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# GCSE RELIGIOUS STUDIES A 8062/12

Paper 1: Catholic Christianity

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Mark scheme

June 2024

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Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Lead 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being creditworthy they should consult their team leader.

### Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

### Themes papers guidance (Specification A and Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The mark scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

### General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

### **1-mark multiple-choice questions**

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

### **2-mark short-answer questions**

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances:

- **award for the first two answers only, wherever they appear**
- if a student gives more than one answer on the first line and another answer/other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored
- if on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer
- if the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it
- however, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

### **4 and 5-mark answer questions**

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

### **12-mark answer questions**

The 12-mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

## Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

### 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.

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.

**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:

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

0 1

**Catholic Christianity: Beliefs**

0 1 . 1

**Which one of the following is the meaning of the term ‘purgatory’?**

**[1 mark]**

- A A ceremony to celebrate the life of a dead person**
- B A journey by a believer to a holy site**
- C A state of cleansing to remove the effects of sin**
- D A story with a religious message**

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

Answer: **C** A state of cleansing to remove the effects of sin

0 1 . 2

**Give two Catholic beliefs about matrimony (marriage).**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

Marriage is a sacrament / the sacrament of matrimony is a public sign that an individual is giving themselves totally to another person / it is also a public statement about God / it is a sign of the loving union between God and the couple / a covenant by which a man and a woman establish a whole life partnership / one of the purposes of the sacrament is to sanctify the procreation and upbringing of children / vows are made between the couple and the priest acts as a witness to the vows / the couple make their vows to each other before God and the congregation / they promise to stay together for life / to care for each other in sickness or health / to remain together in good times and bad / to be faithful to each other / it is only within marriage that a couple should have a sexual relationship / in marriage the couple promise to accept children lovingly from God / the marriage is for life unless there is a reason accepted by the Church for it to be annulled, etc.

0 1 . 3

**Explain two ways in which the Genesis accounts of creation influence Christians 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 – 2 marks

**Second way**

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

**To be a ‘detailed explanation’ the ‘influence’ of the way must be included.**

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

- The Genesis accounts of creation are in the first book of the Bible, therefore the inspired word of God / some Christians may believe it literally word for word and others will interpret it / all Christians believe that God is the creator and they may be influenced to evangelise and spread this message to others.
- Christianity teaches that God is responsible for the creation of the Earth and the universe / Christians believe that the Genesis account shows them important elements of God’s nature / helps them to better understand God’s nature / the account demonstrates that God gives humans self-knowledge and free will / they are therefore capable of choosing between good and evil / they may be influenced to take care of God’s creation as in the Genesis account.
- In the Genesis account humans are given a special place and role in God’s creation / God creates Eve as a companion for Adam linking with Matrimony (Marriage) in Christianity today / Adam is asked to name the birds and animals that God has created / humans are seen to be given responsibility to look after and nurture God’s creation / this may influence Christians to take responsibility in their own lives for looking after the world they live in / to encourage others to look after the environment.
- In the Genesis account God is seen to create everything to be good / Christians should therefore be influenced to do good on Earth and ensure that God’s creation is not damaged / this may influence Christians to speak out about eg global warming / to join environmental groups / to care for the Earth’s resources and encourage those around them to do the same.
- Christians believe that they are made ‘Imago Dei’ - in the image and likeness of God / God’s creation fills them with awe and wonder / this should influence them to be co-creators and to ensure that they do all they can to ensure the continuation of God’s creative plan on Earth today / to continue God’s plan for the world and all who inhabit it, etc.

NB Do not allow references to accounts of The Fall.

**0 1 . 4 Explain two Christian beliefs about the Incarnation.**

**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:**

- The doctrine of the Incarnation is central to Christianity / it teaches that God took on the full limitations of the human condition when God became Jesus / this forms the very basis of Christianity / it is why Christians celebrate Christmas / that God assumed a human nature and became a man in the form of Jesus Christ / Incarnation literally means 'to take on flesh'.
- For Christians Jesus is both fully God and fully human / through the Incarnation of Jesus humans were able to start repairing their damaged relationship with God / the relationship which had been imperfect since Adam and Eve disobeyed God in the book of Genesis.
- The Incarnation demonstrates that God loves the human race so much that he was prepared to share in it to the fullest extent / God in Jesus knows all the trials, stresses and issues of being human / he can empathise with the human race / this then helps Christians to value God's love.
- Through the Incarnation of Jesus God began the process of salvation from sin / the Incarnation made it possible for humans to have their full relationship with God restored / enabled them to gain entry to Heaven.
- In Jesus Christ humans are able to see fully what God is like / Jesus acted as a messenger and link between God and humans / to reconnect humanity to God and his teachings, etc.

**Sources of authority might include:**

'The Lord himself will give you a sign: a young woman who is pregnant will have a son and will name him Immanuel.' (Isaiah 7:14)

'You will become pregnant and give birth to a son, and you will name him Jesus. He will be great and will be called the Son of the Most High God. The Lord God will make him a king, as his ancestor David was, and he will be the king of the descendants of Jacob forever; his kingdom will never end!' (Luke 1:31-33)

'The Holy Spirit will come upon you, and God's power will rest upon you. For this reason the holy child will be called the Son of God.' (Luke 1:35)

‘And the word became flesh and dwelt among us and we saw his glory, glory as the only begotten from the Father, full of grace and truth. We saw his glory, the glory which he received as the Father’s only son.’ (John 1:14)

‘For us men and for our salvation he came down from heaven, and by the Holy Spirit was incarnate of the Virgin Mary, and became man.’ (Nicene Creed)

‘The Incarnation is the assuming of the human nature by the Son of God in order to accomplish our salvation’ (CCC 461)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 1 . 5** ‘For Catholics, the Eucharist is the most important sacrament.’

**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]**  
**[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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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**

- The Eucharist is the receiving of the consecrated bread and wine which Catholics believe becomes the body and blood of Christ. Through the Eucharist the life of Christ is received, enabling the believer to continue growing in God’s love. The Eucharist can be received daily by Catholics. Eucharist, meaning ‘thanksgiving’ is especially used about the Mass as a thanksgiving sacrifice to God and can be seen as a hymn of praise to God. For Catholics this is a very special sacrament in which they receive Christ in a very special way and is a time when they can offer thanks and praise.
- Catholics believe that in the words of consecration in the Eucharist, the bread and wine become the body and blood of Christ through transubstantiation. As well as receiving the Eucharist during Mass many Catholics like to pray in front of the tabernacle in church which houses the ‘Real

Presence' of Christ. This can offer a deep sense of peace to believers and an opportunity to give thanks and praise to God. Catholics see this as a very special time when they can be close to God.

- Even those who are unable to attend Mass may still receive the Eucharist and find peace and comfort from this, the consecrated bread can be taken to them by a priest or minister. A Eucharistic service using the bread consecrated at a previous Mass may also be held, led by a deacon or lay minister if a priest is unavailable for daily Mass. In this way people can stay empowered by Christ and feel part of a community even when Mass is not possible. Jesus shared the first Eucharist at a meal with his disciples, in the same way Catholics believe that they too can be a part of a community with others receiving the Eucharist.
- The Eucharist is also a memorial of the words and actions of Jesus during the Last Supper. The actions of breaking the bread and pouring the wine symbolise the death of Jesus, which he accepted for the salvation of humanity. Jesus' command to eat and drink makes his followers sharers in the offering that he made to his father on the cross. The blood is the blood of the new covenant between God and humans which will never end; it is a once and for all sacrifice that Catholics join in at Mass. Catholics believe that they too can offer their suffering to God and remember the sacrifice that Jesus made.
- The command to 'do this in memory of me' was an order to not simply remember the Last Supper, death and resurrection of Jesus as a past event, but to make this event a reality every time his followers meet to celebrate the Eucharist as a celebratory meal that binds them to each other and to God in Christ. Catholics believe that each time the Eucharist is celebrated Christ is present and with them in a special way.
- Just as the Last Supper was a Passover meal celebrating the Jews gaining freedom from slavery in Egypt, so the Mass celebrates the freedom from the slavery of sin. Humans are redeemed through Jesus' sacrifice as the 'lamb of God', in the same way that the Jews were saved from death in Egypt by the sacrificial lamb. The Eucharist is the means to salvation for Catholics as the 'source and summit of Christian life'. The Mass and the Eucharist make present the saving action of God in human history and therefore are very important, etc.

### **Arguments in support of other views**

- Although for Catholics the Eucharist is a very important sacrament it cannot be said to be the most important as Catholics have seven sacraments all of which are considered to be an 'outward sign of inward grace, ordained by Jesus Christ, by which grace is given to the soul'. Each sacrament not only symbolises the giving of grace, but through the process of each sacrament, grace is actually given to the believer. Grace is the life of God freely given, which increases in the believer every time any sacrament is received. Every sacrament originates in the work and teaching of Jesus so all are important.
- Each of the sacraments is seen as a meeting point with God and give an opportunity to welcome Christ into the life of the candidate at important moments, sometimes as a one-off event and sometimes as a regular event, whichever is the case they are important sacraments for Catholics.
- All the sacraments sanctify the life of the believer, helping to make the person a stronger witness to the love and presence of God. Each of the sacraments strengthens the relationship with God in a different way. In Baptism a person becomes a child of God and enters them into the community of Christians, without Baptism a person cannot partake in the other sacraments. In Confirmation faith is strengthened and the power of the Holy Spirit is renewed in the believer's life. All these three sacraments alongside the Eucharist initiate the person fully into the Christian life.
- In Matrimony the couple accept that their love for each other is God's love active in their lives. In Ordination the new priest commits himself to God and to the Church. He is given the power to then confer sacraments on others, consecrate at Mass and to preach and forgive sins. These two sacraments are sacraments of commitment.

- In Reconciliation the believer rejects those areas of life that have damaged the relationship with God and through the sacrament the relationship is restored. In the sacrament of the Anointing of the Sick the person who is ill is made aware of the strength and love of Christ with them in their time of need. These two sacraments are sacraments of healing and are therefore important in giving Catholics strength. In effect, all sacraments strengthen the relationship with God, etc.

NB Students may refer to one or more of the other sacraments.

0 2

**Catholic Christianity: Practices**

0 2 . 1

**Which one of the following means telling others the ‘good news’ about Jesus?**

**[1 mark]**

- A Ascension**
- B Evangelism**
- C Pilgrimage**
- D Prayer**

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

Answer: **B** Evangelism

0 2 . 2

**Give two reasons why Catholics say the Rosary.**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

The Rosary is a traditional prayer for Catholics / the words are laid out so people do not have to think of their own words to use / and it is a prayer which has been passed down over generations / said as a penance / using the traditional prayers can create a feeling of ease / the person can become open to the presence of God rather than being distracted by the words / many Catholics like to use the Rosary as it is a repetitive prayer using traditional well known prayers / the simple repetition allows the mind to go deeper than the words / to meditate and reflect on the mysteries of the Rosary and the events they recall from the Bible / it is a powerful prayer to God through Mary which allows Catholics to really focus on what Jesus did and said / it includes the prayer taught by Jesus / it remembers Mary’s obedience to God, etc.

**0 2 . 3 Explain two contrasting views about the importance of pilgrimage for Christians.**

**[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

Contrasting may mean opposing or mean different views.

If similar views are given only **one** of them may be credited up to 2 marks max.

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

- A pilgrimage is a journey of spiritual and religious significance / pilgrims go to a place that they believe has been touched in a special way by the presence of God / pilgrimage sites might be connected to events in the life of Jesus, Mary or one of the saints / or to a place where visions have been seen.
- Pilgrimage is very important because it is a movement forward to a final destination / Christians believe they are progressing through life on their way to meet God when they die / because of this during life, a Christian's daily prayer and actions should also reflect this idea of making progress / Christians are on a sacred journey of service throughout their lives / this means that they will do their best to ensure that those they meet will be touched by the presence of God through them.
- Christians go on pilgrimage to express thanks to God / to ask for forgiveness for sins / to seek spiritual and physical healing / to renew commitment to their faith / to experience the support of other believers / to physically express their inner journey of faith / these are all important reasons to go on pilgrimage for Christians.
- Although pilgrimage is not compulsory in Christianity / many Christians will choose to undertake journeys to holy sites to be healed / to deepen their connection with God / some Christians will, however, believe that the money spent on pilgrimage could be better spent in other, better ways / they may prefer to send the money to charities to help the poor and needy / they may think that pilgrimage sites have become too commercialised and focus on money-making / they may believe that it is just as easy to get close to God through prayer and service at home rather than going on pilgrimage.
- Vast amounts of money do not need to be spent go on pilgrimage / Christians may go to a local pilgrimage site for a short period of time and find the experience just as fulfilling / they may feel just as united with other Christians and uplifted by this / St Paul talks of 'the body' in 1 Corinthians 12:12-30 and this can be compared with the unity felt even on a short pilgrimage / often the stronger parts will look after the weaker parts of the 'body', etc.

**0 2 . 4** Explain two ways in which the Society of St Vincent de Paul (SVP) helps people today.

**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:**

- SVP follows God’s command to love / anyone in need is a brother or sister to a Christian / Christians believe that this love must be put into action in their lives if they are to reflect Christ’s example in their daily lives / SVP puts this love into action.
- SVP believe that Christ’s love may be shown through actions locally, nationally and globally / locally they can give help to people living in the immediate area / Christians can join locally with other Christians to ensure that help given makes an effective and long-lasting difference / SVP is an example of such help / the work of the SVP addresses practical issues locally on an individual basis as Christ did when he was on earth.
- SVP members are dedicated to going out into the local community to help those in need / members of SVP visit those in need at home, in hospitals, prison offering support / this reflects Jesus’ teaching in the gospels / SVP offer support to the sick and elderly / show friendship and concern / they help practically such as with shopping, providing food and items for the home / they aim to help people have a better quality of life.
- SVP are also involved in bigger local projects that help the community / these may include soup kitchens for the homeless / summer camps for children / furniture stores providing free furniture / advice for asylum seekers / the main aim of SVP is to give practical help to individual people in need / members also attend local meetings that start with prayer and Bible readings, where they can share their work with each other / this reflects Jesus’ example which is still at work in the world today, etc.

**Sources of authority might include the following:**

'Which of these three do you think was a neighbour to the man who fell into the hands of robbers? The expert in the law replied, 'The one who had mercy on him.' Jesus told him, 'Go and do likewise' (Luke 10:36-37)

"If anyone says, 'I love God', and hates his brothers, he is a liar, for he who does not love his brother whom he has seen cannot love God whom he has not seen." (1 John 4:20)

'Do not seek revenge or bear a grudge against anyone among your people, but love your neighbour as yourself' (Leviticus 19:18)

Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me' (Matt. 25:40)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 2 . 5** ‘For Catholics, supporting Catholic agencies (charities) is the most important part of their duty to ‘love our neighbour’.’

**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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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**

- Poverty is the condition of not having enough money to be able to meet basic daily needs / it exists in all countries but particularly in the developing world / the Catholic Church teaches that all human life is sacred / humans are made in God’s image ‘Imago Dei’ Genesis 1:27 / anything that prevents people living in dignity is unjust / Catholic agencies work to alleviate poverty.
- The Catholic Church teaches that humans are not just individuals / St Paul states that ‘all parts should have equal concern for each other’ 1Cor. 12 / it is the responsibility of everyone to ensure the dignity of anyone in need / to ensure that people have at least the basics for a decent life for themselves and their families / by supporting Catholic agencies Catholics are able to fulfil these responsibilities.

- One of the main teachings of the Catholic Church is that of 'the preferential option for the poor' / this means that the needs of the poor should be put first / they should be given preferential treatment to make up for the fact that they are deprived of basic human needs / it is the responsibility of every Catholic to support agencies working to provide the help for the poor.
- The Catholic Church teaches that Catholics have a duty to protest and work against the forces in society that create poverty / caring for the poor is a demand because of faith / Catholics should put the needs of others first just as Jesus did frequently in the gospels / they should speak for the voiceless and defend the defenceless / Pope Francis has spoken out frequently about poverty, 'Poverty in the world is a scandal in a world where there is so much wealth' Pope Francis June 2013.
- The Catholic Church teaches that Christians should always be aware that they are part of the Body of Christ on earth / those who have more money should support those who are not as well off / for Christians there is no point in claiming to love your neighbour at the same time as ignoring those living in poverty / James 2:15-17 and 1 John 4:20 both focus on this / the Church teaches that love is shown in deeds and that how Catholics treat others will have a bearing on how they will be judged / this is seen clearly in the Parable of the Sheep and Goats Matt. 25:31-46 / charities such as CAFOD and SVP are supported by Catholics to help people less fortunate than themselves therefore demonstrating love of neighbour, etc.

### **Arguments in support of other views**

- The Catholic Church is often criticised for its wealth when so many people are living in absolute poverty / the Church owns valuable property and art and some may argue that it should give this wealth to help those in need / they say that love of neighbour means giving up wealth to help the poor / if the Church is not prepared to give up wealth why is it a duty for Catholics to do so / some also argue that providing the poor with limited basic needs only helps to keep them in the poverty trap and makes them reliant upon people rather than giving them dignity and independence.
- Some people think it is more important to be generous with their time / to direct their energies towards solving issues of injustice as this is the only way to put an end to it completely / there are eg many multinational companies who abuse their power by paying poor wages and making big profits / they may believe peaceful protest and awareness raising is more important than giving money to charities / if a greater number of people did this it would raise awareness and may put an end to injustice and exploitation.
- Some may believe that personally volunteering to help others is more important / by doing this more help may be given to people in specific need / responsibility should be placed on Catholics to do more on an individual basis / they should make a difference themselves personally rather than just giving money to an agency or charity / the parable of the Good Samaritan Luke 10:25-37 may influence Catholics to personally help those in need.
- Some may believe that praying for their neighbour is more important / they may say that the power of prayer is the best way to demonstrate this love / God will listen to prayer and answer and help those in need / he is omnipotent and listens to prayer and can heal mentally, spiritually and physically, etc.