



**General Certificate of Secondary Education
June 2011**

Religious Studies

405003

Specification A

Unit 3 *Roman Catholicism*

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

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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 Belief and Sources of Authority

(a) *Explain why the Pope is important for Roman Catholics.*

Target: Knowledge and understanding of the importance of the Pope for Roman Catholics

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:

The successor of St Peter / the Head of the Church / the Bishop of Rome / he is infallible (cannot go wrong) in matters of faith and morals – no other source is needed / inspired by the Holy Spirit / the one who voices the teachings of the whole community / 'Christ's representative on earth'.

(3 marks) AO1

(b) *Explain briefly why bishops are important in the teaching ministry of the Roman Catholic Church.*

Target: Knowledge and understanding of the importance of the role of bishops for Roman Catholics

Candidates may include some of the following points:

They are the chief teachers in each diocese / they advise the Pope in matters of teaching, especially in councils / they are successors to the apostles.

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

(2 marks) AO1

(c) ‘Roman Catholics should always do what the Church tells them.’

What do you think? Explain your opinion.

Target: Evaluation of the relevance of Church teachings for Roman Catholics

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:

They have chosen to belong to the Church so should act as full members / the inspiration of the Spirit will always guide the Church, so the believers will know they are doing the will of God if they do what the Church says / the teachings of the Church are in line with those of the Bible.

God can speak to individuals too / the role of the conscience / the Church can only generalise, can rarely pronounce on any individual case / freedom of the individual to look at what the Church has to say and then make up his or her own mind / the idea of free will / different scholars may interpret the Bible in different ways – individuals may have difficulty – need to make up their mind.

(3 marks) AO2

(d) Give two beliefs from the Apostles’ Creed.

Target: Knowledge of the beliefs in the Apostles’ Creed

Candidates may include some of the following points:

I believe in God / the Father almighty / Creator of heaven and earth / and in Jesus Christ his only Son our Lord / who was conceived by the Holy Spirit / born of the Virgin Mary / suffered under Pontius Pilate / was crucified, died and was buried / he descended into hell / the third day he arose again from the dead / he ascended into heaven / sits at the right hand of God the Father almighty / from thence he shall come to judge the living and the dead / I believe in the Holy Spirit / the Holy Catholic Church / the communion of saints / the forgiveness of sins / the resurrection of the body / and the life everlasting.

1 mark for each belief identified.

(2 marks) AO1

(e) ‘Christians must believe everything in the Apostles’ Creed.’

What do you think? Explain your opinion.

Target: Evaluation of the Apostles’ Creed for 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 Apostles’ Creed was drawn up centuries ago to exclude those who were not true believers / individuals cannot make up their own version of Christianity / need for all believers to express unison on central issues, etc.

The language and ideas it expresses are old fashioned / God speaks to believers in every age according to their current situation / as knowledge increases, so there is the need to update ideas and , if necessary, to reject those no longer felt to be relevant, etc.

(3 marks) AO2

A2 Places of Worship**(a) Explain the purpose of any two features of a Roman Catholic church.**

Target: Knowledge and understanding of the importance of two features of a Roman Catholic church

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 any two features: for example:

Altar – the table on which the priest re-enacts the Last Supper / the place where the sacrifice that Jesus made for mankind is recalled / it is the focus for joining in with Christ's sacrifice on the cross / this is where the most important part of the Mass takes place / where the Eucharistic prayer is said / where the bread and wine is consecrated – into the body and blood of Jesus.

Tabernacle – contains the Real Presence / it is the place where the consecrated Communion hosts – the Blessed Sacrament – is kept / it is the place to worship Christ in the Blessed Sacrament / when people enter the church, they bow or genuflect towards the tabernacle in honour of the presence of Jesus in the Sacrament / it can also be a focus for private prayer as the body of Jesus (in the sacred hosts) is there / it is a point of contact with Christ / it gives a sense of the presence of God dwelling among humans / it makes the church sacred at all times.

Lectern – a stand that holds the sacred text, the Bible / it is the place from where sacred scripture – the word of God – is read at Mass / the priest stands at the lectern to give a homily to explain the meaning of the sacred reading / God's message is so important that it should be delivered from an important feature in church / the congregation can focus on the priest – this focal point helps the congregation to concentrate on what the priest has to say.

Other features may include baptismal font / confession box / sanctuary lamp / Stations of the Cross / Paschal candle, etc. (Up to Level 3 for each feature).

(2 x 3 marks) AO1

(b) ‘Roman Catholics can only get close to God in church.’

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

Target: Evaluation of the importance of the church for Roman Catholics

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

The church is the House of God / God is always present there – tabernacle, where the Blessed Sacrament is kept / can get close to God through receiving the sacraments, e.g. eucharist, reconciliation, marriage, etc. / by listening to the word of God in Mass / by preparing and helping to organise church services, choirs, etc. / by worshipping and praying there.

Other views

God is close and personal / can get close to God by being a good Christian – showing that you love God and your neighbour – can do this without going to a church, e.g. can pray anywhere / do charity work / missionary work / receive the sacraments / go on pilgrimage / read the Bible / some go to church and yet do not lead good Christian lives.

(6 marks) AO2

A3 The Eucharist and The Our Father

(a) Describe how Roman Catholics receive the bread and wine in the Eucharist.

Target: Knowledge and understanding of how Roman Catholics receive the Eucharist

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 the following points:

Eucharistic Ministers receive bread and wine from the Priest / congregation come out of seats and in lines approach the altar where they kneel or stand in a line or in a circle around the altar / Communion can be brought to people in their seats if unable to walk to altar / Communion can also be brought to the home of those who are sick by the Priest or Eucharistic Minister / Priest or Eucharistic Minister takes bread out of the chalice or appropriate dish between thumb and first and second finger and holds bread up in front of communicant and says 'The Body of Christ' / communicant's response is 'Amen' / receives by mouth or by hand from Priest or Eucharistic Minister / communicant returns to seat and prays thanks to God / wine (The Blood of Christ) is **generally** not offered at Sunday Masses as congregation is too large / generally offered on special occasions, e.g. weddings, etc. / Roman Catholics can receive Holy Communion once a day but mostly on Sundays (during the Mass).

Allow elements being received separately as a valid point.

(3 marks) AO1

(b) Explain briefly what the term 'Eucharist' means.

Target: Knowledge of the meaning of the term Eucharist

Candidates may include some of the following points:

The title 'Eucharist' comes from the Greek word for 'thanksgiving' / it draws attention to the fact that believers give thanks for the blessings that they share through this sacrament / by sharing bread and wine Christians are giving thanks for the sacrifice Jesus made for them / Jesus gave up his life to bring people back to God / he became the sacrificial lamb / it is the name used for the central prayer that includes the consecration of the bread and wine / (it is the term used particularly by Roman Catholics and Anglicans). Community celebration.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(c) ***‘For Roman Catholics, saying the Our Father is more important than receiving the Eucharist.’***

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

Target: Evaluation of the importance of the Our Father and Holy Communion

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 the following points:

Agree

The Our Father was taught by Jesus and is the perfect prayer / Christians join in saying his prayer so it is a prayer shared by all Christians / it helps stress the oneness of the Body of Christ / the praise of God and his name are a central part of being a Christian / pray for forgiveness as the Christian forgives – stressing the need to exercise this quality in life / pray for daily bread, not for luxuries – stressing the need to live in moderation, etc. / it can be said alone at any time whereas Holy Communion is a shared event only available at set times / it can help build up the relationship with God the Father.

Other views

Receiving the actual body of Jesus / feel closer to God / inspired to be a better Christian / weekly celebration of the life, death and resurrection of Jesus / re-enactment of the Last Supper / memorial meal out of respect and reverence for what Jesus did for us / it is a means by which the Christian community can gather in unity / expression of faith and participation in the life of the Church / spiritual food in the Liturgy of the Word, bodily nourishment in the bread (and wine) / both strengthen the faith of the believer and enable them to grow closer to God / literally means thanksgiving and believers give thanks for the sacrifice of Jesus on Calvary / words at the end of Mass compel the Roman Catholic to apply what they have learned to life and live out the Eucharist in the community every day.

(6 marks) AO2

A4 Sacraments of Initiation

- (a) ***Explain how the Sacrament of Baptism is similar to the Sacrament of Confirmation.***

Target: Knowledge and understanding of the relationship between the Sacraments of Baptism and 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

Candidates may include the following points:

Both are sacraments of initiation / receive the love and grace of God in both sacraments / both involve a sponsor / oil of Chrism is used in both sacraments / baptismal promises are made and renewed / a candle is used on each occasion / Sign of the Cross / Rites of Passage.

(3 marks) AO1

- (b) **Explain how being confirmed might help Roman Catholics in their everyday lives.**

Target: Knowledge and understanding of the effects 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

Candidates may include the following points:

Candidates have completed a process of initiation into the Church and as a result become an adult member of that Church and closer to God / the gifts of the Holy Spirit are received – help candidate to fulfil their vocation to live according to the teachings of Christ / candidates are called to a special task in life – (to live a good Christian life) / candidates are given the strength and courage needed to be a witness to the message of Christ, to turn to God in their times of need and to make informed and mature choices / they may actively go out into the world to seek ways to serve others / any reference to any or all of the gifts of the Spirit is to be credited, etc.

(3 marks) AO1

(c) ***‘You can only be a Christian if you have 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 baptism

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

Jesus said that ‘whoever believes and is baptised will be saved’ / baptism means that you are making the commitment to practise your faith / Jesus himself was baptised , those who want to follow him should also be baptised / the first Christian leaders baptised their converts / to be a Christian is to be part of a community, i.e. the Church, and almost all Christian denominations practise baptism / Christians believe that at baptism, the Holy Spirit enters their lives, to help them live as Jesus would wish / sins are forgiven.

Other views

Being a Christian is all about living like Jesus did / following his example by loving others – you do not have to undergo a particular ritual to be able to do that / water alone does not make you a Christian / most people are baptised as babies as that is what their parents want – it is not their own choice or commitment / baptism nowadays is more of a social custom – the religious meaning has been lost, so it is irrelevant to spiritual development / not all Christian denominations practise baptism, and their members certainly hold Christian beliefs and live Spirit-filled lives.

(6 marks) AO2

PART B

B5 Worship

(a) Explain how Roman Catholics might follow the example of Mary.

Target: Understanding of the relevance of Mary’s example for Roman Catholics

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:

Be obedient to the will of God / care for others like Mary cared for Elizabeth / look out for other people’s needs, e.g. the marriage feast of Cana / be people of prayer / support the suffering / accept all things in faith / told others to obey Jesus / treasured what she had witnessed ‘in her heart’.

(4 marks) AO1

(b)(i) Explain why some Christians prefer liturgical worship.

Target: Knowledge and understanding of the importance of liturgical 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:

Liturgical worship is structured and familiar / the forms of service have been used for centuries and in many places / the mind is easier to focus / easier to concentrate as worshipper knows what is happening and knows what to expect / they feel that they are sharing in worship with fellow Christians in every part of the world / can attend services anywhere in the world – even though language is different the actions are the same – so the worshipper knows what is happening / the actions are full of meaning especially those which echo the actions of Jesus himself at the Last Supper.

(4 marks) AO1

(b)(ii) Explain briefly why some Christians prefer non-liturgical worship.

Target: Knowledge and understanding of the importance of non-liturgical 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:

Non-liturgical worship has a feeling of freedom and emotion about the worship / like worship to be spontaneous and unpredictable / enjoy the lively hymns, songs and choruses / people may participate as they feel moved by the Spirit in a spontaneous way / all this contributes to the relaxed, informal, happy tone of the worship.

Candidates who interpret the question as referring to a Quaker meeting may receive full credit as appropriate.

(4 marks) AO1

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

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

Target: Evaluation of the role of aids to prayer

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

Items like these could turn into idolatry / against the Commandments / they can interfere with the mind reaching out to God / can be a distraction / some people buy expensive aids to prayer, e.g. crosses, beads, etc.

Other views

They can help Christians avoid external distractions / they help the prayer to stay focussed / they remove the need to use new words / they help the person praying to go beyond what is immediately present, etc.

(6 marks) AO2

(d) ‘The Bible is more important for public worship than it is for private prayer.’

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

Target: Evaluation of the importance of the Bible in private prayer and in public 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

When a group of Christians come together to offer thanks and praise to God as a community they nearly always include selected passages from the Bible as they believe that the Bible is the word of God / in the Catholic Mass there is the Liturgy of the Word which usually contains Old and New Testament readings chosen to help believers focus on the way that God has guided his people in the past and to learn from these experiences / in many Protestant churches, the services are centred around Biblical passages, usually chosen by the minister to focus on a particular theme / followed then by a long sermon in which the minister would explain the Bible passages and help people to understand who God is and how people should live their lives / some Christians gather together for study groups where they read and discuss a particular passage, sharing their thoughts about the meaningfulness and application of that passage / the Psalms and other relevant passages from the Bible form the basis of the Office of the Church, the prayers that all priests, monks, nuns and some lay people say every day, sometimes together.

Other views

In private worship many people use parts of the Bible as the foundation of their prayers / some people use extracts from the Bible as prompts to help them relate to the person and presence of God in their lives / they can read how God has helped other people and know that he will be there for them if they need him / some people choose a passage from the Bible and use it as a theme for meditation, quietly sitting and reflecting on what that passage means to them that day / some people just like to have the Bible near them to remind them of the closeness of God in their time of prayer / some people open the Bible at random and use the first sentence on which their eyes fall as a guide in a decision making, believing that the God who inspired the choice will also guide them through to the solution of their problem / the Psalms and other relevant passages from the Bible form the basis of the Office of the Church, the prayers that all priests, monks, nuns and some lay people say every day, sometimes alone.

(6 marks) AO2

B6 Festivals**(a) Explain how Roman Catholics celebrate Ash Wednesday.****Target: Knowledge of how Roman Catholics celebrate Ash Wednesday**

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:

Ash Wednesday marks the beginning of Lent and people come to church on this day to be marked on the forehead with the 'sign of the cross' / the sign is made of **ash** which has been made from the burning of the previous year's palm crosses / (in Old Testament times, people used to put on 'sackcloth and ashes' as a sign that they were genuinely repentant for their sins) / ashes are a sign of turning from sin or **repentance** and believing the Gospel / ashes are also a sign that each human being only has a brief time on earth and will have to face death and judgement eventually / 'ashes to ashes, dust to dust' / **fasting and abstinence** – Ash Wednesday is one of two days the Church requires that its members between the ages of 18 and 59 fast – may only take one full meal, which may be supplemented by two smaller meals, which together may not equal the full meal / abstinence – Church requires that on Ash Wednesday no meat should be eaten by those aged 14 years and over / fasting and abstinence are indicators of our self-denial, we return to God what is his and we demonstrate our preference for spiritual goods.

(4 marks) AO1

(b)(i) Explain why Maundy Thursday is an important day for Roman Catholics.

Target: Knowledge and understanding of the importance of Maundy Thursday for Roman Catholics

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:

Passover meal / new covenant / the institution of the Eucharist which is celebrated at every Mass / the institution of the Priesthood which enables these events to be re-enacted today / the command to show love, humility and service, expressed through the washing of feet- the epitome of care for others / the Agony in the Garden when Jesus accepted the will of God, as a sign of how much Christ loves all people / the betrayal of Jesus which exemplifies how much forgiveness is part of God's nature / remember the Last Supper.

Do not accept 'it is the day before Jesus died'.
Candidates can get full marks by focusing on the Last Supper.

(4 marks) AO1

(b)(ii) Explain why Pentecost is an important festival for Christians.

Target: Knowledge and understanding of the importance of Pentecost for Christians

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:

It takes place fifty days after Easter / it completes the Easter celebration / the Holy Spirit came at Pentecost / the Spirit's work in the Church started then and has continued / it remembers the day on which the apostles received the Holy Spirit / it is the birthday of the Church / it is stressing the importance of what happens now rather than historical events / it is acknowledging that the power of God is still active in believers / it reminds Christians of the transforming power of the gifts of God.

Do not credit details of the story – allow comment about preaching to other people.

(4 marks) AO1

(c) **‘Christmas is more important than Easter for Christians.’**

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

Target: Evaluation of the different responses to the importance of Christmas in the Christian tradition

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

Christmas began the process of Jesus' role as our saviour / God took on human form / became human to enable humans to become like him / God's promised visitation / without the birth the other parts of the ministry would not have happened / Jesus' identification with humanity is a source of comfort and hope / light overcoming darkness with the birth of Jesus / Jesus' unique identity as 'Son of God' is evident in the Gospel stories about the birth.

Other views

Resurrection is the high point of the ministry / Jesus' destiny / fulfilment of God's plan for him / the end of the journey / glory / Jesus' ultimate victory over sin, evil and death / inspires hope in Christians for life after death / see their loved ones again / promise of eternal life / promises Jesus made about himself were realised / great miracle performed by God.

(6 marks) AO2

(d) ‘Festivals have lost their religious meaning.’

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

Target: Evaluation of the religious meaning of 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

There is not the same emphasis on attending church services / need to work long hours can lead to lack of worship / work and family commitments come first / poor attendance at reconciliation services during Advent in preparation for Christmas / too much hype around some services, e.g. Christmas and Easter / real meaning of festivals are lost – religious meaning secondary / people becoming too materialistic – less money given to poor / people have too many commitments to spend time helping others / many people do not see the need to fast on Ash Wednesday / or to give up anything during Lent / people have become too self-centred / some festivals are too commercialised – shops advertising Christmas even before Halloween and Easter in middle of Lent / too much emphasis on presents at Christmas or Easter / too much emphasis on planning holidays at some festival times / or partying - celebrations lasting too long / over-indulgence can lead to family breakdown, accidents.

Other views

Advent calendars, candles help to focus people on the religious importance of Advent / Christmas is the season of goodwill / family time / people enjoy exchanging presents / cards / many people focus on the poor and needy / time for giving – charities, e.g. SVP Christmas hampers, toys / family celebrations / worship – Midnight Mass, Dawn Mass / time for visiting family, friends and neighbours / carol services, Nativity plays, Crib, etc. help focus people on the religious importance of Christmas Day / great time of fun, excitement and expectation for children / preparation and sharing of Christmas family meal / many families attend Mass every day throughout Lent / many receive ashes on Ash Wednesday / fasting / give up something for Lent / many people organise fundraising activities during Lent to raise money for the poor – Trocaire, Cafod / many give up their time to help others e. g hospital visits, visiting the elderly or housebound in local community / many people make a big effort to attend some of the Church services during Holy Week / School Religious Studies programmes emphasise the religious importance of festivals and help to prepare children through reconciliation services, special assemblies, retreats, etc.

(6 marks) AO2

