



**General Certificate of Secondary Education
June 2013**

Religious Studies

405003

Specification A

Unit 3 *Roman Catholicism*

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the 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.	(4 marks)
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.	(2-3 marks)
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.	(1 mark)

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

PART A

A1 Places of Worship

- (a) Explain why some Christians believe that their place of worship should be plain and simple.**

Target: Understanding of how the beliefs of some Christians are shown in the furnishings of their church buildings

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:

Simple buildings express the beliefs of some Christians / simple buildings show that the focus is on God alone / God can be approached and worshipped anywhere – don't need an elaborate church building / worshippers could get distracted through too much ornamentation / the money spent on the upkeep of ornate buildings could have been put to use more pleasing to God e.g. the poor / Christ did not ask for magnificent buildings / early church worship was in people's houses not in ornamental churches.

(3 marks) AO1

(b) Describe how believers worship at one place of Christian pilgrimage.

Target: Knowledge of how believers worship at one place of Christian pilgrimage

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:

e.g. Lourdes – take part in candlelit processions / light candles / bathe in water / care for the sick and handicapped / take part in liturgies and sacraments / do acts of penance e.g. Stations of the Cross / join in group prayer / pray the Rosary / Stations of the Cross / attend Mass – at the Grotto, etc.

e.g. Holy Land – as above and pray in silence at the grotto of the Nativity in Bethlehem / in Nazareth pray at the Grotto of the Holy Family / in Jerusalem walk the Via Dolorosa – the route that Jesus took as he carried his cross / at Easter time pilgrims carry their own cross and stop at the fourteen ‘stations of the cross’ / listen to readings and prayers at each station / pray at the Church of the Holy Sepulchre / touch or kiss the sacred place where Jesus rose from the dead.

e.g. Walsingham – recite the Rosary / attend Mass / confession / process from the old Priory grounds to the Slipper Chapel, often carrying a statue of Our Lady of Walsingham / look after the sick and handicapped.

Accept other relevant places.

(3 marks) AO1

(c) **'Celebrating festivals is more important than going on pilgrimage.'**

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

Target: Evaluation of the relevance of festivals and pilgrimages 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:

It costs nothing to join in the festivals at the local church / the believer can develop the celebration at home e.g. Christmas / the whole year cycle can help a believer rather than a once-in-a-lifetime event / going on pilgrimage is expensive / festivals bring the local community together / many places of pilgrimage are only tourist attractions.

Other views:

It is good to get totally away and focus on God / many festivals have been destroyed by commercialism / not many people follow the whole cycle of festivals so they lose their meaning while those on pilgrimage know what they are doing / can go to a local place of pilgrimage / Christians can celebrate a festival at a place of worship.

(6 marks) AO2

A2 Worship

(a) Explain why meditation is important to some Christians.

Target: Knowledge and understanding of the purpose of meditation

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:

It is an attempt to focus one's thoughts on God / it gets rid of distractions / it is an opportunity to think deeply on a reading or an incident in the Bible / no need for words / no tension about phrasing words / able to open up your heart to God / some people light candles which helps them relax and really concentrate / take time out of everyday life or troubles / form of prayer / private worship / relaxes the mind.

(4 marks) AO1

(b) 'Roman Catholic worship should be less liturgical.'

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

Target: Evaluation of Liturgical 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 should include some of the following points:

Agree:

Liturgical worship is often so structured and familiar that the meaning can be lost / some can be put off liturgical worship by feeling that they are observers of the liturgy rather than participants in it / spontaneous worship would allow people to make the worship their own / spontaneous worship would allow for freedom of expression and emotion / dance, etc.

Other views

The set pattern and structure of Roman Catholic worship offers familiarity / people feel comfortable with this / structure prevents or avoids individual preferences taking over which can be a barrier or distraction to some / idea of sharing in continuity of worship with past generations gives great meaning and creates a timeless quality / formality of liturgical worship shows respect for God / avoids the effect of a rock / pop concert and provides a proper focus for the worship / can participate in worship away from home.

(6 marks) AO2

A3 Festivals

(a) Explain what Christians celebrate on Palm Sunday.

Target: Knowledge of what Christians celebrate on 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

Students should include some of the following points:

Celebrate their beliefs / Jesus' final entry into Jerusalem / his humility by riding on a donkey / crowds (many people) / palms (cloaks) / Hosanna.... / he came in peace / Jesus acting like he was the Messiah / Jesus fulfilling the prophecy concerning the Messiah / people treating Jesus as the Messiah / events in Jesus' life / the beginning of Holy Week- (lead up to Easter) / palm crosses / Passion Narrative.

(3 marks) AO1

(b) Describe what happens at the Good Friday service in a Roman Catholic church.

Target: Knowledge of what happens at the Good Friday service in a Roman Catholic 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
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:

Celebrate the death of Jesus / Prostration at the start of the service / the reading of the Passion story / the unveiling or procession of the Cross / the adoration of the Cross / the reading of the intercessions / the reception of Communion (from the Altar of Repose) / no prayer of consecration / Stations of the Cross / Church stripped bare / tabernacle door open / no organ-unaccompanied chant / red or black vestments.

Do **not** accept Mass / 'receiving bread and wine'.

(4 marks) AO1

NB

Any reference to readings must be specific to the Passion.

Any reference to reading of intercessions must be more than just prayers.

Do not credit anything with reference to "timing of the service"

Do not include acts of worship outside the Church e.g. Ecumenical processions of witness.

(c) ***'Fasting is the best way to observe the season of Lent.'***

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

Target: Evaluation of how Christians observe the season of Lent

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:

Fasting helps Christians to focus on what they really need for survival as opposed to luxuries / self denial helps Christians to get rid of the ‘extras’ in life / these are the things that can often distract people from what is essential in life / Christians can use Lent as a way of sorting out their relationship with themselves / helps them to re-establish their own values.

Other views:

During Lent, Christians are encouraged to take on extra spiritual exercises as well as fasting – especially **prayer and works of mercy**.

Prayer also helps a Christian to come close to God / by praying more during the season of Lent, Christians are focusing on their relationship with God / the quality of prayer as well as the quantity should improve to help Christians to remember how important God is in their lives.

Works of mercy are intended to help those in need / Lent provides an opportunity for Christians to share what they have with those people who are worse off than themselves / it is a way of helping Christians to get a right balance in life towards possessions / Lent is a time for remembering the poor, the homeless and other needy people / Christians often increase their contributions to charity or other forms of social work during Lent / the idea of giving to Trocaire or Cafod is encouraged – LEDC’s / helping those in need in the local community / fasting, prayer and works of mercy are all encouraged during Lent.

(6 marks) AO2

A4 Belief and Sources of Authority

- (a) Give two statements from the Apostles’ Creed that are about God.**

Target: Knowledge of the Apostles’ Creed

Students may include some of the following points:

Father / Almighty / creator (of heaven and earth) / Jesus Christ his (only) Son (our Lord) / the Holy Spirit.

1 mark for each statement.

(2 marks) AO1

(b) Explain briefly what Christians believe about the Communion of Saints.

Target: Knowledge and Understanding of the Apostles’ Creed

Students may include some of the following points:

All Christians-(the Church) / living and dead / united in faith / one in Christ.

1 mark for a superficial comment or single point.

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

(2 marks) AO1

(c) Explain why saying the Apostles’ Creed is important to many Christians.

Target: Understanding of why saying the Apostles’ Creed is important to many Christians

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:

It is a public declaration of their faith / it is a summary of Christian beliefs / a guard against heresy / a guide to faith / something all Christians can recite together / it unites all Christians in a common faith / shows loyalty to God / centrality of faith.

(3 marks) AO1

(d) **'Christians must believe everything that is written in the Bible.'**

What do you think? Explain your opinion.

Target: Evaluation of the authority of the Bible

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:

As the Bible is the word of God believers cannot start to pick and choose what to believe / it has stood the test of time so should all be accepted / **Literalists** believe that every word in the Bible is correct / that God would not give information to humans that is inaccurate or misleading, so Christians must accept all that is in the Bible without question / **Fundamentalists** believe that the Bible is a factual, historical record / there might be some flexibility over the meaning of words, e.g. 'day' in Genesis 1 might not equal 24 hours / insist that Christians do not question the word of God.

All writings are affected by the culture in which they were written so everything needs to be taken in its context and not forced into 21st century life / **Conservatives** believe that the Bible is inspired by God and that the writers put down what God wanted so there is some allowance for human failure in writing and copying down / as well as some flexibility in interpretation of details / **Liberals** believe the message is inspired by God but written down by humans at particular times, so the meaning is more important than the words / Christians need to ask for the guidance of the Holy Spirit to make full sense of the message of the Bible.

(3 marks) AO2

(e) 'Christians should read the Bible every day.'**What do you think? Explain your opinion.****Target: Evaluation of the importance of reading the Bible every day**

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:

Christians can receive help and support to face the challenges and problems of everyday life / it is a way of praying / can help with meditation / helps Christians to focus on the importance of Christ's teachings on different aspects of life / e.g. loving God and loving your neighbour / prayer / showing forgiveness / teachings on wealth / showing sacrifice / can help the reader to feel close to God / the Gospel is inspired by God – reading God's words.

The Bible is 2000 years old / irrelevant to modern times / outdated / language not user friendly / new issues today e.g. drugs, environment, computers / science has taken the place of religion / religion can not be proved / lack of belief in miracles or life after death / people are not religious anymore / people just want a good time / people do not want to be told what to believe.

(3 marks) AO2

PART B**B5 Sacraments of Initiation**(a) **Explain what is said and done at a ceremony of believers' baptism.****Target: Knowledge and understanding of the ceremony 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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

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

Maximum Level 4 if only **one** of 'said' or 'done' is explained.**(6 marks) AO1**

(b) 'For Christians, believers' baptism is more important than infant baptism.'

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

Target: Evaluation of different responses to the issue of believers' baptism and infant baptism

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 was baptised as an adult / Christians should follow in his footsteps / important for Christians to understand and appreciate the meaning of being a Christian so that they can live out the promises they make / important that baptism does not take place until the Christian is aware of what they doing / baptism of adults was the standard practice and tradition of the early church for at least 3 centuries / the baptised had made a personal choice / to be a Christian means to be an active member of the Church, fully aware of the roles and responsibilities that membership entails / a child cannot make that choice, nor can they live out their faith / Baptism should only take place when a person is old enough to make a conscious decision about their faith with full knowledge of how they will have to live / should not be indoctrinated into something that they may later rebel against or reject.

Other views:

Baptism cleanses original sin / parents want their child to be free from sin at an early age / makes the new-born Christian a member of God's family / are assured of the love of God as they begin their faith journey / gives the child an identity as a member of God's community both in heaven and on earth / parents want this child to grow up having a system of values and beliefs that will enable them to live Christian life / baptism of infants is a long established tradition in the Roman Catholic Church, which many feel important to keep alive / parents want the same values for their children that they were given by their parents / want their child to begin the process of becoming a complete member of the Church / opportunity later to receive Holy Communion / be confirmed – personal choice / to feel the protection of God from an early age / they have also become part of the local Church community; a community that will teach the child as they grow.

(6 marks) AO2

(c) Describe the Roman Catholic ceremony of Confirmation.**Target: Knowledge of what happens in the Roman Catholic ceremony of Confirmation**

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.	<p>This could be:</p> <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	<p>This could include a single point that is exceptionally well-developed.</p> <p>A list of simple points would be capped at Level 3.</p>	4 marks
Level 5	A detailed answer with some development and / or analysis	<p>This implies several points have been made.</p> <p>Two or three points with some development of two would reach this level.</p> <p>A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.</p>	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

The Presentation of the Candidate – this varies from parish to parish and depends on the number of people to be confirmed / the names of the candidates for confirmation can be read out and each person answers his / her name by standing up so that all can see.

The Renewal of Baptismal Promises – candidates renew the promises made at baptism / there is a rejection of all that is evil and a profession of faith / these promises take the form of question and answer / e.g. do you reject Satan.....?

The Laying on of Hands – this is calling down the power and blessing of God upon someone / the bishop extends his hands over the candidate for confirmation / the laying on of hands sets the person apart for a special task in life - to be a witness to Christ's values and teachings / Jesus imposed his hands on people – he gave his apostles his authority to do the same, the bishop follows their example when he raises his hands over those to be confirmed.

The Anointing with Chrism – the bishop sits, wearing the mitre and the candidate kneels before him / the confirmation card is given to the priest who reads out the name of the candidate and the confirmation name / the sponsor places right hand on the shoulder of the candidate / the bishop lays his hand on the head of the candidate / he then anoints the candidate with the oil of chrism on the forehead with the sign of the cross / he then says the words – '**(Name) be sealed with the gift of the Holy Spirit.**' / the response made is '**Amen**' / the bishop then gives the Sign of Peace by saying, '**Peace be with you.**' / the candidate replies '**and also with you**'.

Final Blessing and Dismissal – after the Liturgy of the Eucharist / at the end of Mass a special blessing is given and the people answer 'Amen'.

(6 marks) AO1

NB

To achieve a level 6 students must include the words 'Be sealed with the gifts of the Holy Spirit' or at least the idea of receiving the gifts.

(d) 'There is no need for Roman Catholics to receive the Sacrament of Confirmation.'

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 receiving the Sacrament of Confirmation for Roman Catholics

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:

Candidates are too young to understand the real meaning of the sacrament or the meaning or relevance of the gifts of the Holy Spirit / parents still make decisions for their children at this young age / candidates can still have the support of parents, godparents and the whole community without being confirmed / many young people are not confirmed and manage to still lead a good life / candidates should be old enough to fully understand the significance of the sacrament of confirmation and the commitment involved / confirmation is a sacrament of maturity – a child of eleven or younger is not mature / sometimes people go through the sacrament but fail to follow through its meaning in their lives.

Other views:

Candidates have completed a process of initiation into the Church / makes them a full member of the Church / become an adult member of that Church / closer to God / the sacrament helps to prepare the candidates for the adolescent years / a vulnerable time for a young person as they have to face many challenges and influences and make decisions that will affect their future lives / the candidates receive the gifts of the Holy Spirit / wisdom, understanding, right judgement, courage, knowledge, reverence, wonder and awe / these will help them in their daily lives to live a life following God's will / confirmation gives them the strength and courage to be a witness to the message of Christ in their everyday lives / to inspire others to do the same / it seals the promises made for them at baptism / now they make their own commitment / it deepens their relationship with God / makes the person more like Jesus / candidates have the help and support of parents, godparents and the whole community.

(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 The Eucharist and Worship**(a) Explain how the following names help Christians understand the Eucharist:**

- *The Mass*
- *The Lord's Supper*

Target: Knowledge and understanding of the different names for the Eucharist

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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

The Mass: The Mass was once said in Latin with the last phrase ‘Ite missa est’ meaning ‘go you are sent / at the end of the service (Mass) the congregation are sent to continue their Christian mission having been strengthened by the body and blood of Jesus / how they live their lives and in the way they treat other people, especially those in need / practised by Roman Catholics and some Anglicans / allow also ideas about reception and sharing / community celebration / coming together to share the sacrifice of the Mass / the re-enactment of Jesus’ sacrifice.

The Lord’s Supper: Christians share in the same meal – just as Jesus’ disciples did at the Last Supper / this term is more often used by the Free Churches (Baptists, and Pentecostal Churches etc.) by doing exactly as Jesus did / they do not believe that there is anything special in the actual Bread and Wine / they believe that by sharing the event, Christians are reminding themselves of something that happened in the past that was important for Jesus.

Up to Level 4 if only one title explained.

(6 marks) AO1

(b) Describe different ways in which Christians celebrate the Eucharist.**Target: Knowledge of the different ways in which Christians celebrate the Eucharist**

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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Roman Catholic: Eucharistic Ministers receive Bread and Wine from the Priest / congregation then come out of their seats and in lines approach the Altar / Priest or Eucharistic Minister takes Bread out of Chalice or appropriate dish between thumb and forefinger / holds Bread up in front of communicant and says 'The Body of Christ' / communicant's response is 'Amen' / communicant receives by mouth or by hand from Priest or Eucharistic Minister / communicant returns to seat and prays thanks to God / Wine (The Blood of Christ) is generally not offered at daily or Sunday Masses as congregation is too large / generally offered on special occasions, e.g. weddings etc. / Communion can be brought to people in their seats if unable to walk to Altar / Communion can also be brought to the home of those who are sick by the Priest or Eucharistic Minister / Roman Catholics can receive once a day but mostly on Sundays during The Mass.

- Orthodox:** Priest invites congregation for Communion 'In fear of God, in faith and love, draw near' / Bread is dipped into the Wine and presented to each person on a spoon / a small tray is placed under the chin to catch any spillage / the mouth is wiped with the cloth / and the person kisses the Chalice / the non-concentrated loaves are shared between the congregation to take home and share with others who did not attend the Eucharist, not as the consecrated Body and Blood, but simply as a blessed bread.
- Baptist:** People remain in their seats and bread is taken to them by elders / deacon / ordinary bread is used with each person taking a piece and eating silently / wine or grape juice is distributed in small cups / once everyone has been served, the congregation drink the wine together as they would do at a family meal / usually received once / twice a month.
- Methodist / URC:** People are invited to the Communion table / in some churches and on some occasions people receive in their seats / ordinary bread and either grape juice or unfermented wine is used / individual cups are mostly used rather than a chalice / all receive the wine and bread / the words used in the distribution are similar to those in the Roman Catholic and Anglican traditions / ordained minister or a layperson with special dispensation presides / members of the congregation may assist with the distribution.
- Anglican:** Communicants go up and kneel at the altar / the priest distributes the consecrated wafer (sometimes actual bread is used) / the priest / another priest / deacon or a licensed lay person gives the wine in a chalice / words of distribution are said – 'The body / blood of Christ' or 'The body / blood of Christ keep you in eternal life' / communicant replies 'Amen' / usually the communicant receives the bread in his / her hands and drinks straight from the chalice, which is wiped with a purificator after each person has drunk / some receive on the tongue / some dip it into the chalice first / sometimes people receive the Eucharist as in the RC Church, i.e. going up to the priest / eucharistic minister to the front of the church – if the church is full there may be several 'stations' for people to go to / in more informal settings, e.g. in a home or as part of a small study group meeting in church, everyone will remain seated and the bread / wine will be passed round, each person 'communicating' the person next to him / her / this is more typical of charismatic Anglican groups / the consecration etc. is performed by a priest.

Up to Level 4 if only one way discussed.
Allow comments about the structure of each service.

(6 marks) AO1

(c) **'Christians should receive the Eucharist every day.'**

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 receiving the Eucharist every day

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 can feel the presence of God every time they receive communion / will be strengthened by it / the Eucharist is spiritual food for everyday life and therefore should be taken every day / Christians need to be continually reminded of the sacrifice that Jesus made for them and share in this event by carrying out his instructions to remember it / Jesus told Christians to “Do this in memory of me” / obliged to regularly obey his command / it has been an important aspect of the life of the Roman Catholic Church for centuries to receive the Eucharist.

Other views:

Christians may take the Eucharist for granted if it is received every day / Jesus never said how often we should re-enact his final meal / people would appreciate the Eucharist more and prepare better for receiving it if it were less frequent / the Eucharist has lost its meaning and is simply another part of the weekly act of worship / too many people receive communion today without ever stopping to think about its meaning / it could become a meaningless and empty ritual if received too often / some Protestant denominations only receive once or twice a month / e.g. Baptists / Methodists / some denominations do not receive the Eucharist at all / e.g. Salvation Army / Quakers.

(6 marks) AO2

(d) 'For Christians, helping others is more important than going to church.'

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

Target: Evaluation of church 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:

Love your neighbour is one of greatest commandments / Jesus served others / God’s work is through humans / commitment to God is seen in service to others / charity work, missions, visiting the sick, etc.

Other views:

Worship fuels actions / receive guidance and inspiration in various ways in church / prayer is important for a situation where Christians cannot personally help / Jesus went to the synagogue / worship is essential for a relationship with God / love God first is the greatest commandment / importance of spiritual growth / importance of links with other Christians / church is often at the forefront of helping others / easier to help as part of a group than as an individual / receive the Eucharist – help people to go out and serve the Lord.

(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>