



# **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCSE  
In Religious Studies (1RA0/1A)  
Paper 1: Area of Study 1 – Study of Religion  
Option 1A: Catholic Christianity

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Paper 1: Study of Religion 1A – Catholic Christianity Mark Scheme - 2018**

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>1(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Catholics believe people will be judged after death (1)</li> <li>• The Catholic Church believes in resurrection of the body (1)</li> <li>• Impure souls will be cleansed in purgatory (1)</li> <li>• Heaven is an eternal state of being with God (1)</li> <li>• Hell is a place of total separation from God (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark).</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Some Christians take the biblical accounts of Creation literally, (1) meaning it is the true account of how the universe and human beings were created (1)</li> <li>• Some Christians regard the Creation account as symbolic (1) and they might look to science to help them understand how God made the universe (1)</li> <li>• Some Catholics believe that God brought the universe into being from nothing (ex nihilo) (1); this shows the omnipotent nature of God (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development</li> <li>• Development that does not relate both to the way and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• The resurrection reminds Catholics that Jesus overcame death (1), this can give them assurance that there is eternal life (1) as detailed in John 3:16; 'that whoever believes in him shall not perish but have eternal life.' (1)</li> <li>• The resurrection proves that Jesus was God's Son (1) only God has the power to rise from the dead (1) 'be crucified and on the third day be raised again' (Luke 24:7) (1)</li> <li>• The resurrection allows salvation from sin (1) it demonstrates that God accepted Jesus' sacrifice on humanity's behalf (1) 'salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved' (Acts 4:12) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason and to the question.</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	5

Question number	Indicative content	Mark
1 (d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Earth and all life on it are part of God’s creation; humans are called to respect this gift, this means they are responsible for taking care of the world and for sharing all the wonders and resources the earth gives</li> <li>• God created the world, and his mark is everywhere in it; humans learn about him through his creation; he created humans in his image, so care for creation is really care for fellow humans, it is a requisite of solidarity and justice</li> <li>• Genesis reminds humans that they are stewards of the gift of creation, not exploiters who can use it and abuse it as they desire, they must cooperate with God as his co-creators; caring for creation is an unquestionable duty of those who want to live the Christian life.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Humans were given dominion over the world; this could be interpreted as justification of the way the world is exploited so that people have access to its resources</li> <li>• Abuse of the natural environment is a consequence of human sinfulness. It is a symptom of the disobedience of God’s command to care for his world</li> <li>• Christians as individuals have free will and they are accountable to God for their actions so should not be forced to be stewards of the world as caring for others is more important.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

**SPaG**

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



Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Pilgrimage is a public declaration of faith (1)</li> <li>• Many people go on pilgrimages to feel closer to God (1)</li> <li>• They visit places where Jesus lived (1)</li> <li>• To seek healing from an illness (1)</li> <li>• It is a way of renewing and strengthening faith (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark).</li> </ul>	3

Question number	Answer	Reject	Mark
Q2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Catholics can evangelise in their chosen career, (1) their job can show love and compassion to others (1)</li> <li>• Through their charitable actions (1) either through physical work or speaking out for those who are oppressed (1)</li> <li>• Through the sacrament of marriage and the vocation of family life (1) raising a Catholic family allows them to live out the Gospel through loving each other (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/development</li> <li>• Development that does not relate both to the way and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• CAFOD believes that all human beings have a right to dignity and respect (1) and that the world's resources are a gift to be shared by all (1) as Evangelii Gaudium 183 states 'the earth is our common home and all of us are brothers and sisters.' (1)</li> <li>• Jesus spoke about compassion for those in need; (1) he told the Parable of the Sheep and the Goats about the good and bad people being separated at the end of the world, (1) this teaches Catholics that they must see Jesus in everyone they meet and help people who are suffering (1)</li> <li>• Catholics should follow Jesus' example in showing compassion (1) it is unfair for some people not to have their basic human rights (1) because 'God's heart has a special place for the poor' (Evangelii Gaudium 197) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
2(d)	<p>A02 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Sacraments allow Catholics to receive grace from God; this comes through the Holy Spirit, which gives them the grace to live devoted Catholic lives</li> <li>• Sacraments bring Catholics closer to God; they are an outward sign of an invisible grace; the sacraments can be used by God to communicate with people and deepen their relationship with him</li> <li>• Baptism marks the beginning of a person's journey of faith; it washes away original sin and shows that the child has been claimed by God so opening up the possibility of a deeper relationship with God.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians only accept adult baptism as they believe that they are old enough and informed enough to make a decision; as a consequence they would argue that those who are too young for baptism can find other ways to be close to God and feel his presence</li> <li>• Some Christians such as the Quakers do not have any sacraments; they are not baptised and their worship does not include the Eucharist; so Christians should focus on doing his work and praying to God so that they can be close to him</li> <li>• Most Protestant churches only recognise the sacraments of baptism and Holy Communion; this is because they believe that Jesus certified these in the Gospel; so therefore the impact of the sacraments is one way to be close to God but not the only way.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• The Mass should be celebrated in the local language (1)</li> <li>• The Eucharist could be received in both forms (1)</li> <li>• The reform of liturgy allowed the laity to participate more in it (1)</li> <li>• It confirmed that the Bible is inspired by the Holy Spirit (1)</li> <li>• The role of the laity become more important (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark).</li> </ul>	<b>3</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• It is inspired by the Holy Spirit (1) and is therefore Holy and considered authoritative by Catholics (1)</li> <li>• It contains God's commands on how people should behave (1) which are essential for Christians to know how to live and how to make decisions (1)</li> <li>• The Bible reveals what God is like (1) only by knowing what God is like and what he does can Christians fulfil the commandment to love God (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Through transubstantiation Catholics are reaffirmed as part of Christ's body (1) being strengthened each week by the sacrament (1) as told in 1 Corinthians 12:27 'Now you are the body of Christ, and each one of you is a part of it' (1)</li> <li>• Each person within the Church has a different talent that they can use for the good of the Church (1) which shows how Christians can perform different tasks and yet be a unity (1); 'We have different gifts, according to the grace given to each of us' (Romans 12:6) (1)</li> <li>• Saint Paul referred to the Church as the Body of Christ with Jesus as the head and everyone else as the rest of the body; (1) no one part of the body is more important than the rest, and each needs the other (1), 'For just as each of us has one body with many members, and these members do not all have the same function' (Romans 12:4) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>5</b>

Question number	Indicative content AO2 – 12 marks	Mark
3(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Catholic Christians believe that Peter was the first Bishop of Rome and the authority of Peter has been passed down to the present Pope. This is important because it means that the Pope has the same authority that Christ gave to St. Peter.</li> <li>• It is a fundamental teaching of the Catholic Church that it is apostolic because the creed states that 'one Holy catholic apostolic church'</li> <li>• It means that the teaching of the Church is the teaching that is given to the apostles by Jesus so it gives Catholics confidence in the true faith taught by the Church.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Christians believe apostolic tradition is based solely on the authority of the Bible, the way in which the Bible can be interpreted is different for each individual person</li> <li>• People who do not believe in the teaching of the church being apostolic can still go out and do what God wants them to; it is between the individual and God</li> <li>• Some Christian denominations teach 'the priesthood of all believers' therefore have no need for the Church to be apostolic.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>



**SPaG**

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• The empty cross is used to show the resurrection (1)</li> <li>• The crucifix is used to represent the death of Jesus (1)</li> <li>• The dove is a symbol of the Holy Spirit (1)</li> <li>• The Chi-Rho is a symbol to represent Christ (1)</li> <li>• The fish was used as a secret sign for Christians (1).</li> </ul> <p>Accept any valid other response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark).</li> </ul>	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The paten holds the Body of Christ (1) this enables the congregation to receive the Eucharist (1)</li> <li>• The chalice is held in special honour as it contains the blood of Christ (1) Chalices are made of precious metal to show its importance (1)</li> <li>• The stoup holds holy water near the entrance of the church (1) this is used by Catholics to bless themselves as they enter the church (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason and to the question.</li> </ul>	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• The font is where people are baptised into the Church (1) as detailed in the Catechism of the Catholic Church that all churches must have a place to celebrate baptism (1) baptism marks the entry of a person into the church community (1)</li> <li>• The tabernacle is where the consecrated hosts are put at the end of mass (1) this ensures they are then available for Eucharistic ministers to take out to the sick and housebound (1) the Catechism teaches that the tabernacle is the 'most worthy place with great honour' (1183) (1)</li> <li>• The lectern is where the Bible is kept (1) the priest and deacons will proclaim or read the Gospel and deliver the homily from it (1) 'this ensures people can easily direct their attention there.' (Catechism of the Catholic Church 1184) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	5

Question number	Indicative content	Mark
4(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement</b></p> <ul style="list-style-type: none"> <li>• Catholics are taught that music is a gift from God and are told to sing together in expectation of the Lord's return and therefore worship songs are expressions of joy and love of God</li> <li>• Worship songs can be lively and encourage people to join in, because they use contemporary instruments and language, so speak to faith in the modern world</li> <li>• Modern praise and worship can make liturgy more beautiful and so can bring the congregation together in worshipping God.</li> </ul> <p><b>Arguments against the statement</b></p> <ul style="list-style-type: none"> <li>• Some Christians think praise songs are more about the music and are not true worship as they are part of the liturgy</li> <li>• Musical style borrowed from the secular world can harm the spiritual progress of the people, the message can be lost or misunderstood within the 'noisiness' of the song</li> <li>• Worship music can often result in liturgy being modified, true worship should be centred around the liturgy, which is governed by law and tradition.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>