
GCSE

RELIGIOUS STUDIES A

Unit 3 / 405003 Roman Catholicism

Mark scheme

4050
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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 Belief and Sources of Authority

(a) Explain briefly what fundamentalists believe about the Bible.

Target: Knowledge and understanding of fundamentalist beliefs about the Bible

Students may include some of the following points:

Fundamentalists believe that everything in the Bible is true, accurate / there are no mistakes / inspired by God / it is totally reliable / it is a factual (historical) record / might be some flexibility over the meaning of words, e.g. ‘day’ in Genesis 1 might not equal 24 hours / insistence on humans not questioning the word of God / the truths in the Bible cannot be contradictory – if they appear to be so, then it is our understanding of them that is faulty, 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

(b) Explain liberal views about the Bible.

Target: Knowledge and understanding of liberal views about the Bible

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:

Liberals believe that the message is inspired by God / but written down by humans at particular times / it was written a long time ago and its books have passed through many hands / it was handed down by word of mouth for a long time and during this time the text changed and errors crept in / the meaning is important rather than the word / humans need to ask for the guidance of the Holy Spirit to make full sense of the message of the Bible / the OT should be read in the light of the NT / scholars know more than was known in the past about how the Bible came to be written, etc.

[3 marks] AO1

(c) Explain briefly what is meant by ‘the teaching authority of the Church’.

Target: Knowledge and understanding of what is meant by ‘the teaching authority of the Church’

Students may include some of the following points:

The Magisterium is the teaching authority of the Church / made up of the Pope and the bishops / they apply the teachings of the Bible to modern concerns / bishops guide the Pope on matters of faith and morals / they are the successors to the apostles – Pope is successor to Peter / bishops oversee a diocese – Pope has global authority and jurisdiction and can intervene in any diocese, 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

(d) ‘Roman Catholics should believe everything that the Pope says.’

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

Target: Evaluation of whether Roman Catholics should believe everything the Pope says

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 Pope is the successor to Peter – was Jesus' closest friend / he is the Head of the Church / the Bishop of Rome / the Pope continues to be the solid foundation (rock) upon which the faith of the whole community can rely / he represents the spiritual guidance of the whole Church / this guidance reflects the tradition of the Church that needs to be treated with respect / he regularly issues encyclicals (i.e. documents dealing with important matters of that time) / when he speaks *ex cathedra* (i.e. in his official capacity as Head of the Church and the Vicar of Christ on earth), he is infallible (i.e. he cannot be wrong) in matters of faith / so no other source of information is needed, as he voices the beliefs of the whole Church / he appoints bishops to all the dioceses of the world to show his role as 'universal pastor' / although he is guided by the bishops he has the final say on issues / he gives guidance on how to deal with modern day issues in a Christian way / need for a religious voice in a secular world / some Catholic priests have been silenced for speaking out against his teachings / some have been excommunicated from the Church, etc.

Other views

The Pope is infallible only when speaking *ex cathedra* / on theological matters / his views on non-religious matters are personal opinion / there is room for respectful disagreement / Catholics must follow their individual conscience / the Pope lives in the Vatican – far away from the reality of most people / many believe the Pope cannot be aware of the diverse situations in which believers live, therefore cannot make decisions for over a billion people unilaterally / the Pope, when appointed, is seen by many Roman Catholics as generally too old and therefore out of touch with modern day problems of family life / many priests are leaving their ministry as they are unhappy with some of the Pope's teaching / he is a man and yet he makes many decisions that affect women / e.g. contraception, abortion, ordination of women priests, etc.

[6 marks] AO2

A2 The Eucharist**(a) Describe how bread is used in an Orthodox Eucharist.****Target: Knowledge and understanding of how bread is used in an Orthodox Eucharist**

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:

At each Liturgy, members of the congregation offer loaves of bread to the priest which are home-made / one is used for the actual consecration and Communion, the others are blessed / the priest calls down the power of the Holy Spirit and consecrates the Bread and Wine / they are brought through the Holy Doors in the middle of the screen to show to the congregation for them to worship / bread is dipped into the wine / presented to the baptised members of the congregation / on a spoon / by the priest / non consecrated loaves are shared between the congregation to take home and share with others who did not attend the Eucharist, just simply as blessed bread not as the consecrated body and blood, etc.

Any reference to the following should be credited:

The preparation of the small loaf (prosphoron) includes cutting out a central cube (the Lamb) / consecrated during the Divine Liturgy / becomes the Body and Blood of Christ / the rest is cut up as the blessed but not consecrated bread (antidoron) and is distributed at the end of the liturgy / portions cut out to represent the Theotokos, the saints, the living and the departed / before cutting the small loaf (prosphoron), the priest makes the Sign of the Cross over it three times with the liturgical spear (lonche).

[3 marks] AO1

(b) Explain why the Eucharist is not celebrated in some Christian traditions.

Target: Knowledge and understanding of why some Christian traditions do not 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 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:

E.g. Salvation Army believes that it is possible to live a holy life and receive the grace of God without the use of physical sacraments / God's grace is freely and readily accessible to all people at all times and in all places / sacraments should not be regarded as an essential part of becoming a Christian / no particular outward observance is necessary to inward grace / Jesus did not command fixed ceremonies / the sacraments have been a divisive influence in the Church throughout Christian history / some churches would not allow women to administer the sacraments and the Salvation Army believe that women should take an equal part in its ministry / dangerous for alcoholics – unwise to tempt them with the wine / the main focus for the Salvation Army is working for those in need / putting their faith into action / some traditions place more emphasis on scripture / hearing God's word / preaching about God's word than on receiving bread and wine, etc.

E.g. Quakers' focus on the direct, personal revelation from God / understand all of life as being sacramental and thus do not celebrate the Eucharist / believe that priests and rituals are an unnecessary obstruction between the believer and God / integrate religion and everyday life / believe God can be found in the middle of everyday life and human relationships, as much as during a meeting for worship / ideal is to make every meal at every table a Lord's Supper, etc.

Full marks may be gained without reference to a particular tradition.

[3 marks] AO1

(c) 'Receiving the Eucharist has no effect on the everyday life of the believer.'

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

Target: Evaluation of the effect of receiving the Eucharist on the everyday life of a believer

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

Many receive the Eucharist but do not lead a Christian life / break the Ten Commandments / do not show love for neighbour / many receive the Eucharist but do not follow the teaching of the Church, e.g. abortion, contraception / many receive out of habit – do not give any thought to receiving the Body and Blood of Christ / some are forced to receive by parents, etc.

Other views

It makes the believer more aware of the needs of others / spiritual food which gives the believer the strength to 'go out to love and serve the Lord' / Jesus becomes the priority in the believer's life / it helps the believer to love God by loving those in need / by putting others first / shared meal – brings whole community together / acts as a constant reminder to believers of the sacrifice Jesus made on the cross in order to bring salvation, therefore the believer should devote their lives to following him / following the teaching of Jesus, etc.

[6 marks] AO2

A3 Sacraments of Initiation**(a) Explain how the sacrament of Confirmation might help a Christian.****Target: Knowledge and understanding of how the sacrament of Confirmation might help a Christian**

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:

The sacrament helps to prepare the candidates for the vulnerable adolescent years / helps them face many challenges and influences / and make mature decisions that will affect their future lives / receive the gifts of the Holy Spirit through the (laying on of hands and anointing) / e.g. wisdom, understanding, right judgement, courage, knowledge, reverence, wonder and awe / helps them to live lives following God's will / gives them the strength and courage to be witnesses to the message of Christ in their everyday lives / to inspire others to do the same / 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 / makes them full members of the Church / candidates have the help and support of parents, godparents and the whole community / many are baptised but do not practise their faith therefore confirmation provides them with an opportunity to complete that which was begun at baptism / candidates are given the strength and courage needed to be witnesses to the message of Christ / to turn to God in their times of need / they may actively go out into the world to seek ways to serve others, etc.

Cap at level 2 if only a description of the ceremony is given.

[4 marks] AO1

(b)(i) Give one symbol used in the Roman Catholic sacrament of Baptism.

Target: Knowledge of the symbols used in the Roman Catholic ceremony of Baptism

Students may include one of the following symbols:

Water / candle / oil of catechumens / oil of chrism / white garment.

Credit symbolic actions – being met at the door of the church / the sign of the cross / the readings from the Bible / exorcism / the prayer over the mouth and ears.

[1 mark] AO1

(b)(ii) Explain briefly the meaning of the symbol you have chosen.

Target: Knowledge and understanding of the symbols used in the Roman Catholic ceremony of Baptism

Students may include some of the following points:

water	Symbol of death and of life / death to sin / new life in Christ cleansing from sin.
candle	Symbolises the resurrected life of Christ / the child is passing from darkness of old life to the light and life with Christ / Christians should be lights for the world.
oil of catechumens	Symbolism of early converts / represents strength and preparation / preparation for the tough times that as a Christian the child will face / strength to fight off the attraction of evil.
oil of chrism	Symbol of being chosen for a special task / task of service to God / a sign of the person being a prophet (to let others know about Christ), a priest (to offer God praise), and a king (to be heirs to the Kingdom of Heaven).
white garment	Symbolises purity / innocence / being washed clean of all sin / sometimes referred to as being 'clothed with Christ'.

Credit the meaning of symbolic actions – being met at the door / the sign of the cross / the readings from the Bible / exorcism / the prayer over the mouth and ears.

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) 'It is important for infants to be baptised.'

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 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, 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

Infant baptism allows the child to be brought into the Christian family, local and globally / it has been tradition from early times to baptise babies / the child is brought into the family of God at an early age / it is a public sign that the child will be brought up in a Christian environment / sign of commitment of the parents to the child / godparents make a commitment to help the child develop spiritually / protection of the child against evil / belief that if baby dies it will go to heaven / cleanses original sin / can receive other sacraments / open to the Spirit's influence / parents want the same values for their children that they were given by their parents / they want their child to begin the process of becoming a complete member of the Church / to feel the protection of God from an early age, etc.

Other views

Meaningless as the infant is not aware of what is happening / has not made informed decision / some people reject idea of original sin as outdated and an infant has not committed actual sins / no longer belief in limbo so infants who die unbaptised are not spiritually disadvantaged / the Catholic Church allows adult baptism for those who have not been baptised as infants / seen as a social occasion and more emphasis on the party afterwards, so the ceremony itself has little religious meaning / it is irrelevant to spiritual development, etc.

[6 marks] AO2

A4 Places of Worship

(a) ‘A beautifully decorated church building proves that God is loved.’

What do you think? Explain your opinion.

Target: Evaluation of whether beautifully decorated church buildings prove that God is loved

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:

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 on worshipping God / beautiful buildings are more appealing, eye catching and inviting to believers / an indicator of the Christian faith of people in that community / structure and symbolism of buildings reflect the beliefs and practice of the Christian faith, etc.

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 / plain and simple buildings do not mean that the believers love God less / building may reflect ostentatious show of wealth by benefactor / architect's fancy / decoration is created by designers who might be atheist/agnostic / so it is not a sign of devotion on the part of those who believe / focus on aesthetics more than God / display of Church's power / an inheritance that no longer means what it did when built, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(b) Explain how two interior features of a Roman Catholic Church are used for worship.

Target: Knowledge and understanding of how the interior features of a Roman Catholic Church are used for worship

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:

Altar – it is the place where the priest re-enacts the Last Supper / where the sacrifice that Jesus made for mankind is recalled / the focal point for worshippers to join in with Christ's sacrifice on the cross / where the Eucharistic prayer is said / where the bread and wine is consecrated / into the body and blood of Jesus, etc.

Lectern – the stand that holds the sacred text, the Bible / it is the place from where sacred scripture – the word of God – is read at Mass / the priest stands at the lectern to give a homily to explain the meaning of the sacred reading / this focal point helps the congregation to concentrate on what the priest has to say during worship, etc.

Tabernacle is the place where the consecrated Communion hosts – the Blessed Sacrament – are kept / it can be a focus for private worship, as many Roman Catholics like to pray quietly in front of the Blessed Sacrament as they believe that Christ is fully present in the consecrated host / when people enter the church, they bow or genuflect towards the tabernacle in honour of the presence of Jesus in the Sacrament / it is a point of contact with Christ for worshippers / it gives worshippers a sense of the presence of God / it makes the church sacred at all times, etc.

Credit other relevant examples e.g. Stations of the Cross / sanctuary lamp
baptismal font / confession box / Paschal Candle / organ, etc.

Up to Level 3 (3 marks) for good development of one feature.

Cap at Level 2 (2 marks) if candidate writes about what the feature is rather than how it is used for liturgical worship.

[4 marks] AO1

(c) ‘Going on pilgrimage is the ideal way to show devotion to God.’

What do you think? Explain your opinion.

Target: Evaluation of whether pilgrimage is the ideal way of showing devotion to God

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:

Committed to make the preparations for going on a journey / cost involved / give part of your life to God / spiritual journey / away from the pressures of life / focus on God in a way which demands time and effort / closer to God through, and with other pilgrims as they share the journey / intensity of the experience / help other sick pilgrims / can express forgiveness or sorrow for sins / experience a religious place / experience contact with other religious people / learn more about your faith / bring back a relic as a reminder of the pilgrimage / pray for miracles to happen / find comfort if ill or troubled / less frequent than other forms of worship – therefore more meaningful / bring a change in direction or attitude, etc.

Everyday acts of faith are just as important / keeping commandments / keeping Sabbath Day holy / doing acts of charity and goodness / attending and receiving the Eucharist / private prayer / meditation / reading the Bible / seeing God in others and acting accordingly / receiving the sacraments / living out the Christian faith / keeping Lent through observing the practices of prayer, fasting and works of mercy / church worship on a daily/weekly basis just as important and meaningful / attending Church festivals, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

PART B**B5 Festivals**

(a) Explain the importance of the Advent wreath for Roman Catholics.

Target: Knowledge and understanding of the importance of the Advent wreath for Roman Catholics

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 wreath: it should not be highly decorated / usually placed on a table or an altar / it consists of four / five candles placed in a circle of evergreen leaves / the greenery symbolises new life / the evergreen symbolises ever growing, ever living faith and the eternity of God / the circle made of holly symbolises the love and mercy of God / the holly represents the crown of thorns worn by Jesus / the red berries symbolise the blood of Jesus that was shed for the whole world.

The four / five candles are lit: one is lit each Sunday for four weeks of Advent with the fifth one lit on Christmas Eve at Midnight Mass and then for all Church services leading up to the Epiphany / this increasing light week by week reflects the approach of Jesus, the Light of the world / illustrates that Advent is a time of solemn preparation for four weeks before Christmas / a time of waiting for and looking forward to birth of Jesus.

The colours of the candles and the meaning: 3 purple candles symbolise humility and penitence for sins / it is a penitential season / a time to prepare for the great feast of Christmas / 1 rose or pink candle is lit on the third Sunday of Advent / it symbolises the mood lifting as the Church begins to joyfully look forward to the coming of Christ / 1 white candle is lit on Christmas Eve / known as the Christ candle / a sign of joy and happiness.

Credit should be given if students give the following explanation of the candles: the first candle represents the patriarchs / the second the prophets / the third John the Baptist / the fourth Mary / the fifth Jesus Christ, etc.

[6 marks] AO1

(b) 'The true meaning of Christmas has been lost.'

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

Target: Evaluation of whether the true meaning of Christmas has been lost

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 hype / expense / pressure on families / religious meaning secondary / people becoming too materialistic / too commercialised – shops advertising Christmas even before All Saints' Day / Christians are as guilty as everyone else of giving priority to the commercial aspects, not just that shops are advertising it early / expectations of Christmas presents – can lead to disappointments / need to work long hours can lead to lack of worship and family time / over indulging can lead to sad or disastrous consequences e.g. accidents, family breakdown / celebrations lasting too long, etc.

Other views

Many customs remember and celebrate the birth of Jesus, God's gift of his Son to the world / worship – midnight Mass, dawn Mass / Advent calendars, candles, carol services, nativity plays, crib, etc. help focus people on the religious importance of Christmas Day / time to focus on the poor and needy / time for giving to charities e.g. SVP Christmas hampers, toys / street collections / season of goodwill / family time / people enjoy exchanging presents / cards / family celebrations / time for visiting family, friends and neighbours / great time of fun, excitement and expectation for children / preparation and sharing of Christmas family meal, etc.

[6 marks] AO2

(c) Describe what happens at the Maundy Thursday (Holy Thursday) service in a Roman Catholic Church.

Target: Knowledge of the Maundy Thursday (Holy Thursday) 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 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 timing of the Mass of the Lord's Supper: re-enactment of Last Supper / Passover Meal – last meal Jesus shared with his disciples / evening time as Passover meal was after sundown / the Mass of the Lord's Supper begins as usual, but the Gloria is accompanied by the ringing of bells, which are then silent until the Easter Vigil.

The washing of the feet: after the homily the priest washes the feet of twelve people – a reminder that Jesus washed the feet of his twelve disciples in the upper room / by doing this action Jesus' command is to show love, humility and service / antiphons or appropriate chants are generally sung during the washing of feet.

The institution of the Eucharist: gifts for the poor may be presented with the bread and wine / the priest recalls the Last Supper where Jesus, on the night he was betrayed, showed his love for his people, by giving his body and blood under the species of bread and wine, offered them to his Father and then gave them to the Apostles / institution of the priesthood – Jesus commanded the disciples and their successors in the priesthood to perpetuate this offering / a sufficient number of hosts are consecrated for use also in the Good Friday service.

The procession to, and watching at, the Altar of Repose: after Communion prayer the Blessed Sacrament is carried in procession through the church to the 'Altar of Repose' / hymn is sung / the Priest places the consecrated hosts in the tabernacle / the priest kneeling, incenses the Blessed Sacrament / hymn – Tantum ergo sacramentum is sung / the tabernacle of repose is then closed / after a period of adoration in silence, the priest and ministers genuflect and return to the sacristy / after Mass, the altar is stripped bare – except the 'Altar of Repose' / crosses are covered with a red / purple / white veil / congregation is invited to spend a time in adoration before the Blessed Sacrament / may be accompanied by the reading of some part of the Gospel of Saint John.

[6 marks] AO1

(d) 'All Christians must go to church on Good Friday.'

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

Target: Evaluation of whether all Christians must go to church on Good Friday

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

It is the most important day of Holy Week / opportunity to celebrate the sacrifice that Jesus made for mankind / giving up his life to bring people back to God / to consider what Jesus' death means for them in their lives / Anglican, Roman Catholic and Orthodox Churches are stripped – opportunity for worshippers to reflect on how deserted and desolate Jesus felt on the cross / 3pm service – opportunity for worshippers to remember the time that Jesus died on the cross and to unite with him in his sufferings / by listening to the readings of the Passion Narrative, the death of Jesus and the Stations of the Cross worshippers can focus on the relevance of Jesus' sufferings for Christians today / The adoration and veneration of the cross gives worshippers the opportunity to thank God for the sacrifice that Jesus made for mankind through kissing the cross / church service prepares Christians for the great celebration of Easter / through the Bidding Prayers Christians can ask for God's help for the Church, the world and all people, believers and non-believers alike / on Good Friday there are generally two services – one at 3 o'clock and Stations of the Cross (generally at 6pm), etc.

Other views

Christians can still thank Jesus for the death he suffered for all mankind without attending Church / can read Passion Narrative at home / attend United Services of Witnesses – involves the carrying of a cross in procession through the main streets / can still be involved by being present at some of the Holy Week services – does not have to be Good Friday / by attending the Easter Sunday service all the Holy Week services are included / it is difficult for many people to attend church on Good Friday / e.g. some people have to work / e.g. – emergency services, medical staff / parents of young babies / sick people / old and infirm etc. / some may argue that all Christians should attend on Easter Day or possibly on Christmas Day instead because the Resurrection or Incarnation are more important, 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 Worship**(a) Explain why some Christians use aids to help them pray.****Target: Knowledge and understanding of why some Christians use aids to help them pray**

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:

They can help Christians to avoid external distractions / help the prayer to stay focussed / remove the need to use new words as they help the person praying to go beyond what is immediately present, etc. / e.g. **statue**: images of Jesus, Mary or the Saints / remind those praying of important people or events / people often light candles and pray in front of their favourite statues / the statues are not objects of worship in themselves - people use them to focus their prayer on the person that the statue represents / e.g. the saint can be asked to pray to God for you and to bring inspiration and help in times of need / help Christians to persevere in prayer / the votive candles are a sign of the prayer that has been offered to God / e.g. **rosary**: this repetitive prayer helps focus the mind / it was recommended by various appearances of Mary and by the Pope / to think about different events in Jesus' life / count the beads / meditation / a set format if those praying don't know what prayer to say / to focus on particular thoughts / e.g. **icons**: religious paintings of Jesus, Mary and the saints / religious symbol used mainly by Orthodox Christians to communicate with the world of the sacred / called 'windows to heaven' / image slowly draws the prayer into its world and helps those praying to focus their prayer and attention on God, etc.

[6 marks] AO1

(b) 'For Christians, liturgical worship is more meaningful than spontaneous worship.'

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

Target: Evaluation of whether liturgical worship is more meaningful than spontaneous 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**

Known to the believer / follows a set pattern / has a particular meaning / familiarity / repetition of important aspects of faith and belief / creates a sense of community / believer knows how to respond / some people like to know what is happening so they feel more comfortable / idea of sharing with past generations is reinforced, giving the religion a timeless quality / spontaneous worship does not suit shy, reserved people / don't like having to think about what to do / structure avoids too much of individual preferences taking over / different tastes can create barriers in the community / service structure is the same worldwide / form of worship brought up with, etc.

Other Views

Less rigid / more energetic / captures the moment / there is a feeling of freedom and emotion about the worship / like worship to be unpredictable / enjoy the lively hymns, songs and choruses / may participate as they feel moved by the Spirit, in a spontaneous way / can remain silent as the situation requires / more relaxed and informal / ability to involve all members of the community rather than relying on ordained ministers / different types of approaches become available when structure is abandoned / more meaningful to the believer / adds to the religious experience of the individual / more traditional patterns of worship have become less meaningful and taken for granted by believers / flexible worship enables more self-commitment to God / people might feel more encouraged to commit themselves if there were more scope for personal involvement, etc.

[6 marks] AO2

(c) Describe ways in which Christians use the Bible in public and private worship.

Target: Knowledge of how the Bible is used by Christians in public and private worship

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 :

Public Worship

The Bible is used for readings within the service / e.g. The Liturgy of the Word – First and Second Readings, the Responsorial Psalm, the Gospel / Bible reading may form the basis of the sermon / psalms may be sung as part of worship / hymns are often based on Biblical passages, e.g. ‘The Lord is my Shepherd’ / Canticles, e.g. Magnificat are taken from the Bible / prayers may be based on Biblical passages e.g. ‘The Lord’s Prayer’ / the words of institution at the Communion service are taken from the words of Jesus recorded in the Bible / in many Protestant churches the services are centred around Biblical passages / usually chosen by the minister to focus on a particular theme / these passages form the basis of a long sermon in which the minister would explain and elaborate upon them / to share inspired thoughts during Quaker meetings / study groups read and discuss a particular passage / they share their thoughts about the meaningfulness and application of that passage, etc.

Private Worship

To focus on the presence of God / to inspire meditation / read passages to inspire prayer and thoughts / daily prayer / priests’ office / select passages to find messages that give e.g. hope, comfort, correction, direction in life, etc. / reflection / read aloud / hold in hand or pocket for protection / Bible study / Matthew chapter 6 verse 6 “When you pray....” / revelation of God through reading particularly the New Testament / some people keep the Bible close to them to remind them of the closeness of God in their time of prayer, etc.

Maximum Level 4 if only one form of worship is discussed.

[6 marks] AO1

(d) 'Mary is the best role model for Roman Catholics.'

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

Target: Evaluation of whether Mary is the best role model 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, 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

Mary is the best role model for Roman Catholics as she was conceived without original sin / she lived a life without sin / she accepted the will of God at the Annunciation / she cared for the needs of others / e.g. she went to the help of her cousin Elizabeth / she is the Mother of Jesus / Mother of God / perfect mother / she supported Jesus as he was suffering and dying on the cross / she was not afraid to be seen at the foot of the cross unlike the other apostles who went into hiding / she was a person of prayer / she set the standard for believers, etc.

Other Views

Jesus is the perfect role model / Jesus did all the things that Mary did, e.g. he was obedient to his Father, accepted the will of God, lived a life without sin, etc. / he made the ultimate sacrifice for humanity / he gave his life for all mankind / he was the perfect example of self-denial and self-sacrifice / however there are many modern day Christians who are also great role models for Roman Catholics, e.g. Maximilian Kolbe, Oscar Romero, Mother Teresa / Mary is not the best role model because she is special (without original sin) / perhaps not subject to the same pressures / impossible to live up to / too remote from modern day life, 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>