live in great poverty themselves, so may not be in a position to help others in this way.
- Mother Teresa said that love begins by taking care of the closest ones – the ones at home, so care for the family is equally important.
- For many, the most important way of serving God is to show Christian love, because ‘whoever does not love does not know God, because God is love’ (1 John 4:8).
- Catholics have many other equally important duties besides helping the poor, such as: praying / receiving the sacraments / keeping the Commandments / attending religious services. There may not be just one way of serving God: serving God might best be done by a Catholic who tries to carry out some or all such duties.
- Alternatively the best way of serving God might vary in relation to the particular gifts and abilities of each individual, etc.