

General Certificate of Secondary Education

Religious Studies (3061/3066) **Full or Short Course** *Specification A*

Paper 1B Christian Belief and Practice with Reference to the Roman Catholic Tradition (3061/6/B)

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response Marking

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

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

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

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

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

- 3 marks** The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
- 2 marks** The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 mark** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Paper 1B: Christian Belief and Practice with Reference to the Roman Catholic Tradition

Part A

A1 Rites of Passage

(a)(i) **What does the bishop do at the moment of confirmation?**

Target: Knowledge of the sacramental rite of passage

Anoints the candidate's forehead / with chrism / lays hands on head (**not** shoulders) / makes sign of the cross (any point = 1 mark)

(1 mark) AO1

(ii) **What does the bishop say at the moment of confirmation?**

Target: Knowledge of the sacramental rite of passage

"Be sealed with the gift of the Holy Spirit."

All three underlined words required for 2 marks; one underlined or similar for 1 mark.
1 mark for a superficial answer; 2 marks for an almost fully correct response.
(**Not** the Trinitarian formula)

(2 marks) AO1

(b) **Why do the bride and groom take vows during a Roman Catholic marriage ceremony?**

Target: Understanding of central elements of the marriage ceremony

Promises / to spell out the commitment they have entered into / to accept whatever the future holds for them / acknowledge that this marriage is for life, etc.

Allow any statement from the vows for **one** of the marks.
1 mark for a superficial answer or a single point or a simple statement of the content of the vows.
2 marks for a developed answer or more than one point.

(2 marks) AO1

A2 The Apostles' Creed

(a) **Why is the Apostles' Creed important for Christians?**

Target: To explain the relevance of the Creed

A statement of faith / it explains what Christians ought to believe / it unites all Christians.

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

(2 marks) AO2

(b) What does the phrase ‘the Communion of Saints’ mean?**Target: Knowledge of teachings in the Creed**

All Christians living and dead / united in faith / one in Christ.

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

(2 marks) AO1

A3 Mary**How might Roman Catholics follow the example of Mary today?****Target: To explain the relevance of Mary as a role model****Levels of Response**

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | A minimal application of knowledge and understanding. | 1 mark |
| Level 2 | Some application of knowledge and understanding. | 2 marks |
| Level 3 | A clear application of knowledge and understanding with sound development. | 3 marks |

e.g. To be people of prayer / to be willing to do whatever God asks regardless of personal preference / to be aware of the needs of other people and respond to them / to support those who are suffering, etc.

For 3 marks the candidate must explicitly include Christians following Mary’s example, not just what Mary did.

2 marks for a point plus analysis / example from Mary, e.g. have faith like Mary did at Cana.

(3 marks) AO2

A4 Pilgrimage**Explain how going on a pilgrimage might help a Christian.****Target: To explain the relevance of pilgrimages****Levels of Response**

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | A minimal application of knowledge and understanding. | 1 mark |
| Level 2 | Some application of knowledge and understanding. | 2 marks |
| Level 3 | A clear application of knowledge and understanding with sound development. | 3 marks |

e.g. To bring the believer closer to God / to strengthen the faith / to show unity with other believers so they can reinforce each other / to show care for the sick and others in need / might heal them in body or spirit, etc.

1 mark for a purely factual answer

(3 marks) AO2

Part B

B5 Prayer

- (a) Give two reasons why some Roman Catholics use a rosary when they pray.

Target: To explain the relevance of a rosary

The repetitive prayer helps focus the mind / to avoid distractions / it was recommended by various appearances of Mary or by the Pope / to think about different events in Jesus' life, count the beads / meditation / a set format if they don't know what prayer to say.

Accept different events, e.g. sufferings of Jesus.
Do **not** accept what prayers are said.
1 mark for each relevant point.

(2 marks) AO2

- (b) Give two reasons why some Christians use an icon when they pray.

Target: To explain the relevance of icons

Orthodox Christians use these images to get in contact with the saint depicted / they are seen as being filled with the spirit of the person represented / that saint can give help and guidance in prayer, etc.

1 mark for each relevant point.
Do **not** award 'focus' twice.
Second mark must be for the specific nature of icons.

(2 marks) AO2

- (c) Explain why some Christians describe the Lord's Prayer as the perfect prayer.

Target: Knowledge of the importance of the Lord's Prayer

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 mark |
| Level 2 | Some clear knowledge and understanding. | 2 marks |
| Level 3 | A clear knowledge and understanding with good development. | 3 marks |

e.g. Given by Jesus / it contains all forms of prayer / it builds up the relationship with God / it unites all believers / it covers relationships with others, e.g. forgiveness and sharing, etc.

Must be about the Lord's Prayer, not general prayer.
Credit any statement from the Lord's Prayer for 1 mark.

(3 marks) AO1

(d) ‘Christians should not need to use any objects when they pray.’

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

Target: To evaluate the role of aids to worship

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Opinion supported by simple reason. | 1 mark |
| Level 2 | Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view). | 2 marks |
| Level 3 | Opinion supported by one well-developed reason or two elaborated reasons (for the same or for different points of view). | |
| | N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks |
| Level 4 | Evidence of reasoned consideration of two different points of view. | 4 marks |
| Level 5 | Evidence of reasoned consideration of two different points of view expressed coherently. | 5 marks |

Agree

The relationship with God built up in prayer is personal. There should be nothing which can distract or misdirect this relationship. Objects might give the wrong idea about the unseen, infinite Godhead.

Other views

People often need reminders of what they are doing. A lack of focus can be detrimental to prayer. Aids might help to remove other distractions. As long as the object never becomes a substitute for God it might be acceptable, etc.

Bullet points or grid – maximum Level 3

(5 marks) AO3

B6 Holy Week and Easter

- (a) **What event in the life of Jesus is remembered in the Procession of Palms on Palm Sunday?**

Target: Knowledge of festivals in relation to the life of Jesus

The triumphal entry / the entry into Jerusalem / on a donkey.

(1 mark) AO1

- (b) **Explain why Maundy (Holy) Thursday is an important day for Roman Catholics.**

Target: The relevance and meaning of a religious festival

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | A minimal application of knowledge and understanding. | 1 mark |
| Level 2 | Some application of knowledge and understanding. | 2 marks |
| Level 3 | A clear application of knowledge and understanding with sound development. | 3 marks |

e.g. Passover meal / new covenant / the institution of the Eucharist which is celebrated at every Mass / the institution of the Priesthood which enables these events to be re-enacted today / the command to show love, expressed through the washing of the feet, the epitome of care for others / the Agony in the Garden when Jesus accepted the will of God, as a sign of how much Christ loves all people / the betrayal of Jesus which exemplifies how much forgiveness is part of God's nature / remember the Last Supper (**not** 'it is the Last Supper'), etc.

Do not accept 'It is the day before Jesus died'.

Candidates can get full marks by focusing on the Last Supper.

(1 mark) AO1 and (2 marks) AO2

- (c) **Name two actions that take place during the service on Good Friday.**

Target: Knowledge of the observances connected with a festival

Prostration at the start of the service / the reading of the Passion story / the unveiling or procession of the Cross / the adoration of the Cross / the reading of the Intercessions / the reception of Communion. (Allow for other valid services that take place on Good Friday, e.g. ecumenical processions of witness / Stations of the Cross.)

Any 2 × 1 mark.

Do not accept Mass / 'receiving bread and wine'.

(2 marks) AO1

- (d) **Explain how one action performed during the Easter Vigil service might help Roman Catholics to celebrate the Resurrection.**

Target: Knowledge and relevance of observances connected with a festival

e.g. The lighting of the new fire = remembers the light of Christ bursting the darkness of sins.
The lighting of the Paschal candle and receiving a candle from it = accepting the light of the Risen Christ.

The renewal of baptismal vows = accepting the defeat of sin and the lordship of Christ,
The baptism of a baby / reception of converts = the growth of the Church etc.

Any one correct event (1 mark) with its significance (1 mark).

(2 marks) AO1 / AO2

- (e) **'Roman Catholics should attend all the Holy Week services.'**

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

Target: Evaluation of the relative importance of church attendance for festivals

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Opinion supported by simple reason. | 1 mark |
| Level 2 | Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view). | 2 marks |
| Level 3 | Opinion supported by one well-developed reason or two elaborated reasons (for the same or for different points of view). | |
| | N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks |
| Level 4 | Evidence of reasoned consideration of two different points of view. | 4 marks |
| Level 5 | Evidence of reasoned consideration of two different points of view expressed coherently. | 5 marks |

Agree

The Holy Week services are really just one event spread out over the week. To do justice to what Christ did for believers, all the different stages should be remembered. Each stage leads on to the next. The individual events get full meaning from the whole.

Other views

Easter is the culmination, so by attending the Easter service, the rest are included. It is difficult for many people to attend all the services. Involvement can be shown by the presence at some of the celebrations. The desire to be involved at some stage is enough.

Bullet points or grid – maximum Level 3

(5 marks) AO3

Part C

C7 The Bible and the Teaching Authority of the Church

- (a) **Explain different Christian beliefs about the authority and interpretation of the Bible. In your answer you should refer to at least two of the following views.**

Literal
Fundamental
Conservative
Liberal.

Target: Knowledge of contrasting beliefs about the authority and interpretation of the Bible

Levels of Response

| | | |
|----------------|--|-------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 – 2 marks |
| Level 2 | Some clear knowledge and understanding. | 3 – 4 marks |
| Level 3 | A clear knowledge and understanding with some development. | 5 – 6 marks |
| Level 4 | A clear knowledge and understanding with good development. | 7 – 8 marks |

e.g.

Literal

The belief that every word in the Bible is correct. The view that God would not give information to humans that is inaccurate or misleading, so humans must accept all that is in the Bible without question.

Fundamental

The Bible is a factual historical record, though there might be some flexibility over the meaning of words, e.g. “day” in Genesis 1 might not equal 24 hours. Again the insistence on humans not questioning the Word of God.

Conservative

The Bible is inspired by God and that the writers put down what God wanted. There is some allowance for human failure in writing and copying as well as some flexibility in interpretation of details.

Liberal

The message is inspired by God but written down by humans at particular times, so the meaning is more important than the words. Humans need to ask for the guidance of the Holy Spirit to make full sense of the message of the Bible.

Note: there is no requirement for candidates to do more than two of these approaches. The level awarded will reflect either the depth of the answer or its breadth.

(8 marks) AO1

- (b) **Explain how the teaching authority of the Church (the Pope and the bishops) might guide Roman Catholics in their beliefs and way of life.**

Target: The relevance of the teaching authority of the Church

Levels of Response

| | | |
|----------------|---|-------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | A minimal application of knowledge and understanding. | 1 – 2 marks |
| Level 2 | Some application of knowledge and understanding. | 3 – 4 marks |
| Level 3 | A clear application of knowledge and understanding with some development. | 5 – 6 marks |
| Level 4 | A clear application of knowledge and understanding with good development. | 7 marks |

e.g. As the Church is guided by the Holy Spirit, it cannot go wrong in matters of doctrine or morals. This is reflected in the teaching on Papal Infallibility. Catholics can take comfort from the teachings that they know they are doing the will of God. Jesus promised Peter the power over the gates of Hell. The Pope is the successor of Peter, just as the bishops are successors of the apostles. Catholics can weigh their own responses against the tradition of the Church as expressed through the teaching authority. The interpretation of God's message is best expressed through the consensus of the Church rather than through personal feelings. Teachings which might seem uncomfortable, e.g. on contraception, are often based on the combined experience of the community expressed through the bishops. Catholics need to take account of these teachings before deciding on how to act. (Give credit when the focus of the answer is more on the effects of the teaching.)

Only a description of what the Magisterium does - maximum Level 2 (3 marks)

(7 marks) AO2

(c) **‘Roman Catholics should follow only the teachings of the Bible.’**

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

Target: Evaluation of the role of the Bible for Christians

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Opinion supported by simple reason. | 1 mark |
| Level 2 | Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view). | 2 marks |
| Level 3 | Opinion supported by one well-developed reason or two elaborated reasons (for the same or for different points of view). | |
| | N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks |
| Level 4 | Evidence of reasoned consideration of two different points of view. | 4 marks |
| Level 5 | Evidence of reasoned consideration of two different points of view expressed coherently. | 5 marks |

Agree

The Bible is the Word of God who will not mislead believers. Individuals can be inspired by what they read and apply it to their own situation. The Bible contains all that is needed for believers.

Other views

The Bible is open to misinterpretation and believers need to check that their own interpretation is not simply an expression of what they want to read. The guidance of the Church can help avoid too many false assumptions.

For Levels 4 and 5 the idea of ‘only’ must be explicit.

Answers about whether the Bible is true or not – maximum Level 2.

Bullet points or grid – maximum Level 3.

(5 marks) AO3

C8 Church Buildings and Holy Communion

- (a) **Choose and name one Christian denomination. Explain how the design of the church building and its contents help members of that denomination in their church services.**

Target: Knowledge and relevance of the structure of a place of worship.

Levels of Response

| | | |
|----------------|--|-------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 – 2 marks |
| Level 2 | Some clear knowledge and understanding. | 3 – 4 marks |
| Level 3 | A clear knowledge and understanding with some development. | 5 – 6 marks |
| Level 4 | A clear knowledge and understanding with good development. | 7 marks |

e.g. Roman Catholic church: the centrality of the altar reflecting the importance of the Eucharist; a lesser role for the lectern, stressing the secondary role of the Bible in Catholic worship; the tabernacle as a place for private devotion as well as Communion for the sick; the use of statues, candles, the Stations of the Cross for private or group prayer; the use of colour, stained-glass, etc. to enhance God's house.

e.g. A Baptist chapel: plain surroundings to avoid distractions when praying; the Communion table is a place for sharing a memorial of the Last Supper a few times a month; the focus on the lectern and the Bible to stress the word of God as the most important element of worship; the avoidance of images which could detract from the worship of God, etc.

Note: All creditable comments have to be applicable to the denomination chosen.

If it is obvious which denomination is described but it is not named – maximum Level 3 (6 marks)

Vague generalisations – maximum Level 2 (4 marks)

(4 marks) AO1 and (3 marks) AO2

- (b) **Explain the differences in the ways that Roman Catholics and Protestants understand and celebrate Holy Communion (Eucharist).**

Target: Knowledge and relevance of different Christian celebrations of the Eucharist

Levels of Response

| | | |
|----------------|---|-------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | A minimal application of knowledge and understanding. | 1 – 2 marks |
| Level 2 | Some application of knowledge and understanding. | 3 – 4 marks |
| Level 3 | A clear application of knowledge and understanding with some development. | 5 – 6 marks |
| Level 4 | A clear application of knowledge and understanding with good development. | 7 – 8 marks |

e.g. Roman Catholic – daily celebration to stress the importance of re-enacting the Last Supper, death and Resurrection; to join in with the great self-giving of Jesus, the perfect form of prayer; the formal liturgical service to stress the unity of the Church emphasised in Communion; the use of bread and wine, common substances offered to God which are changed into the Body and Blood of Christ, etc.

e.g. Baptist – an occasional celebration to remind the community of the Last Supper; the priesthood of all believers stressing the unity within the group; no belief in a Real Presence of Christ in the Bread and Wine; the use of normal bread to show how Communion and religion are part of everyday life, etc.

It is acceptable for the candidate to refer to one of the Protestant denominations which do not have Communion services. The mark will depend on the quality of the explanation of why they reject Communion and the use of symbols, and what is used as an alternative.

If one part totally correct but other part wrong – maximum Level 3 (5 marks)

(3 marks) AO1 and (5 marks) AO2

(c) ***‘Roman Catholic worship should be less organised and more spontaneous.’***

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

Target: Evaluation on the structure of worship

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Opinion supported by simple reason. | 1 mark |
| Level 2 | Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view). | 2 marks |
| Level 3 | Opinion supported by one well-developed reason or two elaborated reasons (for the same or for different points of view). | |
| | N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks |
| Level 4 | Evidence of reasoned consideration of two different points of view. | 4 marks |
| Level 5 | Evidence of reasoned consideration of two different points of view expressed coherently. | 5 marks |

Agree

Flexible worship enables more self-commitment to God; the greater freedom would allow more room for emotion and happiness to be shown; people might feel more encouraged to commit themselves if there were more scope for personal involvement.

Other views

Some people like to know what is happening so they can feel more comfortable; structure avoids too much of individual preferences taking over, which can often create barriers in the community because of different tastes; the idea of sharing with past generations is reinforced, giving the religion a timeless quality, etc.

Bullet points or grid – maximum Level 3

(5 marks) AO3