



**General Certificate of Secondary Education  
June 2012**

**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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available 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 students, 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 student 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, students' 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 students 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 student'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 student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level.

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 student's response.

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

## Assessment of Quality of Written Communication

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

Students 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.

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

## PART A

### A1 Holy Communion and Festivals

- (a) *Give two other names for the service of Holy Communion.*

**Target: Knowledge of the different titles for Holy Communion**

Mass; Eucharist; Divine/The Liturgy; The Lord's Supper; Breaking of bread; the Sacrament.

No credit for repeating 'communion'

Credit 1 mark per valid answer.

**(2 marks) AO1**

- (b) *Explain why Maundy Thursday is important for Christians.*

**Target: Knowledge and understanding of the importance of Maundy Thursday**

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

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

Maundy Thursday is the day Christians remember Jesus had the Last Supper with his disciples / instituted the sacrament of Holy Communion as a remembrance of his forthcoming death / Jesus gave his disciples a new commandment 'love one another as I have loved you.' / Jesus gave his disciples an example of humility and service by washing the disciples' feet / it was the night before his crucifixion when he was betrayed and arrested.

Credit references to Royal Maundy Money.

Students are **not** required to cover all the above points to gain full marks. Full marks can be awarded if students provide a clear and developed answer which only focuses on one aspect, e.g. the Last Supper and institution of Communion.

**(4 marks) AO1**

**(c) ‘All Christians should celebrate Holy Communion together.’**

**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 Holy Communion to various Christian traditions**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

There are two possible interpretations of the question:

1. to celebrate TOGETHER as opposed to alone
2. ALL CHRISTIANS as opposed to individual denominations

Either interpretation may be credited.

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

**Agree**

Jesus told his followers to ‘Do this in remembrance of me’ therefore it is obedience to Jesus’ commandments / it is an important reminder of Jesus’ death and sacrifice for humanity / it follows the example of the earliest Christians / some Christians believe by receiving the elements of the sacrament they are being spiritually nourished by the body and blood of Christ and this is important / the idea of Holy Communion expressing communion and unity with other Christians is an important one, etc.

**Other views**

Not all Christian denominations accept the need for Holy Communion (or any sacraments), e.g. Quakers and Salvation Army / what is more important is the way they live out their lives before God / there is a variety of opinion about the nature of Holy Communion and the importance that it occupies in the life of a Christian / not all will see it as being an important part of worship or the Christian life / some denominations do not permit intercommunion.

N.B. Students are not required to show knowledge of intercommunion for full marks to be awarded.

**(6 marks) AO2**

**A2 Places of Worship and Pilgrimage**

**(a) Explain why Christians go on pilgrimage.**

**Target: Knowledge and understanding of the reasons for 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

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

Pilgrimage as a spiritual discipline or an act of devotion undertaken for God / to allow them to experience first-hand the places associated with their faith / to experience and concentrate on their faith / to pray for themselves or someone close to them / to visit places associated with healing / or places associated with particular saints / to experience worship with others in a particular place as an expression of unity / to learn about their faith / to undertake a once-in-a-lifetime religious/spiritual journey, etc.

**(3 marks) AO1**

**(b) ‘If God is everywhere there is no need for pilgrimage.’**

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

**Target: Evaluation of the need for pilgrimage**

<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

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

There is no requirement in Christianity to undertake pilgrimage but Christians are expected to worship God / God can be worshipped anywhere / it is not the place that is important but the act of worship / the place of pilgrimage may be particularly special and associated with a specific saint and so person going on pilgrimage to a particular place shows devotion to them rather than God.

Whilst God is everywhere this does not negate the desire or need of some Christians to undertake pilgrimage / the act of pilgrimage may help intensify the sense of worship, as it can be a spiritual discipline and act of devotion / pilgrimage to particular sites associated with healing may be of particular concern for some Christians, either for themselves or for others.

**(3 marks) AO2**



**(c) Explain how one main feature of an Anglican church is used in worship.****Target: Knowledge and understanding of one main feature in an Anglican church building**

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

Simply naming a feature is creditable for 1 mark

Students are free to choose any *main* feature: likely answers are:

**Altar:** This is central and clearly visible and is important because the celebration of Holy Communion takes place there / Holy Communion is the principal service of the Anglican Church / further exemplification may be provided through reference to:- it usually faces East / often in an area known as the sanctuary / altar implies sacrifice and the sacrifice of Jesus is remembered through Holy Communion, etc.

**Lectern:** Used for readings from the Bible / (but also allow credit for place where sermon is sometimes preached) / the importance of the 'word of God' in worship / Bible readings form an integral part of Anglican worship. Further exemplification may be offered about the lectern sometimes shaped like an eagle representing the word of God being carried around the world.

**Pulpit:** Traditionally where the word of God is preached from / sermons and preaching are an important part of Anglican worship; therefore it is raised up so that the preacher is seen and heard.

**Font:** Important for use in Baptism / (students may also be credited for reference to the use of the font at other services, e.g. Easter vigil) / traditional position near the main door to represent the start of Christian life in the Church / modern position at the front of the church to allow congregation to see what happens and be part of the liturgy / the key thing is the reference to the importance of Baptism as part of Anglican worship.

Other features: e.g. nave, ambry; stained glass windows, side chapels, organ, Stations of the Cross and statuary, etc. may be used and should be credited, provided there is **clear** reference to how they are used in worship.

If candidates interpret the question as referring to the Anglican denomination, e.g. episcopal structure or practices, this should be credited.

**(3 marks) AO1**

(d) ***‘Outdoor worship is the best way for Christians to praise God.’***

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

**Target: Evaluation of outdoor worship for Christians**

<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

Worshipping God outside allows people to praise God in and through the beauty of nature / it also allows them to witness to their faith and help others praise God as they may be caught up in it / outdoor worship is often joyful and less formal than worship conducted in special buildings and this should lie at the heart of Christian worship.

There is no right or wrong way to worship or praise God / the act itself is the important point, not the place in which it is conducted / some acts of worship are more suited to worship in a building e.g. Communion, etc. rather than outside / praising God through ritual and ceremony may be better suited to a building than outside.

**(3 marks) AO2**

**A3 Festivals and Beliefs**

(a) ***Explain briefly why Epiphany is important to Christians.***

**Target: Knowledge and understanding of the importance of Epiphany**

Epiphany marks the visit of the magi and the revelation of Jesus to the world / glorifies the infant Jesus. Students may refer to the symbolism of the gifts presented and if so should receive credit. Some students may refer to the Orthodox observation of Epiphany, which refers to the baptism of Jesus by John; such answers should be credited.

1 mark for one correct point.

2 marks for two points, or one point developed.

**(2 marks) AO1**

**(b) Describe what happens at an Easter vigil service.**

**Target: Knowledge of the Easter vigil 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

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

The service beginning in darkness and the symbolism of that; service in 3 main parts

i) **Liturgy of Light:-** The kindling of the new fire of Easter symbolising the light of Christ dispelling darkness of death / the marking and lighting of the Paschal candle / the candle carried into a darkened church and placed in its stand near the altar / reference could be made to the response and acclamations which accompany this. The light of Christ is passed around the congregation as they light their candles from the Paschal candle / the Easter exultet is sung. Credit references to the application of incense to the Paschal candle to represent the wounds of Christ.

ii) **Liturgy of the Word** when God's acts of salvation recorded in the Bible are read concluding with the resurrection accounts.

iii) **The renewal of Baptismal vows** (and the Baptism / Confirmation of students) / usually though not exclusively Easter vigil concludes with the Liturgy of the Eucharist.

**Orthodox tradition:** Midnight Office / lighting of candles / circumambulation of church / ringing of the bells / reading of Gospel outside / Paschal greeting 'Christ is risen / Christ anesti' / fireworks, etc. Students are unlikely to provide such detail. Therefore look for some reference to key parts.

**(4 marks) AO1**

(c) ***‘The resurrection of Jesus didn’t really happen.’***

***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 / reality of the resurrection**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

The only evidence for the resurrection comes from the New Testament / there is little explanation how it happened, just an expression that it did / the Gospels refer to the event of the resurrection but differ on the accounts of how it was witnessed / there has been no other recorded instance and whilst Christians may believe there is a life after death it is difficult to substantiate this by hard evidence. The idea of a dead person rising from the dead runs contrary to hard fact / it is possible the disciples removed the body.

**Other views**

If Christians do not believe that the resurrection happened their faith is without substance / it is the central pillar of the Christian faith and such faith cannot be built on a mere idea / the nature of the resurrection is in accordance with the fulfilment of the scriptures / the events of the resurrection cannot be easily dismissed and the resurrection as an event provides the best explanation to what happened to Jesus' body. The tomb was guarded, etc.

**(6 marks) AO2**

**A4 Commitment and Membership**

**(a) Explain how believers' baptism is different from infant baptism.**

**Target: Knowledge of the difference between believers' baptism and infant baptism**

Levels	Criteria	Marks
<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

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

Believers' baptism is a confirmation *of* faith, not an initiation *into* the faith / age of candidates / it is their decision to be baptised / candidates for believers' baptism undergo a period of instruction in preparation for their baptism / believers' baptism is not followed by either Confirmation or Chrismation / there are no godparents who answer on behalf of the candidate; instead the candidate expresses their desire to be baptised through their testimony / Baptism is by total immersion **under** the water and in the name of the Trinity **once**, not three times.

Where an answer explains the differences with clear reference to **both** practices, this constitutes development.

**(3 marks) AO1**

**(b) Explain the importance of reception into membership for some Christians.**

**Target: Knowledge and understanding of reception into membership**

<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

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

It shows change of church / new to faith / it confirms that the person is ready to play a full part in the life and work of the Church, and to witness to the faith / it makes the person a full member of their Church / part of the body of Christ / it is a further expression of commitment after (or at the same time as) confirmation / students may refer to the promises that are made at a service:- i) making a full commitment to Christian life and worship; ii) searching for help of the Holy Spirit at moments of difficulty iii) to witness by word and deed to the gospel / it is an expression of discipleship / it allows the person to take a leadership role in the local church community / in the Roman Catholic Church it admits the person to Holy Communion.

Allow specific references to the practices of specific denominations as development.

**(3 marks) AO1**

(c) **‘Confirming people is the most important role of a bishop.’**

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

**Target: Evaluation of the role of a bishop**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Confirmation is an important rite of passage for some denominations: the presence of a bishop shows the importance of the rite / at confirmation through the laying on of hands the bishop passes on the gift of the Holy Spirit / the bishop as leader of the Church in his / her area and confirmation is a key point at which (s)he has contact with the people in his / her care, especially those making an adult commitment to the faith.

**Other views**

Bishops have other key roles in the Church which are more important / some students may refer to the bishop's role in ordination as being more important as (s)he is making priests and deacons to serve and lead the church / the bishop's role as pastoral leader of his / her area / a role in expressing or shaping Christian teaching on ethical or pastoral issues / or for senior bishops in some denominations their role in matters of state, etc.

If one side of the argument depends solely on non-episcopal duties (e.g. Eucharist, baptism, etc.) cap at Level 4.

**(6 marks) AO2**



**PART B**

**B5 Beliefs and Sources of Authority**

(a) **Explain what Christians believe about the Trinity.**

**Target: Knowledge and understanding of the Trinity**

<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

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

Students highlight the key persons of the Trinity / and that the Trinity is an expression of the oneness of God in three distinct natures / accept any reasonable analogy they may provide by way of explanation or exemplification (e.g. water – existing as liquid, solid, and gas but still elementally similar).

For upper levels students should be able to offer some further explanation of the three persons of the Trinity, e.g.

**God as the Father:** who is the almighty creator who gives life to all the created order and as Father continues to care for creation; there is no limit to God’s power. God the Father is all powerful, all loving and present everywhere.

**God as the Son:** existed with God from the beginning but by the incarnation God was made visible in the humanity of Jesus as the Son of God; and in human flesh suffered death for sins of humanity.

**God as the Holy Spirit:** the power of God that was at work in the past and continues to be unseen power of God at work in the world today. Christians believe that Jesus sent the Holy Spirit to empower and guide the disciples after his ascension.

If only two persons of the Trinity are mentioned, cap at Level 4.

If only one person is mentioned and exceptionally well developed, cap at Level 3.

**(6 marks) AO1**

**(b) Describe how Christians might use the gifts of the Spirit in their lives today.**

**Target: Knowledge and understanding of the gifts of the Spirit and their effects on Christian living**

<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

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

Students are able to refer to the charismatic gifts of the Spirit, e.g. as listed in I Corinthians 12. Some may also explain how these gifts are received. Students may also refer to the gift of 'love' as being the greatest gift.

Explanation of how these gifts may be used in worship, especially charismatic tradition, e.g. preaching or speaking in tongues or being inspired to pray, to write music for worship, etc. The role of the Holy Spirit in Holy Communion.

How gifts of healing, knowledge and wisdom may be used in areas of daily life, e.g. medical profession / teaching, etc. All Christians are expected to use the gift of love in dealing with others.

**(6 marks) AO1**

- (c) ***‘Believing that Jesus was born of a virgin is the most important part of Christian belief.’***

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

**Target: Evaluation of belief about the nature of the Virgin Birth and the incarnation**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

The virgin birth is central to the belief about the incarnation of Jesus / the virgin birth explains Jesus' divinity and his humanity / the incarnation shows Jesus as the Son of God and God's love to the world / without believing the virgin birth and incarnation the importance of Jesus life, and teaching, etc. are lessened / without the virgin birth Jesus could just be seen as just 'another' person / the virgin birth fulfils the prophecies of the Old Testament / the role of Mary in the Roman Catholic Church and Theotokos in Orthodox theology is significant.

**Other views**

It is Jesus' life and ministry that are more important to Christians than believing how he was conceived / the virgin birth can be explained away, but this does not detract from other more important beliefs, e.g. that Jesus died to save humanity, or that Jesus rose from the dead, or that Jesus will come again in judgement, and there is a world to come / Christians can reject the idea of a virgin birth but accept all the other parts of the Christian faith so it may not be seen as **the most** important part of Christian belief / rejection of the Virgin Birth does not entail rejecting belief in the incarnation.

Candidates may focus more on the fact that Jesus was **born** rather than on the virginity doctrine. This is a legitimate interpretation and answers in this vein are creditable.

**(6 marks) AO2**

(d) **‘The Bible is without error.’**

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

**Target: Evaluation of variety of understanding about the Bible as the word of God**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Fundamentalist interpretation expresses the belief that the writers of the Bible were divinely inspired and that it is the authoritative 'Word of God' and without error. Where contradictions appear to occur this is because people do not have enough understanding of the text or of the truth. Some students may go on to explain the literalist approach and why this interpretation is taken. Again students may exemplify with reference to text of the Bible.

**Other views**

Students may agree that the Bible is the Word of God, but that it contains contradictions and apparent errors; that the books of the Bible were written (and edited) by humans who could and did make mistakes and the writers were inspired by God to write the books of the Bible but expressed the truth as they saw it, or in such a way as to reveal it to their communities. Students should be able to express a liberal interpretation of the Bible and weigh against a more fundamentalist approach with some exemplification / difference between God dictating and God inspiring.

**(6 marks) AO2**

**B6 Worship****(a) Describe an act of liturgical worship.****Target: Knowledge and understanding of the style and form of liturgical worship**

<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

Students are free to describe any act of liturgical worship they choose. The most common example is likely to be a service of Holy Communion, but other examples such as Morning Prayer or Evening Prayer are equally valid and must be credited accordingly. Students could also refer to rites of passage in their answer.

The key points to note in whatever example is used are: that it is public worship / and there must be clear indication that liturgical worship follows a set structure and pattern / it is usually formal in style and led by a minister with structured congregational responses / set prayers are normally used / although readings, some prayers (and hymns) may change according to the season they are normally in the same place within the structure of the service / students may refer to effects, e.g. the fact that a set structure fosters a sense of unity with other Christians who use the same structure and / or that liturgical worship is often full of symbolism.

Allow Easter vigil and Methodist / URC services i.e. some non-conformist churches have integral worship.

If a candidate writes generally about liturgical worship without actually **describing** an act of worship, give credit but cap at Level 4.

**(6 marks) AO1**

**(b) Explain the importance of prayer for Christians.**

**Target: Knowledge and understanding of the importance of prayer for Christians**

<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

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

Prayer is communication with God / and it sustains a relationship with God / it is an opportunity to express their love and thanks to God / it follows the example of Jesus / Christians believe God answers prayer / that they receive strength and guidance from God through prayer. Further exemplification and explanation may come from reference to and explanation of the various types of prayer: adoration, confession, intercession, petition, etc.

If there is no clear focus on the **importance** of prayer, cap at Level 4.

**(6 marks) AO1**



(c) **‘Public worship is more important than private worship in the life of a Christian.’**

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

**Target: Evaluation of differing styles of worship**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Christians are the body of Christ in the world and public worship is an expression of that / the Early Church met together for worship and Christians today follow that example / Jesus' command to meet together in his name ('when two or three are gathered together') / public worship is an act of witness to the faith / some services, e.g. Holy Communion, are primarily public acts of worship / public worship at festivals, and rites of passage etc.

**Other views**

Private worship allows a more intimate relationship with God and Jesus / private worship can be done anywhere and at any time / private worship allows the worshipper to focus on needs particular to them and in a particular way, e.g. meditation or praying using rosary or icons / private worship is part of a discipline for some Christians and helps strengthen their spiritual life / ideally there should be a combination of both public and private worship in the life of a Christian.

**(6 marks) AO2**

**(d) ‘The main purpose of Christian worship is to make Christians joyful.’**

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

**Target: Evaluation of purpose of worship**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Lively and enjoyable worship expresses the joy of the Christian faith / worship allows the Christian to share in the joy of creation and expresses the joy of a relationship with God / even sombre occasions express the joy of Christian hope, e.g. Good Friday services (some students may refer to funerals as an example and they should be given credit) / Christian worship should ‘lift’ the worshipper / joyful worship makes the act of worship more appealing / people are more likely to actively participate in worship if it is enjoyable and vibrant / certain types of worship express the joy of being filled with the Spirit.

**Other views**

The main purpose of worship is to honour and praise God, not to entertain the worshipper / some worship needs to be solemn and reflective rather than joyful / worship is expressing what God means to Christians, which may mean that some worship is quiet / meditative rather than bright and joyful / certain styles of worship may be used by way of exemplification / development, e.g. Quaker worship, often has long periods of silence. Or styles of worship that are firmly based on hearing the word of God.

**(6 marks) AO2**

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