



GCSE RELIGIOUS STUDIES A 8062/12

Paper 1: Catholic Christianity

Mark scheme

June 2022

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.

Further copies of this mark scheme are available from 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 creditable 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 creditable 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 credit worthy 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 (i.e. levels of response grid).

Themes papers guidance (Specification A & 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:

Level	Performance descriptor	Marks awarded
High performance	• 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	• 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	• 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	• 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

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Catholic Christianity: Beliefs

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Which one of the following gives the meaning of sacrament?**[1 mark]**

- A** a religious journey to a holy site
- B** an outward sign of inward grace
- C** the belief that Jesus is the Son of God
- D** the duty to take care of God's creation

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

Answer: B an outward sign of inward grace

0	1	.	2
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Give two reasons why redemption is important for Catholics.**[2 marks]**

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

1 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:

Redemption is important as it is the belief that humanity can be saved from sin / redeemed through the action of Jesus / Jesus broke the barrier between God and humans when he died / atoning for the sins of humans / it helps to build a stronger relationship with God / repairing the broken relationship between God and humans / through Jesus' suffering, crucifixion, resurrection and ascension forgiveness is achieved / it is a reminder of salvation through the death and resurrection of Jesus / entrance to Heaven is possible / Adam's original sin affects and weakens all humans / places a barrier between God and humans / this barrier cannot be broken by humans alone / St Paul says "For the wages of sin is death. But the grace of God, life everlasting in Christ Jesus our Lord." (Romans 6:23) / God's love sent Jesus into the world to atone for human sin / because Jesus was both God and human he made the perfect link between God and humans / Jesus' sacrifice was an act of pure love / his death and resurrection allowed humans to 'die' to sin / and rise with him in a new life of grace, etc.

0 1 . 3 Explain two ways that beliefs stated in the Nicene Creed influence 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 – 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 belief/teaching/way must be included.

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

- The Nicene Creed influences Catholics today as it is a statement of their faith / it is extremely important as it is part of their tradition that goes back to the Council of Nicaea in AD325 stressing that they should believe in one God / as it summarises what Catholics believe in it may influence them to go out and spread these beliefs to others in their everyday lives.
- It is said out loud at Mass on Sundays and holy days after the homily / it is a formal prayer giving structure / this may remind Catholics why they go to Mass / it influences them to try to live a Christ like life.
- The Nicene Creed shows that there is one God who exists in three persons / the Trinity of Father, Son and Holy Spirit / God the Father is the creator of all things / God is seen to be almighty and omnipotent / this may influence Catholics to care for the environment and God's creation / encourage others to do the same / may influence them to campaign for environmental causes, etc.
- Jesus is God the Son who became fully human / suffered and died to save other humans from sin / rose from the dead and is seated in Heaven / this may influence Catholics to endure their own suffering and offer it up to God as Jesus did / encourage them to care for others as Jesus did / to achieve their place in Heaven.
- It also reminds Catholics that they will be judged on their actions and may influence positive behaviour / God the Holy Spirit gives life to all things / inspires people / gives strength and courage / Catholics may be inspired by the gifts of the Holy Spirit to be wise in their judgement / to have the understanding to enable them to make decisions in line with God's will, etc

0 1 . 4 Explain two Christian beliefs about the importance of the sacrament of the Anointing of the Sick.

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 teaching/practice – 1 mark

Detailed explanation of a relevant and accurate teaching/practice – 2 marks

Second belief*

Simple explanation of a relevant and accurate teaching/practice – 1 mark

Detailed explanation of a relevant and accurate teaching/practice – 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 anointing of the sick is important as it is received when a person is seriously ill, facing an operation, demonstrating signs of weakness or old age
- Catholics believe they are being faithful to an ancient Christian practice when they celebrate this sacrament, etc.
- The sacramental rite is full of meaning / the power of the Holy Spirit is believed to fill the sick person / gives strength to resist the temptation of sin / to give strength and support when the person is in despair / feeling very ill / or facing death / the disciples shared in Jesus' ministry of healing when they cast out demons and anointed the sick with oil (CCC 1506) / this is important as it encourages Catholics to follow their example and care for the sick, etc.
- The sacrament is important as it includes the forgiveness of sin / it can help the sick person face the future with a clear conscience / sin can sometimes be a contributing factor of sickness therefore forgiveness may make the person feel better / it may bring physical as well as mental and spiritual healing / receiving the eucharist (viaticum CCC 1524) shows that Christ is present and supporting them in their sickness, etc.
- It is important as the anointing gives hope of a new life / restoration to full health in this human life / or promise of eternal happiness in Heaven with God, etc.

Sources of authority may include the following:

- 'Is any among you sick? Let him call for the elders of the church, and let them pray over him, anointing him with oil in the name of the Lord; and the prayer of faith will save the sick man, and the Lord will raise him up; and if he has committed sins, he will be forgiven.' James 5:14-15
- 'Through this holy anointing may the Lord in his love and mercy help you with the grace of the Holy Spirit. May the Lord who frees you from sin save you and raise you up.' Roman Missal.

0 1 . 5 'The most important aim for a Catholic is to achieve a place in Heaven.'

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. 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

- The Catholic Church teaches that 'Heaven is the ultimate end and fulfilment of the deepest human longings, the state of supreme, definitive happiness' CCC 1024, etc.
- Heaven is one of the 'four last things' for Catholics / it is believed to be a place of total eternal happiness in the presence of God / in Heaven all cares and worries are removed by God // 'Those who die in God's grace and friendship and are perfectly purified live forever with Christ. They are like God forever, for they "see him as he is," face to face' CCC1023, etc.
- Catholics believe that Heaven is the ultimate reward for those who have lived their lives according to God's will and guidance / they believe that God is so loving that he wants all

people to join in the happiness of Heaven / this can only happen when people choose to accept God, etc.

- Catholic belief is that life on earth is finite and life in Heaven is infinite / therefore a Catholic should live their life in God's grace in the hope of getting to Heaven for eternity, etc.
- Jesus came to earth as a human to suffer and die to help humans achieve eternal life with God in Heaven / Catholics aim to follow Jesus' example in everyday life as in the Bible e.g. (Matthew 22) where Heaven is referred to as a place of happiness, a 'banquet, etc.

Arguments in support of other views

- Although for Catholics Heaven is an important belief about life after death it is not the only important belief, Christ rising from the dead gives Catholics a reason to believe that they too will experience an afterlife through salvation / the resurrection of Jesus is a crucial historical fact because it confirmed for the disciples that Jesus was indeed no ordinary man / it not only proved that there was life after death and that Jesus is God but that salvation, through him, made life after death possible for humans too / belief in the resurrection is central to Catholic teaching / it is a reason to live out Christian values and make the world a better place as well as affecting a person's afterlife, etc.
- Judgement is also an important teaching for Catholics / the parable of the Rich Man and Lazarus (Luke 16: 19-31) demonstrates Catholic belief that how people live their lives on earth will ultimately affect their afterlife / there is a warning that they will be judged by God and that the use of wealth and in this life will affect a person's afterlife e.g. Heaven or Hell / if people become consumed by wealth at the expense of the poor in this life judgement will be based on whether they have cared for the needs of others during life on earth / the parable of the Sheep and Goats (Matthew 25:31-46) also reflects the belief that a life worthy of the reward of Heaven must actively involve helping those in need / demonstrating no empathy or care for others moves people away from God and away from eternal life with him, etc.
- Purgatory is important for Catholics, as a place of purification, for those who die in a state of grace with God but are not yet fully purified / those in Purgatory are assured of a place in Heaven after they are purified / Catholics believe that it is important to pray for those in Purgatory / during November in particular Catholics pray for the Holy Souls and offer Mass for them demonstrating that Catholics care about the afterlife of others, etc.
- Following Christ's teachings in the gospels / demonstrating love of neighbour / fasting / prayer / almsgiving / stewardship / charitable works locally, nationally and globally are all important aspects of a Catholic's life on earth / they are important beliefs as they improve life on earth for others and for the environment (God's creation) / they should be done for the right reasons as God would want them to be done in the life of a Catholic / they ultimately impact on judgement and afterlife but are important Catholic teachings regarding life on earth and God's creation.
- Hell is important as a deterrent / it is the place for unrepentant sinners / where the wicked are condemned / where they are eternally deprived of God / Catholics would want to live a life according to God's teachings in order to avoid the prospect of Hell, etc.

0 2

Catholic Christianity: Practices

0 2 . 1

Which one of the following describes prayer?

[1 mark]

- A a religious journey to a holy site**
- B the law as given to Christians by God**
- C the raising of the heart and mind to God**
- D a story which has a religious message**

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

Answer: C raising of the heart and mind to God

0 2 . 2

Give two of the Stations of the Cross.

[2 marks]

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

1 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 some of the following points, but all other relevant points must be credited:

1st Station: Jesus is condemned to death; **2nd Station:** Jesus accepts the cross; **3rd Station:** Jesus falls the first time; **4th Station:** Jesus meets His mother;

5th Station: Simon of Cyrene helps Jesus carry His cross; **6th Station:** Veronica wipes the face of Jesus; **7th Station:** Jesus falls the second time;

8th Station: Jesus meets the women of Jerusalem; **9th Station:** Jesus falls a third time; **10th Station:** Jesus is stripped of His clothes;

11th Station: Jesus is crucified; **12th Station:** Jesus dies on the cross; **13th Station:** The body of Jesus is taken down from the cross; **14th Station:** Jesus is laid in the tomb.

0 2 . 3 Explain two contrasting views about the work of CAFOD OR Trocaire OR Missio.

[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 beliefs 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:

- CAFOD /Trocaire /Missio are Catholic agencies which aim to promote stewardship and global citizenship / the agencies are guided by Catholic social teaching / their work is based on the belief that people are global neighbours, etc.
- CAFOD /Trocaire /Missio aim to tackle the way that people live and act / make them more aware of issues affecting the poor in society / they aim to help people in need / inspire commitment / end injustice and poverty in developing countries / promote long term development / respond to emergencies, etc.
- CAFOD /Trocaire /Missio follow the teaching of the Old Testament prophets e.g. Amos / and e.g. St Paul in Galatians 3:8 / Catholics and other Christians may choose to support them as they feel that they are following these teachings, etc.
- Jesus taught love of neighbour and cared for the weak and poor in society / this is reflected in CAFOD /Trocaire /Missio's mission statements / Gaudium et Spes 69 (Papal encyclical) also states the importance of the Common Good and that people are global neighbours / care for the Common Home based on 'Laudato Si' encourages Catholics to respond to 'the cry of the earth and the cry of the poor' / this is linked to modern day issues such as climate change, pollution, famine, etc.
- Some may view the work as a means of converting vulnerable people to Christianity / Catholics and other Christians may prefer to support agencies which support local issues first / they may believe that they should support local people in need, such as the homeless rather than those overseas / they may therefore choose to support e.g. the St Vincent de Paul society first as they work with local people, addressing their needs, etc.
- Some may believe that overseas development aid may create a dependency culture / countries should help their own people / money should not be spent on wars, etc.

0 2 . 4 Explain two Christian beliefs about the duty to 'Love your neighbour'.

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:

- In the New Testament Jesus declared love of neighbour to be the 'greatest commandment' (Matt 22; Mark 12; Luke 10) / this is linked with the 'Golden Rule' of Leviticus 19:18 and Matt 7 and Luke 6 / therefore this can be seen to be the most important moral principle of Christianity / many of the 10 Commandments focus on the duty to love your neighbour / it is stated in the Bible which is one of the main sources of Christian teaching and authority, etc.
- 'The duty to love one's neighbour is emphasised in Church teaching / the encyclical *Gaudium et Spes* (The Church in the Modern World) deals with issues relating to e.g. family, political and social life / this links strongly with the command to love your neighbour / to take responsibility for the welfare of others / for stewardship of the world / for responsiveness to the challenges of modern living / this demonstrates that the Church and Jesus' teaching is not separated from the world, but works in and through the lives of all humanity / 'God created humankind in his image, in the image of God he created them.' (Genesis 1:27), this stresses that because all humans are made in 'imago dei', they are all holy and should be respected and protected, etc.
- Anyone in need is considered to be a brother or sister by Christ / this is seen in the teaching of the parable of the Good Samaritan (Luke 10:29-37) / Christians believe that they should show love to anyone in need, even an 'enemy' / this love should be put into action by caring for those in need locally / they can go to their aid in person or through local groups or charities, etc.
- Christians also need to demonstrate love of neighbour through aid offered to people in need nationally and globally / through their support for environmental issues / by campaigning for justice for those who are being persecuted / or for issues which take away human rights or discriminate against people unfairly, etc.
- In the Parable of the Sheep and Goats Jesus warns that it is those (the sheep) who care for others that will receive their heavenly reward / those who are selfish (the goats) are banished to hell / this is a warning to Christians that they will be judged on their care and service to others, etc.

Sources of authority may include the following:

- 'Thou shalt not avenge, nor bear any grudge against the children of thy people, but thou shalt love thy neighbour as thyself: I am the LORD.' Leviticus 19:18
- 'This Council lays stress on reverence for the human person; all people must consider their every neighbour without exception as another self, taking into account, first of all, life and the means necessary to living it with dignity, so as not to imitate the rich man who had no concern for the poor man Lazarus. (Gaudium et Spes 27)
- 'Which one of these 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.' (Luke 10:29-37)
- "As long as you did it for one of these the least of my (brothers and sisters), you did it for me" (Matt. 25:40)
- 'And the second is like, namely this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these.' (Mark 12:31)

0 2 . 5 'Informal (spontaneous) prayer is the best way to communicate with God.'

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

Arguments in support

- Christians may prefer to use spontaneous prayer as they feel that it is more personal / the words in spontaneous prayer are personal to the individual / the prayer in their own words will have more meaning for them / will come from the heart / will bring them closer to God / they can state any personal concerns or worries that they may have / they can relax and reflect without the worry of having to remember certain words or phrases, etc.
- Some Christians also pray spontaneously in a community setting / e.g. Quakers do this regularly rather than using formal prayer / they may pray in their own words with others when they are moved to do so by the power of the Holy Spirit / although Jesus gave his disciples the Lord's Prayer he did not say that this was the only way to pray / when Jesus states that 'where two or three are gathered together in my name, I am there among them', (Matthew 18:20) he does not say that those gathered should all say the same words simultaneously, etc.
- On many occasions Jesus went away on his own to pray e.g. 'It was very early in the morning and still dark. Jesus got up and left the house. He went to a place where he could be alone. There he prayed' (Mark 1:35) / this demonstrates the importance of prayer to Jesus but it does not demonstrate the importance of a particular type of prayer / when Jesus prays in the Garden of Gethsemane he prays spontaneously, 'My Father, if it is not possible for this cup to be taken away unless I drink it, may your will be done.' (Matthew 26:42) / prayer is an essential part of Christianity but there is no particular 'best way' to pray to God, etc.

Arguments in support of other views

- Prayer is the raising of the heart and mind to God / many Christians like to pray using formal prayers as they are traditional / they have been passed down through the generations / an example of formal prayer is the Lord's Prayer (Our Father) which Jesus himself taught his disciples when they asked him to teach them how to pray / formal prayers have set words and therefore people do not have to worry about thinking of what to say / this may allow them to open up to God's presence, etc.
- Christians may also pray using formal prayer when they are praying with others e.g. during services or Mass / the use of formal prayers may bring Christians closer together as a community / they may use formal prayers together in a particular situation to support others or to bring comfort to themselves / formal prayers said together in a particular situation may be comforting because of their set pattern / formal prayers are also used in all the sacraments which are significant moments or stages in the lives of Christians / Jesus states that 'where two or three are gathered together in my name, I am there among them', (Matthew 18:20), this may support the use of formal prayer in a community situation where people say the same words together, etc.