

Version 1.0



**General Certificate of Secondary Education
June 2010**

Religious Studies

405001

Specification A

Unit 1 *Christianity*

Mark Scheme

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. No half marks or bonus marks are to be used under any circumstances.
2. 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.
3. 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. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. 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?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

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

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

Candidates will be given credit for reference to diversity in belief and practice within Christianity.

Part A

A1 Worship

- (a) **Explain briefly why Sunday is the main day of worship for Christians.**

Target: Knowledge of why Christians observe Sunday as day of worship

Sunday is the day of the resurrection of Jesus / the resurrection of Jesus is of central importance to Christianity / Christians see it as important to set this particular day apart for the main day of worship as a constant reminder of the importance of Jesus' resurrection.

1 mark for simple point or superficial answer.
2 marks for a developed answer.

N.B. As the question specifically addresses Christians **no** credit is to be given for reference to the Jewish Sabbath as the reason for Christian observance of Sunday as the main day of worship.

(2 marks) AO1

- (b) **Describe different ways in which the Bible is used in public worship.**

Target: Knowledge and understanding of how the Bible is used in public acts of worship

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

The Bible is used for readings within service / Bible reading may form the basis of the sermon / psalms may be sung as part of worship / hymns are often based on biblical passages, e.g. 'At the name of Jesus' 'The Lord's my shepherd' / Canticles, e.g. Magnificat, Nunc Dimittis are taken from the Bible / prayers may be based on biblical passages e.g. The Lord's Prayer / the words of institution at the Communion service are taken from the words of Jesus recorded in the Bible, etc.

For Level 3 there needs to be a reference to more than one way.

(4 marks) AO1

(c) **‘Spontaneous worship is more meaningful than liturgical worship.’**

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

Target: Evaluation of spontaneous v liturgical styles of worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

It allows people to make the worship their own and allows for free expression / flexibility allows greater use and expression of personal gifts, dance, etc. / allows greater freedom for expression of emotion and particular needs / liturgical worship often so structured and familiar that the joy and meaning can be lost / some can be put off liturgical worship by feeling that they are observers of the liturgy rather than participants in it.

Other views

The set pattern and structure offers familiarity / the liturgy is structured as a whole, each act leading to the next and this is important for some / structure prevents / avoids individual preferences taking over which can be a barrier or distraction to some / idea of sharing in continuity of worship with past generations gives great meaning and creates a timeless quality / formality of liturgical worship shows respect for God / avoids the effect of a rock / pop concert and provides a proper focus for the worship.

(6 marks) AO2

A2 Beliefs and Sources of Authority

(a) Explain how fundamentalists interpret the Bible.

Target: Knowledge and understanding of fundamentalist approaches to the Bible

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Fundamentalists believe that the Bible is the 'word of God' / divinely inspired by him and as such does not contain errors / what the Bible says is true in every respect / extreme fundamentalists will believe that everything in the Bible is a literal record. e.g. seven days of creation in Genesis 1 equate to 7 x 24 hour periods / some understand Hebrew for 'day' in sense of 'era' so creation is stages rather than 7 days / fundamentalists claim that because the Bible is without error where there are apparent contradictions this is because people do not yet have enough understanding of either the text or truth.

(3 marks) AO1

(b) ‘The New Testament is the only important part of the Bible for Christians.’

What do you think? Explain your opinion.

Target: Evaluation of the importance of New Testament to Christians

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

The New Testament contains the records of Jesus’ life and ministry in the four Gospels, these are of vital importance to Christians / the New Testament speaks of universal salvation through Christ’s work and ministry rather than the Old Testament focus on the Jewish nation / supersedes Old Testament / other books of New Testament show how the Christian Church developed in light of Jesus’ life and ministry. New Testament speaks of how Christians should lead their life in response to Christ.

The Old Testament is an important part of the Christian scriptures, it records God’s dealing with humanity in the past from the beginning of the world / it contains God’s laws (10 commandments) and the message of the Prophets / the Old Testament points towards the events of the New Testament in prophecy, etc. / ideally Christians need to view both parts of the Bible with equal importance.

(3 marks) AO2

(c) Explain why the death of Jesus is important to Christians.

Target: Knowledge and understanding of Christian belief about the death of Christ

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Jesus’ death was by crucifixion at the hand of the Roman Governor Pontius Pilate / Jesus’ death was real; he died and was buried / the death of Jesus was the supreme sacrifice made once and for all to pay the price of human sin / by Jesus’ death the love of God is shown to the world, and human sin is forgiven / the death of Jesus was the means of atonement.

(3 marks) AO1

(d) ‘A Christian must believe that there is a world to come.’

What do you think? Explain your opinion.

Target: Evaluation of belief in ‘a world to come’

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

The hope of a world to come, life after death, is one of central beliefs in Christian faith expressed in New Testament / hope of an everlasting existence with God and Christ made possible by death and resurrection of Christ / to deny that such a world exists undermines the importance of Christ’s sacrifice / hope of another better world reveals the nature of the Kingdom of God as a future event / therefore Christians should believe these key teachings / you cannot be a Christian if you do not subscribe to these doctrines and teachings / they form an essential part of belief and liturgy.

Evidence suggests that our bodies decay and that there is little empirical evidence for an existence after death / better to abide by Christian teachings of humility / loving one’s neighbour in this life rather than fixing belief on a world to come / writings about world to come are symbolic rather than describing a reality / the Kingdom of God is in the here and now / there is no such thing as a heaven or a hell.

(3 marks) AO2

A3 Holy Communion

(a) What does a Roman Catholic priest say and do when he consecrates the bread and wine at the Mass?

Target: Knowledge and understanding of the communion service

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

- Priest records the words and actions of Jesus at the Last Supper;
- Bread: He took the bread, gave thanks, and broke it, saying ‘This is my body, do this in remembrance of me’.
- Wine: ‘Blood of New Covenant, shed for the forgiveness of sins, do this in remembrance of me’.

In addition to words spoken allow credit for actions of blessing and or breaking bread, elevation of chalice, etc.

(3 marks) AO1

(b) Explain why some Christian traditions do not celebrate Holy Communion.

Target: Knowledge and understanding of why some denominations do not celebrate Holy Communion

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Candidates should be able to identify one of the denominations which do not celebrate Holy Communion, e.g. Quakers and Salvation Army / Reasons: They do not believe outward symbols are important. (Do not recognise the need for sacraments) / believe that the most important part of Christian worship is to accept Jesus into their hearts / Christ is honoured by the way they lead their lives and respond to the needs of others in the world, etc.

Candidates do **not** need to identify a denomination for full marks.

(3 marks) AO1

(c) 'Celebrating Holy Communion is the most important part of a priest's job.'

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 a priest

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Priest takes on the role of Christ in the Communion service; he / she consecrates / blesses the elements (bread and wine) and therefore is important to the structure of service / at ordination a priest is commissioned and promises to administer the sacraments / in some traditions you cannot have a communion service without a priest.

Other views

There is more to a priest's job / calling than just taking the communion service / he / she is there to lead other services of worship / to administer rites of passage and to lead the Christian community / to provide pastoral care for the community by visiting and teaching.

(6 marks) AO2

A4 Places of Worship

- (a) **Explain briefly one important feature of an Orthodox church.**

Target: Knowledge and understanding of the function of a feature of an Orthodox Church

Credit should be given for any important distinctive feature of the **interior** of an Orthodox church. Answers likely to refer to: Iconostasis, Royal doors, icons, painted ceiling (dome), etc.

1 mark for simple point or superficial answer.
2 marks for a developed answer.

(2 marks) AO1

- (b) **Explain briefly two ways in which the interior of an Anglican church is different from that of a Baptist church.**

Target: Knowledge and understanding of differences between Anglican and Baptist church buildings

Baptist Church focal point is the pulpit as 'word of God' is more important than sacraments and is the normal focus of their worship / not as elaborately decorated reflecting that Baptists place more emphasis on the word of God than outward signs and symbols / Baptist church has only a communion table rather than an altar reflecting their understanding about the nature of the communion service as memorialist rather than sacrificial / Baptist church may contain a baptistery (baptismal pool) for the practice of believers' baptism done by total immersion.

Anglican Church focal point is the altar emphasising the importance of the Holy Communion service / central or high altar may be used and explained / often contains stained glass and other decoration / font commonly situated at west end near door used for infant baptism / division of church into nave and chancel by arch or screen / some have side chapels, e.g. particularly a Lady Chapel dedicated to Mary, etc.

2 x 2 marks.
1 mark for simple point or superficial answer.
2 marks for a developed answer.

(4 marks) AO1

(c) **‘Christians do not need special buildings for worship.’**

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

Target: Evaluation of the need for special buildings for worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Perfectly possible to worship God without a special building or a building at all / early Church met in their houses or other buildings before churches were common / special or highly decorated buildings may detract from the focus of worship / money spent on building and or upkeep of special buildings may be better spent on other needs, etc.

Other views

Church buildings are seen as the house of God by some traditions and therefore the building should reflect this / special buildings offer a sense of the numinous or divine / structure and symbolism of buildings reflects the beliefs of the Christian faith and practice / special items of furniture are required for worship, e.g. altar, font, baptismal pool / numbers too many for meetings in houses, etc.

(6 marks) AO2

Part B

B5 Festivals

- (a) **Explain how Christians use the season of Advent to prepare for the coming of Jesus.**

Target: Knowledge and understanding of the Christian observance of the season of Advent

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Advent is a time of preparation, preparing for the light of Christ coming into the world at Christmas and his second coming as judge.

Advent wreaths, symbolism of the light of Christ drawing ever nearer and the remembrance of the forerunners of Christ: The Patriarchs, the Prophets; John the Baptist and the Virgin Mary. The Christ candle in the middle is lit only at feast of Christmas.

Advent liturgies, reflect on the expectation of Christ recorded in the Old Testament / the gradual movement from darkness to light in the liturgy. Advent themes of Christ's coming at Christmas as a child and his second coming as judge highlight the idea of expectation and the need to be watchful and ready.

Reference to Advent Calendars in the home could be credited providing there is a clear reference to the Christian ideas of hope and expectation.

(6 marks) AO1

(b) ‘Christmas has lost its religious meaning.’

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

Target: Evaluation of the relevance of Christmas in the modern commercial age

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Many aspects of the modern Christmas appear to be driven by commerce rather than the religious meaning, presents, parties, etc. / the commercial season of Christmas starts early in the autumn that the expectation and joy of the religious feast is now only a secondary aspect for many / few regard Christmas as a religious festival anymore, etc.

Other views

Commercialism whilst on the increase does not detract from the real message of Christmas, for those who recognise this, the religious meaning of Christmas, i.e. the 'Incarnation' is still very evident / some may argue that there is now an increased awareness of the religious message of Christmas through the increased commercialism / the festival still attracts a variety of religious practices and numbers of people attending some kind of religious act of worship are constant / the religious meaning is capable of being recognised behind all the hype of commercialism, etc.

(6 marks) AO2

(c) **Explain two ways in which Christians remember the events of Holy Week.**

Target: Knowledge and understanding of Christian ceremonies observing Holy Week

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may refer to just one particular day of Holy Week or different days. One day which makes reference to two ways of remembering events showing clear knowledge and understanding is worthy of full marks.

Candidates may refer to the following:

Palm Sunday. Processions with palms sometimes behind a donkey re-enacting Christ's final entry into Jerusalem / the blessing and / or giving of palm crosses at Palm Sunday services as a reminder of events in Christ's life. Some candidates may make reference to dramatic reading of Gospel narrative in services.

Maundy Thursday: Reference to special communion services held on this day; symbolic washing of feet of congregation; special processions of sacrament to an altar of repose and vigils of prayer through the night. Some candidates may make reference to Roman Catholic and Anglican traditions of Chrism masses (Blessing of oils used in Baptism and other sacraments) and clergy reaffirming their ordination vows.

Good Friday: Processions of witness behind a cross, symbolising the walk of Christ to the place of execution / the Three Hours Service or other special services which will focus on the events of the Passion of Christ / in some traditions Holy Communion is not celebrated / special services following the stations of the Cross, or veneration of the Cross.

Maximum Level 3 if only one way explained.

(6 marks) AO1

(d) ‘Christians do not need special festivals to remember the life of Jesus.’

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

Target: Evaluation of the need for festivals

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Christians should be able to remember the significant events of Christ’s life without the need for festivals / the teaching contained in the Bible and the creeds should be enough / festivals encourage Christians to remember Jesus only at particular times and not everyday, e.g. each Sunday is a celebration of Jesus’ resurrection not just Easter / festivals can detract from a continuous remembrance of Jesus’ life and work in daily life of worship and prayer, etc.

Other views

Festivals help build up a picture or cycle of the key events in the life of Christ and allow people to understand the important teachings about Christ / some feasts need special recognition, e.g. Christmas the Incarnation, Holy Week the Passion and Easter the Resurrection / festivals also allow for particular periods of preparation and focus on the deeper meaning, e.g. Lent, and Advent / the joy of Christianity is expressed in and through festivals that remind us of key points in, and teachings about the life of Christ, etc.

(6 marks) AO2

B6 Commitment

(a) Explain what is said and done at a service of believers’ baptism.

Target: Knowledge and understanding of the service of believers’ baptism

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Key points:

Candidates are old enough to understand the commitment they are making / service begins with minister explaining the importance of baptism / candidates asked to repent of their sins and to accept Jesus Christ as Saviour and Lord / each candidate will give their testimony explaining why he / she wishes to be baptised and make a commitment to the Christian faith / candidate steps down into the baptismal pool, symbolic of leaving the old un-baptised life behind / baptised by total immersion in the name of the Trinity / going under the water is symbolic of dying to sin / rising from the water and leaving the baptismal pool symbolises rising to a new ‘resurrected life’ as a committed member of the Christian faith, etc.

(6 marks) AO1

(b) **‘People should only be baptised when they are old enough to understand.’**

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

Target: Evaluation of age at which Baptism should take place

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Baptism is seen as the rite of initiation and commitment to the Christian faith therefore it is important that people should realise the seriousness of the commitment they are making / this can only be done when people are of an age when they understand what they are doing / baptism should be prepared for by a period of instruction so that people understand the commitment they are making / infant baptism is not the candidate's choice and it is something imposed upon them by their parents or others / infant baptism can be viewed as nothing more than an accepted custom and the child has no knowledge or understanding of the event, etc.

Other views

Baptism initiates a person into the Christian faith and some see this as so important it should be done at a very early age (e.g. Orthodox tradition) / baptism commits the child to God and washes away sin / by baptism the child is united in the fellowship of the Body of Christ / Jesus commanded his disciples to go out and baptise people everywhere, he did not set a restriction on their age / a child may not understand the commitment that is being made for them at the time but they are able to share in this when or if they decide to be confirmed / baptism of whole household of Philippian gaoler (Acts 16) seen as support for infant baptism, etc.

(6 marks) AO2

(c) Explain why confirmation is important to many Christians.

Target: Knowledge and understanding of the significance of confirmation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Confirmation completes that which was begun at baptism / in denominations practising confirmation candidates declare their commitment to the Christian faith and reaffirm the promises made for them at baptism / confirmation is seen as an important adult act of commitment to the Christian faith / and the reception of the gift of the Holy Spirit through the laying on of hands (and anointing), etc.

(6 marks) AO1

(d) ‘A Christian is anyone who has been baptised.’

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

Target: Evaluation of the significance of baptism in the life of a Christian

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Baptism is seen as their mark of initiation / commitment to the Christian faith. In baptism a person is joined to the Church as the Body of Christ / for those who are baptised as adults (in believers' baptism) this is a commitment based upon an conscious acceptance of the Christian faith / in infant baptism the child is admitted to the Body of Christ and through baptism shares in the forgiveness of sins and unity of all who are baptised in the faith.

Other views

You can be baptised as a Christian but fail to have any further dealings with Christianity or practise a Christian lifestyle / for many baptised as infants the rite has little conscious meaning in their lives if they do not continue to follow the Christian faith and therefore are arguably not Christians / some may even convert to another faith / some Christian denominations do not practise the rite of baptism but are devout Christians / a person can live as a Christian following the teachings of Jesus and belief in his life and work without the ceremony of baptism.

(6 marks) AO2