



**General Certificate of Secondary Education
June 2013**

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

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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. 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

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

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

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

If a 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. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

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

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

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

PART A

A1 Worship

(a)(i) *What is an icon?*

Target: Knowledge and understanding of an icon

1 mark for an appropriate answer.

e.g. An image (usually a painting) of Jesus or of one of the saints used as an aid to prayer. Symbolise Jesus (see John of Damascus *In Defence of Holy Icons*) but NOT symbolise saints **OR**; an image to aid prayer thought to contain the spirit of the person(s) depicted.

Do not credit reference to a person to look up to or image/picture without any reference to religion.

(1 mark) AO1

(a)(ii) *Explain briefly the use of icons as aids to prayer.*

Target: Knowledge and understanding of how an icon is used as an aid to prayer

Students may include some of the following points:

May refer to the use of icons in private or public worship. The icon is seen as a 'window into heaven', and helps focus the thoughts and prayers of the worshipper on particular event or person. Most icons may be of holy figures: Christ, Mary, one of the saints, etc. and some Christians believe the icon is filled with the spirit of the person depicted who intercedes for the worshipper and / or channels their prayer. Christians may use them as part of regular meditation and devotion, or use them in public worship, for example on certain feast days of the Christian year, or as a focal point for their prayers at any other time. Some feel that meditation with an icon helps to channel and focus their prayers.

Credit "worship" of icons even though "veneration" is the correct term. The average 16 year old may not understand the distinction between latreia and proskynesis.

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

(2 marks) AO1

(b) Explain what is meant by liturgical worship.**Target: Knowledge and understanding of the nature of liturgical forms of worship**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Liturgical worship follows a tradition of a set structure, ceremony or ritual, and this helps people focus their worship through familiarity of the structure. Usually formal and led by a priest with congregational responses. Words of worship contained in a book. (e.g. prayer book or missal). Certain parts of service, e.g. hymns and readings, will change according to season but the structure of the service is the same each time. Often sacramental worship, but not exclusively so. Candidates may exemplify using specific services e.g. Holy Communion, or Morning and Evening Prayer.

(3 marks) AO1

(c) 'Charismatic worship is the best way to praise God.'

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

Target: Evaluation of charismatic worship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Some Christians believe that the Holy Spirit is present during charismatic worship. Charismatic worship expresses the joy of worship, it is heartfelt and spontaneous and arises out of the needs of people at the time, and therefore it can be more meaningful and personal to the worshipper or the community than a set rigid structure. Charismatic worship allows extempore prayer, the expression of emotion and the use of the gifts of the Spirit more easily; some Christians feel it allows them to take a more active part in the service. Charismatic worship can be a positive source for spiritual renewal in some traditional churches. By becoming actively involved in the service charismatic Christians believe that they are more able to express their belief in and love of God freely, and feel that they are moved by God to worship in a particular way at a particular time and to use the gifts that he has given them. Charismatic worship may appeal more to younger worshippers, etc.

Other Views

Charismatic worship does not usually allow for ceremony and symbolism as easily as liturgical worship or worship that follows a set structure. In some traditions a set structure and pattern is important for the type of service being offered, (e.g. Roman Catholic Mass). Worship is about giving praise to God and charismatic and spontaneous worship may be more focused on the needs of the worshipper than who they are worshipping. Charismatic worship may make some people feel uncomfortable, and this will distract them from the act of worship. Some may feel that charismatic worship does not show proper respect to God. It does not matter how worship is conducted, no one way is better than any other. It is to whom, not how, worship is addressed that is important, etc.

(6 marks) AO2

A2 Places of Worship

(a) **Explain the importance of one feature of the inside of an Orthodox church.**

Target: Knowledge and understanding of the purpose and symbolism of interior features of an Orthodox church

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Note: Do not credit external features, e.g., number of domes and the symbolism of domes.

Students may include some of the following points:

The iconostasis is the division between the sanctuary and the nave of the church building / a symbolic division of earth and heaven.

Royal doors: opening the royal doors during liturgy symbolises the breaking through of heaven to earth.

Icons of Jesus / Mary / saints and the **festival icons** are important aids to devotion, they are visual means of instruction.

The Altar is behind the iconostasis and is the place where the sacrifice of the Divine Liturgy takes place.

The Font is the focus for the baptism liturgy.

The Narthex is used by the unbaptised during the Divine Liturgy.

The interior of the dome often shows Christ Pantocrator.

Lack of seats shows equality standing before God.

Oil lamps instead of candles show the Middle Eastern origins of the church, etc.

Extravagant decoration creating a sense of Heaven on earth.

Do not credit stained glass windows unless explanation is distinctively orthodox.

Do not credit singular reference to the Bible.

Allow marks for only **one** feature.

Level 1 for reference to a correct feature.

(3 marks) AO1

- (b) **Explain how the inside of a Baptist place of worship shows what Baptists believe is important in their worship.**

Target: Knowledge and understanding of how the interior of a Baptist place of worship reflects Baptists' beliefs about worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points

The building is often unadorned, emphasising that the importance of worship is the verbal content not the ceremony or decoration. Their worship focuses on preaching and hearing the word of God rather than on the sacraments. A raised platform allows the minister to be seen and heard clearly when preaching / reading the Word of God. Older Baptist chapels may have a large pulpit to emphasise this. In modern buildings there may be extra lighting and amplification so people can see and hear clearly. There is no altar, only a simple communion table, as communion is not the main act of worship and is understood as a memorial meal. There is usually a baptismal pool or baptistry as they practise believers' baptism. There may be a platform for a worship band to accompany worship songs emphasising the joy of worship in word and song. There may be a plain cross visible rather than a crucifix; or banners illustrating texts from the Bible, etc.

Do not credit simple reference to feature if unexplained.

(3 marks) AO1

(c) **‘Any building can be used as a 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 specific buildings for worship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Christians do not need to have any special building for worship and Christians are expected to be active in the world. Worship of God comes from hearing and acting on his words. There is an expectation and emphasis on mission and outreach to others rather than worrying about the decoration of buildings and their internal contents. The early Christians were active in proclaiming the word of God rather than concerning themselves with buildings and Christians today are called to do the same. Owning and maintaining buildings is a drain on resources which could be put to more important use. It is more important to proclaim the word of God to all people. Jesus said, ‘Go and make disciples of all nations’ and this is done through preaching and hearing the word of God, not building or maintaining magnificent churches for worship, etc.

Other Views

Having a dedicated building gives the church status and sets the church building apart; it creates a sense of Heaven on earth and shows the value Christians place on a special place as God’s house. Some people may feel that God is more present in beautiful buildings and it shows the importance which they place on their faith. A church building can act as a community centre. Some worship requires specific items, e.g., an altar or a font / learn to concentrate, pray worship in a place specially set apart, etc.

(6 marks) AO2

A3 Holy Communion

- (a) ***Explain briefly why some Christians call the Holy Communion service ‘the Eucharist’.***

Target: Knowledge and understanding of the title ‘the Eucharist’

Students may include some of the following points:

They believe that communion is a service of thanksgiving for Jesus’ sacrifice, with sacramental meaning. Jesus himself gave thanks when he instituted the Eucharist: “He gave thanks”. Eucharistes – the Greek word used – means ‘to give thanks’.

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

(2 marks) AO1

- (b) **Explain how a Christian community's understanding of Holy Communion might affect the way they worship.**

Target: Knowledge and understanding of how the understanding of Holy Communion affects the structure of worship in a community

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

For some communities the Holy Communion service is the principal service, and therefore the community worship is focused on regular celebrations of the Communion, e.g. Roman Catholic, Orthodox and Anglican churches. It is an obligation for some Christians to attend the service of Holy Communion regularly; e.g. it is one of the promises made at Confirmation. They feel that they are spiritually fed by the body and blood of Jesus and this is important to them. It is one thing Jesus told his disciples to do in remembrance of him.

Others do not set as much importance, and celebrations of Communion may be infrequent and **only** on particular days or at particular times, they may see it as a mark of fellowship or a memorial meal rather than a necessary requirement in worship. Some Churches do not practise Holy Communion e.g. Quakers and Salvation Army, for a variety of reasons, e.g. Quakers believe that it is how they lead their lives as Christians which is more important rather than any outward ceremony; the Salvation Army minister to alcoholics so the use of wine is a problem, etc.

If understanding is discussed without any reference to how it AFFECTS WORSHIP, cap at Level 1.

(4 marks) AO1

(c) 'Receiving Holy Communion is the best way to remember Jesus.'

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 in remembering Jesus

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Jesus' command to his disciples was to 'do this in remembrance of me' so Christians should be obedient to this commandment. Holy Communion remembers the important sacrifice of Jesus; therefore it is more important than anything else which Christians might do. Without remembering the death of Jesus in the communion service they cannot fully focus on the resurrection of Jesus. By sharing in communion, Christians believe that they are making Jesus present among them and keeping the memory of him alive, etc.

Other Views

Jesus can be remembered in other more important ways, by being obedient to his teachings and example. One action does not provide the best way to remember the whole of Jesus life and ministry. The early church were active in the world teaching and following Jesus' example and modern day Christians should do the same. It is living a Christian life which is the best way of remembering Jesus, actions not words. Some denominations do not have communion services nor do all denominations share the same understanding of Holy Communion so it cannot be the best way, etc.

There **must** be reference to remembering Jesus for credit.

(6 marks) AO2

A4 Beliefs and Festivals**(a) Explain what Christians believe about judgement and the world to come.****Target: Knowledge and understanding of Christian beliefs about judgment and the world to come**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

That they will be judged by God / Jesus for their actions in life. Jesus sits as judge in heaven. Rewarding the righteous and punishing the guilty. Judgement may happen immediately after death or at some future time when Jesus returns, and belief in the final resurrection of the dead at this time. Judgement may be at the final resurrection of the dead and good will be rewarded and bad actions punished. As a result of judgement, people will be sent to punishment or eternal life in heaven. That humans live under the threat of judgement and this has a bearing upon how they behave now. Beliefs about the world to come refer to the belief in life after death; either in heaven or hell; heaven seen as a place of unending peace and joy with God, reunited with relatives and loved ones; hell is traditionally seen as a place of torment, and/or refers to a state of being removed from the presence of God. There may be some exemplification through Jesus' parables e.g. 'The Sheep and the Goats', etc. "There is no condemnation for those in Christ Jesus" (Romans 8:1). Some Christians reject traditional belief about future judgement – judgement is now.

(4 marks) AO1

- (b) *'The season of Advent is important only because it reminds Christians about judgement.'*

What do you think? Explain your opinion.

Target: Evaluation of the season of Advent

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

Students may include some of the following points:

Advent reminds Christians of the coming of Christ at Christmas and this is its primary focus. Advent is a time of spiritual preparation for the Incarnation and the majority of the symbolism reminds Christians of this event. For some Christians the second coming of Jesus is not a future event but accepting that judgement has already happened by accepting Jesus into a believer's life.

Advent reminds Christians that there are three distinct parts to the season: the coming of John the Baptist to preach forgiveness, the coming of Jesus at the Incarnation, and the second coming of Jesus as judge of the world. Advent is important because it reminds Christians of the coming of the Messiah to judge people with justice and righteousness, etc.

(3 marks) AO2

- (c) *Explain briefly what Christians understand by the Incarnation of Jesus.*

Target: Knowledge and understanding about the Incarnation of Jesus

Jesus being born.

God becoming man / taking human form in Jesus / showing Jesus' divinity and his humanity. Becoming flesh: "Incarnatus est" in Creed.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

(d) ***'People are born sinful.'***

What do you think? Explain your opinion.

Target: Evaluation of the causes of sin

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

Students may include some of the following points:

The Christian Church teaches that sin is more than a wrong action; it is a separation from God, and all people fall short of his expectations. Some Christians believe that this is inherited through Adam and the fall of humankind in the Garden of Eden. Since Adam disobeyed God and gave into temptation humanity is tainted with original sin and has the ability to sin by failing to keep God's laws.

Sin is the result of human actions in the world, either towards others, or against God. God gave humans freewill to do as they like. When they break God's laws they commit sin it; is a purely human action. Most sins are clearly the result of human action, e.g. theft, anger, lust, etc. We cannot blame our actions on a past event. Some sins are sins of omission and are the result of human weakness, not inheritance.

(3 marks) AO2

PART B**B5 Festivals****(a) Explain why Christians keep Lent.****Target: Knowledge and understanding of why Christians keep Lent**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Christians use Lent to remember Jesus' fasting in the wilderness and his resistance of temptation. Some Christians use it as a time of fasting and prayer as a time of spiritual preparation for the important events of Holy Week and Easter. As a special time each year to undertake self discipline and self denial to strengthen their relationship with God. Some use it as a period of time to study of Bible. As a time for penitence, repentance and reconciliation. As a time of preparation for initiation into the Church, etc.

Note: Question is **why** Christians observe Lent, not **how**. If they refer ONLY to Holy Week, do not credit.

(4 marks) AO1

(b) 'For Christians, Sunday is the most important day for worship.'

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

Target: Evaluation of Sunday as a day of worship for Christians

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Sunday is the Christian Sabbath, 'The Lord's Day' and follows the traditions of the early church who met on the first day of the week for worship. Setting one day aside each week for worship is important. Every Sunday remembers the resurrection and therefore is the most appropriate day for worship as the resurrection is the central belief of Christianity. Sunday is the one day of the week that is a holiday so it is often the best day logistically for communal worship. Other days may be important to remember particular festivals and events in the life of Christ but Sunday is traditionally the time for collective worship in Christian communities, etc.

Other Views

Not all key festivals fall on a Sunday e.g. Christmas Day, Ash Wednesday, Maundy Thursday, Good Friday, etc. and each of these days is an important day for Christians to worship. Every day should be an appropriate day for worship of God, not just Sundays; it is the act of worship which is important, not the day on which it takes place. Some traditions have their main act of regular worship on other days. e.g. Saturday evening Mass. The pressures of modern living mean that people may not be able to worship together on Sunday, etc.

Note: do not credit "God rested from creation" if this is the only reason given for worshipping on a Sunday.

(6 marks) AO2

(c)(i) Describe how Christians remember the events of Palm Sunday.**Target: Knowledge and understanding of how Christians observe Palm Sunday**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Special services at which palm crosses are blessed and distributed. Some churches act out the arrival of Jesus in Jerusalem on a donkey by processions to place of worship following a donkey. Students may refer to other ways within acts of worship e.g. particular hymns / songs or special readings at services which relate the account of Jesus entering Jerusalem. The dramatic reading of the 'Passion' narrative in some traditions, reminding people that Jesus was acclaimed and then rejected by the people, etc.

(4 marks) AO1

(c)(ii) Explain how Christians worship on Maundy Thursday.**Target: Knowledge and understanding of how Christians observe Maundy Thursday**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Special services of Holy Communion, to celebrate its institution. Washing of feet to commemorate Jesus' actions at the Last Supper. Procession of Sacrament to the Altar of Repose to represent Jesus in the garden of Gethsemane. Stripping of the altar(s) and or decoration from churches in preparation for Good Friday. Night vigil to remember Jesus' prayer in the Garden. Chrism Mass / Blessing of Holy Oils by Bishop. Renewal of Ordination vows by priests and deacons at special services. Credit can be given for distribution of Royal Maundy. White or red liturgical colour.

(4 marks) AO1

(d) ***‘Worship on Good Friday should be joyful.’***

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

Target: Evaluation of Good Friday in the Christian calendar

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Although Good Friday remembers the death of Jesus, worship should reflect the joy and thanks that by his death Jesus saved humans from sin: The events of the crucifixion of Jesus means that human sin is forgiven and this should be remembered with joy as it looks forward to the resurrection of Jesus. The day is ‘good’ because it remembers that by his death Jesus opened the way to heaven for everyone. Christians believe it shows the love of God and this should be remembered in worship with joy and thanksgiving, etc.

Other Views

Worship on Good Friday remembers Jesus’ death and should reflect and remember this. Death is not a time for joy and Christians are remembering the death of Christ so their worship should reflect this. It is the day when Christians remember that Jesus was alone on the cross and in pain. Through solemn worship Christians can identify with the suffering of Christ. Solemn and reflective worship rather than joyful worship helps to focus on the events remembered, etc.

(6 marks) AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Commitment and Membership**(a) Explain two of the symbols used in infant baptism.****Target: Knowledge and understanding of symbols used in infant baptism**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

The question *does not* expect students to confine their answers to one tradition only although they may choose to do so.

Students may include some of the following points:

Water: is the symbol of washing away of sin, and burying the old life in the water of baptism.

The sign of the cross: shows that they are baptised into the death and resurrection of Jesus.

Chrism oil: is a sign and seal of the Holy Spirit.

A lighted candle: given in some traditions is symbolic of the child passing from darkness of old life to the light and life with Christ.

Spitting at the devil in the Orthodox tradition: rejecting the Devil and all his works.

Reference can be made to **symbolic colour of clothing** if appropriate. Students may mention particular symbolism shown in an Orthodox infant baptism service and those who do should be given credit.

Clothing should be credited **ONLY** when it is a symbolic re-clothing as part of ceremony in Orthodox tradition.

Maximum Level 3 if only one symbol mentioned.

(4 marks) AO1

(b) 'Confirmation should take place at the same time as baptism.'

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

Target: Evaluation of the link between baptism and confirmation

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Confirmation completes what is begun at baptism, and should be performed together; some traditions e.g. the Orthodox do not recognise them as two separate events but as a complete act of initiation and commitment, a once and for all event – so they should be part of the same event / ceremony. In other traditions if done together they show the importance of the individual's choice and their commitment to their belief. Christians believe that at confirmation people receive the Holy Spirit in a special way and this should be part of the act of initiation and membership. In some traditions it marks the admission to Holy Communion and every member of the church should be able to be admitted to Holy Communion from a young age, etc.

Other Views

Baptism marks the entry into the Church family over which they have no choice, this may be confirmed later when the person is able to decide for themselves that they wish to show a further commitment as an 'adult member' of the Christian Church, so having two ceremonies allows choice and freedom. Confirmation is so important that people need to fully understand what they are doing. Some traditions do not have separate ceremonies and for them Confirmation is not necessary; others do not see any particular ceremony of either baptism or confirmation as important, etc.

(6 marks) AO2

(c)(i) Describe what happens at a believers' baptism service.

Target: Knowledge of the key parts of a service of believers' baptism

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students should be able to highlight the key points of a believer's baptism service.

Students may include some of the following points:

Baptism of an adult by total immersion as a sign of commitment, washing away of sin. The testimony of the student explaining what God has done in their life and why they wish to be baptised. An act of repentance and expression of faith and acceptance of Jesus as Lord and Saviour. The entering into the baptismal pool, and the act of total immersion as an identification with Jesus' death, burial and resurrection. The words of baptism; post baptismal communion and/or support from friends as an act of fellowship, etc.

Symbolic shape of baptistery / coffin shaped / dying and then rising to new life in Christ.

Do not credit references to clothing.

(4 marks) AO1

(c)(ii) Explain the purpose of believers' baptism.**Target: Knowledge and understanding of the purpose of believers' baptism**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

To mark commitment of an adult believer to their Christian faith rather than just entry into the Church. To wash away sin. As an expression of identifying themselves with the death and resurrection of Jesus. To make a commitment following the example of Jesus baptism in the River Jordan prior to his public ministry, and the practice of the early church. As an independent choice to commit to their faith. To testify to the work of God in their lives. Reception of the Holy Spirit. To follow the practices of their church community.

Guard against crediting repeated material from (c)(i). The question in (c)(ii) is about PURPOSE.

(4 marks) AO1

(d) 'The Christian Church no longer needs ceremonies of commitment.'

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

Target: Evaluation of the need for ceremonies of commitment and membership in the modern Church

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

For some Christians today ceremonies of commitment membership are just keeping traditions alive and the content of the ceremony and its meaning have little relevance to their lives. For other denominations there has been a tradition of not having formal ceremonies of commitment, such as baptism and confirmation; in the modern world it is how you live your life that shows commitment rather than a formal ceremony. Some Christians can lead a Christ-like life without the need for a particular ceremony; this may be particularly true of emerging branches of Christianity, etc.

Other Views

Ceremonies of commitment and membership are important acts of Christian witness in the life of an individual or their family and it shows clearly what they understand and believe. The ceremonies may be viewed as important acts of thanksgiving for the gift of life. There are important ideas attached to these ceremonies such as the symbolic washing away of sin or the reception of the Holy Spirit, so these are not meaningless or empty ceremonies but an essential part of being united to Christ in and through his Church. Baptism particularly is in response to the commandment and example of Christ and Christians should be expected to follow this command and example by being baptised. Membership is important and ceremony symbolises membership. It is a religious rite of passage, etc.

(6 marks) AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>