



**General Certificate of Secondary Education  
June 2011**

**Religious Studies**

**405001**

**Specification A**

**Unit 1      *Christianity***

**Final**

***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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
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. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the candidate's work. 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 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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** 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.

## 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 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

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

**PART A**

**A1 Beliefs and Sources of Authority**

**(a) Describe the role of a bishop.**

**Target: Knowledge and understanding of the role of a Bishop**

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

**Candidates may include some of the following points:**

Ordaining priests by laying on of hands / bishops have pastoral care of clergy in diocese or area / to lead the church in their diocese / to administer the sacrament of Confirmation to members of the Church / candidates may make legitimate reference to bishops deciding church teachings / with reference to Church of England role of bishops within government (senior bishops = Lords Spiritual in House of Lords).  
N.B. Bishop in context of this question refers to Episcopal Churches, those which have threefold order of Bishops, Priests and Deacons.

**(4 marks) AO1**

**(b) ‘Christians do not need special religious leaders.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of the need for religious leaders**

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

**Candidates may include some of following points:**

There is no particular need for special leaders in some denominations, e.g. Quakers / in terms of leading worship all can contribute / religious community can be led by a group and group can make decisions about key issues / in some denominations leadership is only exercised by agreement of other members.

It is important to have a leader who is specially trained to preach and lead / for some denominations there is a need for ordained clergy to administer the sacraments / tradition of having leaders of communities goes back to the Early Church and for some this is an important line of continuity / all organisations need leadership and the Church is no different.

**(3 marks) AO2**

**(c) Explain what Christians mean when they say the Church is ‘the Body of Christ.’**

**Target: Knowledge and understanding of the Church as Body of Christ**

**Candidates may include some of the following points:**

The Church like the human body is made up of many parts / candidates may make reference to St. Paul’s teaching / despite the differences of practice and interpretation the Church is united as a body by belief in Christ / ‘by one Spirit we are baptised into one body’ / reference could be made to the Church as Christ’s body at work in the world now – the visible presence of Christ and active in the world today / (supporting reference could be made to the prayer of St. Teresa of Avila).

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

Reference to Eucharistic ‘Body of Christ’ is not relevant or creditable in the context.  
N.B The Target of the question.

**(2 marks) AO1**

**(d) ‘The Bible is the most important source of authority for Christians.’****What do you think? Explain your opinion.****Target: Evaluation of the importance of the Bible as source of authority**

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

**Candidates may include some of the following points:**

The Bible is seen as the ‘word of God’ and is therefore the central source of authority amongst Christians / not all denominations accept the authority of the Christian creeds as being more important than the Bible (e.g. Baptists) / the Bible details God’s dealings with humankind both before and after Jesus / for some, e.g. fundamentalists, the authority of the Bible is sacrosanct / human authority is open to error and diverse opinions on issues.

Bible is open to interpretation and a variety of interpretation is not good source of authority / creeds are the basic summary of Christian belief shared by most Christians and therefore creeds are more important than the Bible / Bible may be seen as an outdated source of authority on some issues / for some Christians the authority of leaders based on interpretation of the Bible is more suited to modern times / Bible was written many years ago and is an anachronistic source of authority.

**(3 marks) AO2****A2 Prayer and Worship****(a) Explain why the Lord’s Prayer is important to Christians.****Target: Knowledge and understanding of the importance of the Lord’s Prayer**

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

**Candidates may include some of the following points:**

It is the prayer which Jesus himself taught his disciples / it is a prayer commanded by Christ. (‘As our saviour Christ has commanded and taught us...’) / it is a model example of prayer containing all aspects of prayer / it is the ‘family’ prayer of the Church used by all denominations / it is a prayer that unifies Christians throughout the world.

**(3 marks) AO1**

**(b) Describe how some Christians use the rosary.**

**Target: Knowledge and understanding of the rosary as an aid to prayer**

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

**Candidates may include some of the following points:**

Answers may make reference to the rosary as a type of prayer and *not* just the use of rosary beads / it is a repetitive method of prayer and meditation on the events in the life of Jesus and Mary / by regular reflection and following a set pattern of prayers allows Christians to focus on the meaning of events rather than the words they are saying / rosary made up of a series of mysteries (Joyful, Glorious, Sorrowful, etc. note accept Luminous added by John Paul II) / use of beads:- five sets of ten beads 'decades' / particular prayers are said on each bead / e.g. Lord's Prayer, Hail Mary, Gloria / Apostles' Creed whilst holding the crucifix.

Allow reference to Penitential Rites e.g. as a means of/for forgiveness.

**(3 marks) AO1**



(c) ***‘Prayer is more important than belief.’***

***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 prayer over belief**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Prayer is the means of sustaining a relationship with God / whilst belief in God is important not all Christians believe in all aspects of the Christian faith, e.g. Virgin Birth / prayer is communication with the divine so some belief is necessary but prayer is more important in the daily life of the Christian as it allows relationship to grow / prayer allows reflection on belief in a deeper sense thus more important / prayer allows a personal response to God / allows personal needs to be expressed / corporate prayer is an expression of unity and belonging / prayer is the expression of belief / prayer can strengthen belief.

**Other views**

Without belief prayer is meaningless, to whom are prayers addressed? / belief is the bedrock of Christianity and this must be more important / belief in basic Christian doctrines or authority of the Bible are the foundations of faith therefore they are more important than prayer / possible to utter words of prayer in a meaningless fashion without belief, therefore prayer in this way is merely empty words / belief is what sets Christians apart from others / some might consider that both are equally important, one being the consequence of the other.

**(6 marks) AO2**

**A3 Festivals**

**(a) Explain how some Christians keep Lent.**

**Target: Knowledge and understanding of observation of season of Lent**

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

**Candidates may include some of the following points:**

Lent is seen as a time of fasting or self denial (emulating Jesus' fasting in wilderness) / Christians may observe Lent as a period of self denial by giving up a particular luxury / by making one day of the week a day of fasting / others may take on something during Lent as a discipline, e.g. attend Lent courses / become involved in specific acts of charity / use the season of Lent as a time to develop spiritually by instruction or meditation.

Reference to Shrove Tuesday and/or Carnival should not be credited.

**(3 marks) AO1**

**(b) Explain why Pentecost is important for Christians.**

**Target: Knowledge and understanding of the importance of the Feast of Pentecost**

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

**Candidates may include some of the following points:**

Pentecost is the primary feast of the Holy Spirit / time when the Church particularly remembers the gift of the Holy Spirit / marks fulfilment of Jesus' promises to the Apostles / the unseen power of God continually at work in the Church / candidates can legitimately make reference to beliefs about the Holy Spirit / important for all denominations but for some this is of particular importance / many regard it as the day when the Christian Church started, thus is regarded by some as the 'birthday' of the Christian Church.

**(3 marks) AO1**

(c) **‘Good Friday is the most important day in the Christian year.’**

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

**Target: Evaluation of importance of Good Friday**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Good Friday is the day of the Crucifixion / without Good Friday there is no particular and specific remembrance of the events of the Crucifixion / Good Friday celebrates the culmination of Christ's earthly life and sacrifice / Good Friday remembers the sacrifice of Christ as atonement for sin of humankind / the Crucifixion is essential to the Christian faith.

**Other views**

Other festivals such as Easter are more important / Good Friday is but one day and the celebration of Easter of central importance to Christian faith / as it shows the resurrection and Christ's defeat of death / without Easter Good Friday merely recalls the death of Christ.

Candidates may balance Good Friday against other days in Christian Year, e.g. Christmas or Feast of Pentecost.

**(6 marks) AO2**

**A4 Baptism and Dedication**

- (a) Give two reasons why some Christians baptise people as infants.**

**Target: Knowledge and understanding of reasons for infant baptism**

Credit any valid point showing the importance of infant baptism, e.g. baptism joins people to the family of the Church and for some Christians this should be done at an early age / baptism washes away 'original sin' / by baptism infant is joined into the death and resurrection of Jesus / membership of Church / so they don't go to hell or limbo / to facilitate other sacraments later in life, e.g. confirmation/marriage etc.

Do not allow 'tradition' without further Christian explanation.

1 mark for each valid point.

**(2 marks) AO1**

**(b) Explain what is said and done at a service of Dedication.**

**Target: Knowledge and understanding of a service of Dedication**

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

**Candidates may include some of the following points:**

The question is not denomination specific. Candidates may make reference to: opening prayer or biblical sentences about the importance of children to Jesus / the presentation of the child / promises and commitment by parents to dedicate themselves to Jesus; bring child up in a Christian environment / promise by congregation to support the parents in nurturing the child in the Christian faith / the naming of the child / the dedication of the child to God.

Credit answers that refer to other services of Dedication such as new churches, furnishing, memorials, etc. or adult dedication in Pentecostal Tradition.

**(4 marks) AO1**

(c) ***‘Baptism does not change a person.’***

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

**Target: Evaluation of the rite of Baptism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

There is no physical change; the person looks the same / it is how a person lives their life with God, not some ceremony, that is important, e.g. example of the Quakers and Salvation Army / for many who are baptised as children and then have no further dealings with the Church baptism becomes a meaningless ceremony and merely follows a folk tradition / ceremonies of commitment such as baptism are outdated and antiquated in the 21<sup>st</sup> century.

**Other views**

Baptism makes a spiritual and inward change / the meaning of the sacrament of baptism is inward and spiritual / the act of baptism is merely the outward sign of that change / sacramental view of baptism suggests that there is a change, e.g. symbolic washing away of sin / baptism does make a change as it unites the person being baptised to the Church and into the death and resurrection of Jesus / the change, especially in believers' baptism, comes in commitment and the living out of the gospel in the life of the believer, etc.

**(6 marks) AO2**



**PART B****B5 Holy Communion**

- (a) **Describe a service of Holy Communion (Divine Liturgy) in the Orthodox Church.**

**Target: Knowledge and understanding of the Orthodox Communion service**

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

**Candidates may include some of the following points:**

Expect candidates to highlight the main sections of the celebration, e.g. Preparation; Liturgy of Catechumens (Liturgy of the Word); Liturgy of the Faithful.

**Preparation:** of gifts takes place in sanctuary at side table (altar of preparation).

**Liturgy of Catechumens:** Bible readings and prayers / 'Lesser entrance as Gospel is processed through Royal Doors to people (some may refer to symbolism here and should be credited).

**Liturgy of faithful:** Cherubic hymn sung / greater entrance / priest returns to sanctuary / Royal Doors closed. Bread divided into four parts and prayer of Consecration follows / only three parts are consecrated / priest invites congregation to receive consecrated sacrament / reception in both kinds at same time and is open to all baptised members of Orthodox Church, including infants. Sacrament administered on a spoon / people may also kiss an icon prior to reception / dismissal prayer followed by the reception of 'antidoron'.

Where candidates' answer give valid generic references to Eucharist / Holy Communion without being specific to Orthodox Tradition, such material may be credited but a cap of L3 – 3 marks should be applied.

**(6 marks) AO1**

(b) ***‘It is better to have a simple service of Holy Communion than one full of symbolism.’***

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

**Target: Evaluation of types of celebration of Holy Communion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

The Last Supper was a simple memorial meal and this is all that Christ commanded his followers to do / there is no need for elaborate ceremony full of extra symbolism as this detracts from the real meaning of the act / for some denominations there is no sacramental element in the celebration of Holy Communion and it should be kept as simple as possible and as true to what Jesus and the Early Church did / elaborate symbolism emphasises the sacrificial element of the act and not the memorial aspect and this is not in keeping with the teaching or focus of some denominations / symbolism makes the whole thing too mysterious and beyond the accessibility of people.

**Other views**

Ritual and symbolism have an important part to play in worship / the use of symbolism emphasises the important sacramental nature of the Holy Communion service and distinguishes it from a simple memorial meal or act / the mystery behind Holy Communion is beyond normal comprehension therefore symbolic acts and ritual are necessary to reveal this / the use of symbolism and ritual gives particular honour to and for the elements used in communion emphasising the key teachings and understandings held by some denominations, e.g. transubstantiation / even a simple service is full of symbolism, etc.

**(6 marks) AO2**

**(c) Explain the importance of Holy Communion for Protestants.**

**Target: Knowledge and understanding of how Protestant understanding of Holy Communion affects the structure of worship in a named denomination**

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

Answers are free to choose **any** Protestant tradition or to write about Protestant tradition in general.

General Protestant emphasis: Some Protestant tradition regard it as one of only two sacraments, otherwise mainly memorialist rather than sacramental understanding / therefore there is an emphasis on collective reception of bread and wine in a non-sacramental way / use of communion table rather than an altar emphasises the memorialist rather than the sacrificial aspect / by sharing the elements of communion they believe they are being faithful to words of Jesus at the Last Supper and that it is an act of thanksgiving / Communion services may not be the central act of worship within the tradition and may only be celebrated occasionally, whilst other services focus upon the 'word' of God and common praise / there is a notable lack of symbolism and ritual and an emphasis on simplicity.

N.B. This answer can legitimately use Anglican Eucharist / Holy Communion.

**(6 marks) AO1**

**(d) ‘Reading the Bible is more important than receiving Holy Communion.’**

**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 relative importance of reading the Bible and receiving Holy Communion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

The Bible is the ‘word of God’ and its authority is accepted by all Christians / the Bible is the very basis on which knowledge of God and Jesus is based / the Bible offers advice and direction to people to a greater extent than receiving Holy Communion / some denominations, e.g. Quakers and Salvation Army, do not see the necessity of Holy Communion / for some denominations Communion services happen infrequently and therefore it is the knowledge of the scriptures and living out of the Gospel in a practical sense which becomes more important / Holy Communion is merely one aspect of Christian worship and Christian life. There are equally important aspects: prayer, good works, preaching and study of the Bible / regular attendance at Holy Communion can become a matter of routine and the real significance of it may be lost / Christians are encouraged to deepen their faith by study of the scriptures and not just engage in ritual and ceremony.

**Other views**

This is one of two acts of worship commanded by Christ / Christ told his disciples to do this in remembrance of him therefore celebration and reception of Holy Communion is in direct obedience to this command / for some traditions the regular reception of the sacrament enables them to sustain their life as a Christian within the wider world / for many both aspects are important as without sacrament and knowledge of the scriptures people cannot fully appreciate the Christian life.

**(6 marks) AO2**

**B6 Places of Worship and Pilgrimage****(a) Explain why some Christian groups prefer to worship in non-traditional venues.****Target: Knowledge and understanding of worship in non-traditional venues**

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

Candidates are free to choose any non-traditional venue.

**Candidates may refer some of the following points:**

**House groups:** No formal design / no altars or other traditional church furniture / worship is often informal and spontaneous / often collective contribution rather than a specific leader, all contribute in an informal way / Holy Communion not celebrated as such but emphasis may be on a fellowship meal / emphasis is on the family model for the church inclusion and outreach / all are encouraged to use what gifts they have to aid worship.

**Community Halls / Community Church movement:** For some non-denominational groups community halls are used as places of gathering / as they are community halls there is little opportunity of permanent religious furniture or symbols / worship is often informal and 'word' based / charismatic Spirit led / in large community church movements in US the worship may begin and end with collective praise and Bible reading but breaks into small cells for more intimate group / prayer or instruction / again emphasis is on informality / use of worship songs accompanied by bands or groups the norm.

**Outside venues:** Open air evangelism / charismatic emphasis / plus emphasis on preaching and the Bible / rarely any use of sacraments. Worship songs and dance often contribute significantly / Salvation Army use traditional brass bands to aid worship, often worship based around community hymn singing, etc.  
N.B. a Quaker Meeting House is not a non-traditional place of worship.

Accept legitimate answers referring to converted shops, cinemas, etc. chosen by evangelical groups to be more attractive to outsiders than conventional churches. Credit can be given for answers that recognise the temporary use of non-traditional venues because of lack of opportunity or funds to purchase a proper place. Therefore worship is often appropriate to the setting rather than the ideal for the approach to worship.

Answer may equate New Tradition with internal worship. If there is no further specific reference/consideration of the New Traditional venue cap at max L3.

**(6 marks) AO1**

(b) **‘Church buildings should be plain and simple.’**

**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 decoration in Church buildings**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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 refer some of the following points:****Agree**

The Early Christians met in normal buildings without elaborate decoration / decoration can be a distraction from the worship / many 'non conformist' churches reacted against the elaborate decoration of earlier traditions. The word of God is more important than any visual depiction / for some this can be regarded as idolatry as the objects of decoration can become more important to worshipper than the act of worship, etc.

**Other views**

Having Churches which are decorated in a specific way allows the idea of heaven to be brought to earth. Church is a meeting place of the earthly and the divine / creates a sense of the numinous / visual decoration is often an aid to devotion rather than a distraction / decoration sets the House of God apart from other regular buildings / revelation of spiritual truths requires use of all senses including sight and for some traditions visual is a vital element to devotion, e.g. Orthodox use of Icons, etc.

**(6 marks) AO2**

- (c) **Choose one place of Christian pilgrimage. Explain how worship is an important part of making a pilgrimage.**

**Target: Knowledge and understanding of the importance of worship in pilgrimage**

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

**Candidates are free to choose any place of pilgrimage they have studied:**

Expect answers to make **clear** reference to **how worship is an integral part of pilgrimage** and what sets pilgrimage apart from a 'site seeing trip' / the act of pilgrimage itself can be seen as worship as an act of devotion / as part of pilgrimage worship with others becomes important, e.g. a collective Eucharist or praying the Stations of the Cross. Candidates may refer to specific acts of worship associated with their chosen example, e.g. Sprinkling at the well at Walsingham / or collective prayer in the Garden of Gethsemane / the daily Mass and healing services at Lourdes.

Candidates could also refer to private acts of devotion at the chosen place.

**(6 marks) AO1**

(d) ***‘Every Christian should go on a pilgrimage.’***

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

**Target: Evaluation of the need for pilgrimage within the life of a Christian**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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 are free to choose any place of pilgrimage they have studied:**

**Agree**

Pilgrimage helps to enrich peoples' faith and understanding / seeing areas associated with Christ firsthand may help them understand aspects of their faith better / it allows for interaction with wider body of Christians and this can be a positive thing / it is an act and sign of devotion to their faith / it can provide spiritual insights and develop new understandings / life changing experience, etc.

**Other views**

Unlike some other world religions there is no demand or expectation that Christians must undertake pilgrimage as part of their religious devotion or duty / for many it may not be possible to do so / the importance of Christian faith is not in outward signs of devotion and action but the acceptance of God and Christ within the heart of the believer / the effect of going on pilgrimage may be negative rather than positive / if people wish to go on pilgrimage to a particular place that is up to them and their own needs and motivation / it cannot be prescribed as a necessity. God can be experienced anywhere.

**(6 marks) AO2**