

GCSE

RELIGIOUS STUDIES A

Unit 1/405001 Christianity

Mark scheme

4050
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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

Methods of Marking

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

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

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

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

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), 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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

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

PART A

A1 Holy Communion

- (a) **Describe how the sacrament of Holy Communion (The Divine Liturgy) is celebrated in the Orthodox tradition.**

Target: Knowledge and understanding of the structure of the Divine Liturgy

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

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

Liturgy of Catechumens: Bible readings and prayers / 'Lesser Entrance' as Gospel is processed through Royal Doors to people.

Liturgy of faithful/ Liturgy of the Word: Cherubic hymn sung / 'Greater Entrance' / priest returns to sanctuary / Royal Doors closed / bread divided into four parts and Prayer of Consecration follows / only three parts are consecrated / priest invites congregation to receive consecrated sacrament / reception in both kinds at same time and is open to all baptised members of Orthodox Church, including infants / Sacrament administered on a spoon.

(Some students may refer to the antidoron at the end of the service, and should be credited if they do so.)

[4 marks] AO1

- (b) Explain briefly why some Christians call the Holy Communion service ‘The Lord’s Supper’.**

Target: Knowledge and understanding of the term the ‘Lord’s Supper’

Students may include some of the following points:

Title mainly used by Protestant Churches and the title specifically remembers Jesus’ Last Supper with his disciples / some Christians see Communion as a memorial meal rather than a sacrificial one / for some traditions there is no divine mystery involved / it is merely a remembrance of Jesus’ Last Supper
/ to make a clear distinction from association with the Catholic Mass / Jesus is the ‘Lord’, etc.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(c) 'For Christians, private prayer is more important than receiving Holy Communion.'

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

Target: Evaluation of the importance of reception of Holy Communion over private prayer

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, with slight development of one. 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

Prayer is communication with God, and this keeps the relationship with God alive / for some traditions Holy Communion is celebrated less frequently whereas private prayer can be a daily occurrence / private prayer allows for personal requests to be made / personal confession to be made and is a more meaningful part of a Christian's relationship with God / Holy Communion is a collective act, private prayer is personal / some traditions do not celebrate Holy Communion at all so for them it is not an option, etc.

Other views

Holy Communion is one of the most important sacraments of the Christian Church / a perpetual reminder of Jesus' sacrifice / and one commanded to be done in remembrance of him by him / some Christians believe they receive spiritual nourishment through reception of the elements (bread and wine) / ideally both are required for a full expression of Christian faith, etc.

[6 marks] AO2

A2 Worship

(a) Explain briefly how some Christians use the Jesus Prayer.

Target: Knowledge and understanding of how the Jesus Prayer is used as an aid to prayer

Students may include some of the following points:

They may use it as a meditation / as a short form of confession / students may make reference to three parts of prayer as:

- i) statement of faith 'Jesus Christ, Son of God'
- ii) a confession 'have mercy on me a sinner'
- iii) as a form of petition 'Lord have mercy' / or as an arrow prayer, (short and direct), etc.
- iv) used repetitively / as an aid to meditation

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) In public worship the Bible is used for readings. Explain two other ways in which the Bible is used in public worship.**

Target: Knowledge and understanding of how the Bible is used in public worship (excluding readings)

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points

Bible passage may form the basis of the sermon / psalms may be sung as part of worship / hymns are often based on biblical passages e.g. 'At the name of Jesus'; 'God is our hope and refuge'; 'The Lord's my shepherd.' Credit references to acting out Bible stories in liturgy, e.g., at Passiontide

Canticles, e.g. Benedictus, Venite or Jubilate at Morning prayer, Magnificat, Nunc Dimittis at Evening prayer are taken from the Bible / prayers may be based on biblical passages e.g. The Lord's Prayer / the words of institution at the Holy Communion service are taken from the words of Jesus recorded in the Bible, etc.

Do not credit Bible study.

Do not credit banners, posters etc.

For Level 4 there must be a reference to more than one way.

[4 marks] AO1

- (c) 'For Christians, praying in their own words has more meaning than saying the Lord's Prayer.'

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

Target: Evaluation of praying the Lord's Prayer v praying in own words

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, with slight development of one. 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

Praying using one's own words is direct and personal / using one's own words can address specific needs and thanksgivings at that moment in time / praying using one's own words fosters a sense of immediacy and intimacy / it is an expression of a very personal approach to God / for some Christians the use of their own words makes the act of prayer particular to them or their needs at the time and therefore more meaningful to them / such prayer is a more personal communication with God and some may see this as more meaningful and direct / Lord's Prayer can lose impact through repetition, etc.

Other Views

It was the prayer taught by Jesus when asked 'how should we pray?' / it is a universal family prayer of the Church / it contains all key types of prayer and is thus a model of prayer / it expresses the unity between Jesus and other Christians / it is easily learnt and easily remembered / the fact that the Lord's Prayer is part of tradition and Christian heritage can be more meaningful to particular Christians rather than rambling extempore prayers made up on the spot / the structure of the Lord's Prayer gives it a sense of being more meaningful and purposeful / some people may find it difficult to put their prayers into words so find the Lord's Prayer helpful, etc.

[6 marks] AO2

A3 Festivals and Beliefs

- (a) What events in the life of Jesus do Christians remember at the beginning of Lent?**

Target: Knowledge and understanding of the link between the beginning of the season of Lent and life of Jesus

Students may include some of the following points:

After his baptism / Jesus fasting in the wilderness for 40 days and 40 nights / in preparation for his public ministry / Jesus is alone with God / Jesus is tempted by the Devil yet does not give into temptation.

Students may but need not expand upon the individual temptations and their meaning or symbolism.

Do **not** allow 'it leads up to his suffering and death' etc. If in doubt check the relevant biblical references in the synoptic gospels.

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) 'Doing something for charity is the best way for Christians to observe the season of Lent.'

What do you think? Explain your opinion.

Target: Evaluation of works of charity as the best way of observing Lent

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 with slight development of one.	3 marks

Students may include some of the following points:

Lent is a traditionally time of self denial, but this can be expressed in positive ways like helping others / setting particular sums of money aside for special charities / this reminds Christians that Jesus came to serve humanity and Christians should follow his example / getting involved in charity work even for a short set time is a practical way of living out the Christian life / St Paul said 'The greatest Christian gift is that of charity', and Lent provides a time to focus upon this specifically, etc.

Giving something up for Lent is identifying with the self-denial and fasting Jesus underwent in the wilderness and is a good discipline / going without a luxury reminds us of our spiritual needs rather than physical needs and desires / it follows the example of Christ / for some people works of charity may not be possible, but self-denial of certain things is / self-denial is a hardship and provides an opportunity to resist temptation as Jesus did / others may take on an extra spiritual discipline rather than give something up or take on specific acts of charity / the key importance is using Lent as a time of preparation for Easter / how individuals choose to do that is up to them, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

- (c) Describe how worship on Easter Day reflects what Christians believe about the resurrection of Jesus.

Target: Knowledge and understanding of the ways in which worship on Easter Day reflects key Christian beliefs about the Resurrection

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

Students may include some of the following points

Worship on Easter Day is a joyful celebration / this reflects the joy of the resurrection of Jesus from the dead / students may also refer to the symbolism and structure of Easter Vigil services / the light of Christ returning to the world after the darkness of suffering and death / remembrance of God's saving acts in the past linked with the Easter message of hope and union with God and Christ after death and the expression of the 'New Covenant' / lighting of the fire / the blessing and lighting of Paschal candle as part of liturgy on Easter Day / specific hymns, readings and prayers used in worship on this day reinforce and reflect the beliefs of Jesus conquering death and sin e.g. Easter collect or the hymns such as 'Thine be the glory, risen, conquering Son' 'The day of resurrection'; 'Love's redeeming work is done' / reference could be made to those traditions which have the renewing of baptismal vows as part of their Easter worship etc. / reference can also be made to particular customs associated with Easter services, the Easter Garden, providing they **are clearly** linked to **worship** e.g. blessing of the Easter Garden as part of a service on Easter Day, etc. (Purely secular references to events or features e.g. the mere presence of Easter Garden with no further elaboration or hunting Easter eggs in church are **NOT** acceptable.)

Only accept dyed, real eggs if referenced to Orthodox practice. References to chocolate Easter eggs are not to be credited.

[The guiding principle for creditable material is that which shows what Christians believe about the Resurrection through specific content (acts, aspects or actions) in **worship** on this day.]

[3 marks] AO1

(d) ‘Pentecost is not an important festival for Christians today.’

What do you think? Explain your opinion.

Target: Evaluation of the contemporary importance of the feast of Pentecost

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 with slight development of one.	3 marks

Students may include some of the following points

Pentecost still holds importance for Christians today as it is the principal feast of the Holy Spirit / it is a biblically based festival / major feast day assigned to the third Person of the Holy Trinity / it remembers the fulfilment of Jesus’ promise that he would send the Holy Spirit to the disciples / in many traditions it is regarded as the ‘birthday’ of the Christian Church / the power of the Holy Spirit enabled & empowered the disciples to go out and preach and teach the gospel and begin the Christian Church as something distinct from a sect within Judaism / it reminds Christians that the power of God is active in the world / it is an important commemoration that should be observed even though the events are historically removed from the present / it marks a common heritage / in some traditions Pentecost is a day of obligation when confirmed members are expected to make their communion, etc.

For some Christians Pentecost has lost its significance as a major festival / the origins of the festival are Jewish / it is overshadowed by the preceding events of Holy Week and Easter / for some the event loses significance because it is a festival not directly associated with the life of Jesus and for some traditions these are the most important festivals / the events recorded in the biblical account may be regarded by some as too nebulous and unrealistic / in some traditions it is merely another Sunday after Easter in the Christian calendar with no particular importance, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

A4 Ceremonies of Commitment**(a) Explain what a bishop says and does at the moment of confirmation.****Target: Knowledge and understanding of what a bishop does at confirmation**

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

Students may include some of the following points:

Note: Both the rubric before the stimulus and reference to **bishops** in the question are likely to point students towards Roman Catholic and Anglican traditions of Confirmation. Reference to confirmation in traditions which **DO NOT** have bishops should **not** be credited.

In some traditions the bishop may anoint the student with the oil of chrism (oil of catechumens) (possibly in the sign of a cross using the words “in the name of the Father, and of the Son, and of the Holy Spirit”) as a sign and seal of the Holy Spirit / he will call each candidate by name / lay his hands upon them (their heads) as a symbol of reception of the Holy Spirit and invoke the Holy Spirit to come upon the candidate / he may slap the candidate’s face / asperges (sprinkling with holy water) to remind candidate of baptism/ answers may also make specific reference to the words used by the bishop at the moment of confirmation and should be credited as showing understanding and development. e.g. *‘N God has called you by name and made you his own. Confirm O Lord your servant N with your Holy Spirit’* / the bishop prays over each candidate individually, etc.

Do not credit “I confirm you...”. The Bishop asks God to confirm.
Do not credit renewal of baptismal promises.

Max Level 2 if only says **or** does referred to.

[3 marks] AO1

(b) Explain how the ceremony of believers' baptism reflects belief in Jesus' death and resurrection.

Target: Knowledge and understanding of the link between the actions in believers' baptism and the death and resurrection of Jesus

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Christians believe that through baptism they enter into the death and resurrection of Jesus / by stating that they are accepting Jesus as 'Lord and Saviour' as part of the ceremony they are declaring their belief that Jesus died to save humanity and that he is the risen Lord / the descent into the water and total immersion under the water at the point of baptism represents dying to sin and sharing in the crucifixion / the rising out of the water after immersion and departure from the water reflects the teachings about the resurrection of Jesus, etc.

If believers' baptism is merely described, cap at level 2.

[4 marks] AO1

(c) 'Christians should be baptised as babies.'

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

Target: Evaluation of infant baptism as a rite of initiation

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, with slight development of one. 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

Baptism cleanses original sin / parents want their child to be free from sin at an early age / child given a fresh start / child becomes a member of God's family / and the local Church community / the child is assured of the love of God as his / her faith journey begins / gives the child an identity – a name / becomes a member of God's community both in heaven and on earth / parents want their children to grow up having a system of values and beliefs that will enable them to live a Christian life / infant baptism is a long established tradition in the Church / parents want the same values for their children that they were given by their parents / parents want their child to go to a Church school, etc.

Other Views

Jesus was baptized as an adult / Christians should follow in his footsteps / it is important for Christians to understand and appreciate the meaning of being a Christian so they can live out the promises they make / adult baptism was the standard practice and tradition of the Early Church for at least three centuries / baptism should be a personal choice / should be old enough to freely choose their faith / to be a Christian means to be an active member of the Church, and aware of the roles and responsibilities that membership entails / a child cannot make that choice, nor can they live out their faith / a child should not be indoctrinated into something that he / she may later rebel against or reject / water alone does not make you a Christian, etc.

[6 marks] AO2

PART B**B5 Places of Worship and Pilgrimage**

- (a) Explain why some Christians prefer to worship in house groups rather than in churches.

Target: Knowledge and understanding of preference for worship in ‘house groups’

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	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:

Some may see it as following the example of the Early Church and early Christian communities / they may prefer the intimacy afforded by small groups / some may prefer an atmosphere with no formal design / no altars or other traditional church furniture to distract from worship / worship is often informal and spontaneous / there is more opportunity for collective contribution rather than one specific leader / all can contribute in an informal way / emphasis may be on Holy Communion as a fellowship meal open to all and not as a sacrament / emphasis is on the family model for the Church inclusion and outreach / all are encouraged to use what gifts they have to aid worship / for some emerging churches there is a financial necessity / take literally the words of Jesus, ‘when two or three are gathered in my name, etc.

[6 marks] AO1

(b) 'Church buildings should be changed to meet the needs of modern Christian worship.'

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 relationship of church building to modern 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, with slight development of one. 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**

Simple buildings show that the focus is on God alone / might be more appealing to young people / replace wooden pews with more comfortable soft seats to create a more comfortable and relaxing atmosphere / chairs can be easily moved to create a space for drama and dancing as a means of communicating the gospel message / greater emphasis on use of IT and the use of visuals because people live in a visual society / creation of space to provide refreshments to encourage fellowship and a more relaxed atmosphere / dual role – of worship as well as being used for other community events / brighter decor with plenty of modern banners with the message of the Bible / remove large pulpits and ornate furnishings and replace them with plain furnishings, etc.

Other Views

Church buildings are seen as the house of God – nothing is too good for God / beautiful buildings and church features help people to engage all the senses and to focus their hearts and minds / structure and symbolism of buildings reflect the beliefs of the Christian faith and practice / special items of furniture are required for worship in some churches, e.g. altar, tabernacle, etc. / church is the Christian family – which includes all ages – older generation more comfortable with traditional church / too much expense to change furnishings / it is not the building that needs to change, it is the services of worship / some church services are already adapted to suit different age groups, e.g. youth masses, creative dancing in church, drama, etc. / churches should be special places, different from ordinary buildings / ancient things give a sense of continuity with the past, with Christianity history, etc.

Credit relevant references to exteriors, interiors and contents.

If there is nothing specific to Christian Worship, cap at level 3.

[6 marks] AO2

- (c) Choose one place of Christian pilgrimage that you have studied. Explain what Christians do at this place as part of their pilgrimage.

Target: Knowledge and understanding of what Christians do at this place as part of their pilgrimage

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	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 specific content of answers will differ according to place chosen.

Taking part in the ceremonies associated with the site chosen, e.g.

At *Lourdes* bathing and / or visiting the site of the apparition / attending one of the services of healing, etc.

In *Holy Land* could refer to walking the route to Calvary / or visiting and meditating at other sites of significance to the life of Christ e.g. Church of Nativity, praying beside the Sea of Galilee, etc.

Walsingham, walking the 'holy mile' barefoot or joining in with the main pilgrimage procession, or attending prayers in the 'holy house' and attending the sprinkling at the 'holy well', Benediction (exposition of the Blessed Sacrament) etc.

At **all** sites joining in acts of corporate worship, e.g. Masses, or special services of healing / reflection, etc. / clear reference to acts of worship and or meditation should be expected and explained.

NB. Students may choose other sites specific to their own study and examiners need to adopt a degree of flexibility about sites chosen as NO particular site is prescribed by specification.

If only a site chosen without further elaboration in response to question cap at Level 1.

[6 marks] AO1

(d) 'The modern Christian pilgrimage has become too much like a holiday.'

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 efficacy of Christian pilgrimage in the modern age

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, with slight development of one. 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**

Too much distraction at holy sites / pilgrims today stay in luxury hotels and travel around in coaches with tour guides / they take photographs, send postcards and behave exactly as they would on holiday / some pilgrims treat their visit like a holiday / not many visitors to holy sites actually worship there or remember the significance of the place / places like Jerusalem, Lourdes have become very commercialised / souvenirs for sale / many people go every year – which makes less of an impact, pilgrimage is no longer so special / references to historical approaches to pilgrimage, etc.

Other Views

For many the purpose of pilgrimage is its religious purpose and spiritual meaning / using modern facilities doesn't necessarily mean that the religious function of pilgrimage is forgotten / some Christians combine a holiday with a pilgrimage visit / modern day pilgrims are unlikely to go on foot or behave as Christians did in the past but it doesn't lessen the religious significance of their visit / pilgrimage frequently strengthens a person's religious commitment in a way a holiday doesn't / pilgrimage is a far more profound experience than a holiday / pilgrims behave differently to tourists on holiday e.g. at Lourdes / even if places are commercialised they are not just like other holiday destinations or tourist attractions, 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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 Beliefs and sources of Authority**(a) Explain what Christians believe about the Church as ‘the Body of Christ’.****Target: Knowledge and understanding of the belief, about the Church as the Body of Christ**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	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:

All members of the Church are united to one another as various parts of a body are connected / some may believe that the Church should act as a unity and may support ecumenical relationships with traditions other than their own / the Church is a living body continuing the work of Jesus on ‘Earth’ today so they will work to continue that ministry / reference could be made to the prayer of St Teresa of Avila / students may stress the importance of baptism ‘by one spirit we were all baptised into one body’ / at a local level they may understand that each person has a part to play within the Church / and provide exemplification such as, they may use their skills to further the work and witness of the Church at a local level, e.g. choristers, Sunday school teachers, bereavement visitors, etc.

Do not credit elements of the Eucharist.

[6 marks] AO1

(b) ‘Salvation from sin is the most important belief for Christians today.’

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 importance of Christian belief of salvation from sin rather than other beliefs

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, with slight development of one. 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

The belief that Jesus died to save, redeem humanity from sin is a fundamental Christian teaching accepted by all Christians / it expresses the belief in the love of God for humanity and makes sense of the death of Jesus / it offers redemption from sin brought about by the fall of man / salvation is a free gift from God to humanity / the opportunity of salvation from sin through the death of Christ is open to all through repentance and this belief is at the heart of the Christian Gospel, etc.

Other Views

The resurrection of Jesus from the dead shows that Jesus conquered death and offers the hope of eternal life for Christians / the resurrection lies at the very centre of the Christian faith / without the resurrection of Jesus from the dead the crucifixion was little more than a tragic death / students may offer a counter evaluation suggesting that belief in God as creator and Father of mankind is more important / or that the dual nature of Jesus as human and divine, is more important than the salvation of man from sin / the idea of salvation from sin may be too abstract for some Christians and less abstract beliefs may be more important, etc.

[6 marks] AO2

(c) Explain the role of elders within the Church.

Target: Knowledge and understanding of the role and importance of elders as religious leaders

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	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 term elder refers to a long-standing member of the Church with wisdom, dignity, spiritual insight and experience which can be imparted to others / elders are often seen as shepherds within the community overseeing Church affairs / they have a role in organisation of the church at a local and national level / elders may exercise governance and appoint ministers /some distinction can be made between those elders who take on a teaching role and those who take on a role of governance within the Church / it is an ancient office going back to the Early Church and the maintenance of this tradition is important for some / URC churches ordain elders for life to act in a variety of roles / Pentecostal churches traditionally have role of elder under leadership of pastor / the role of elder is recognition of men and women who possess spiritual gifts / and fulfil leadership roles within these churches, etc.

[6 marks] AO1

(d) 'For Christians, how they lead their lives is more important than what they believe.'

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 belief over Christian action

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, with slight development of one. 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

Christianity is more than just believing a set of ideas / Jesus commanded his disciples to be active in the world, to serve others as He had served them – examples may be given / Christian faith is a practical faith and this implies both action and belief / faith without works is dead / not all Christians accept all aspects of belief e.g. Virgin Birth, inerrancy of the Bible, etc. / belief is important but Christianity is also about showing the love of God and for God in daily lives helping others, living the Gospel rather than just reading and believing it / some may believe but live contrary lives, etc.

Other Views

What Christians believe about God and Jesus is central to the Christian life / perfectly possible to lead a good life without belief, but it does not equal a Christian life / key matters of belief are what set Christians apart from other faiths and those with none, therefore Christian beliefs are of vital importance / for some Christianity is a very personal matter and what they believe is what marks them out / ceremonies of commitment and initiation require declaration of key beliefs (e.g. believers' baptism, Confirmation, etc.) / both faith (belief) and works are required / without belief Christianity becomes merely a 'club' or social expression of good works, 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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>