

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405001)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 1 CHRISTIANITY

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 Prayer

(a) What is the difference for Christians between private prayer and public worship?

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(2 marks)

(b) Explain briefly why some Christians use meditation as a form of prayer.

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(3 marks)

(c) 'The Lord's Prayer is said so often that it has lost its meaning.'

What do you think? Explain your opinion.

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(3 marks)

(d) 'Christians should not use items like a rosary or icons when they pray.'

What do you think? Explain your opinion.

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(3 marks)

Turn over ►

A2 Places of Worship

Look at the photographs below, which show the inside of an Anglican church and of an Orthodox church.

Anglican Church



Orthodox Church



(a) Explain the importance of the altar in a church.

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(3 marks)

(b) Describe briefly what happens at **one** place of Christian pilgrimage.

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(3 marks)

(c) 'The best type of church building for Christians is an empty room.'

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

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(6 marks)

Turn over ►

A3 Festivals

(a) Explain the religious value of celebrating Christmas in the home.

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(3 marks)

(b) Describe what some Christians do during Lent to help them understand this season.

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(3 marks)

A4 Holy Communion

- (a) Explain briefly what Roman Catholics believe about the bread and wine in Holy Communion.

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(3 marks)

- (b) Describe **two** ways in which a Protestant celebration of Holy Communion is different from that of the Orthodox Church.

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(4 marks)

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405001)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 1 CHRISTIANITY

INSERT

M/Jun/INSERT TO Unit 1

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 Authority

B5 (a) Explain the differences between fundamentalist and liberal ways of interpreting the Bible. You may use examples in your answer. (6 marks)

B5 (b) 'Christians must accept the Bible as the word of God.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

B5 (c) (i) Explain briefly how the idea of the Church as the Body of Christ can help believers. (3 marks)

B5 (c) (ii) Explain briefly how a minister can help believers. (3 marks)

B5 (d) 'The Bible is more helpful than religious leaders for Christians today.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

OR

B6 Commitment and Membership

B6 (a) Explain what is said and done in a ceremony of infant baptism. (6 marks)

B5 (b) 'No infant should be baptised.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

B6 (c) (i) Explain briefly how confirmation might help a Christian. (3 marks)

B6 (c) (ii) Explain briefly the meaning of immersion in believers' baptism. (3 marks)

B6 (d) 'It is more important to live like a follower of Jesus than it is to go through a ceremony of commitment.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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Question A2 Photograph of Orthodox Church Source: Cathedral Church of St Andrew and St Mary

Question A2 Photograph of Anglican Church Source: www.suffolkchurches.co.uk/lindseyimages/dscf4721



General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 1 Christianity

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, 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 candidate 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, candidates' 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 candidates 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 candidates' 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	Candidates 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	Candidates 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	Candidates 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>

PART A

A1 Prayer

- (a) **What is the difference for Christians between private prayer and public worship?**

Target: Knowledge of the different types of worship

Candidates may include some of the following points:

Private prayer is between the one person praying and God, in the way the individual prefers / public worship is worship with other people as a shared exercise / direct, personal contact with God versus allowing a person's preferences to be put aside for the sake of others.

1 mark for each of the two valid answers.

(2 marks) AO1

- (b) **Explain briefly why some Christians use meditation as a form of prayer.**

Target: Knowledge and understanding of the purpose of meditation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

It gets rid of distractions / it opens the believer to the guidance of God and the Holy Spirit / it removes the need for putting things into words so there is no tension about how to phrase things, etc.

(3 marks) AO1

(c) ‘The Lord’s Prayer is said so often that it has lost its meaning.’

What do you think? Explain your opinion.

Target: evaluation of the importance of the Lord’s Prayer

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

It is the one prayer everyone says, especially together, so people know the words too well and don’t think about them / familiarity almost breeds contempt for the meaning of the words; it is simply repeated parrot-fashion.

It is the perfect prayer so can never lose its meaning, even if people don’t really concentrate when they say it / the repetition can allow the believer to go beyond the superficial meaning of the prayer into a deeper form of prayer, etc.

(3 marks) AO2

(d) ‘Christians should not use items like a rosary or icons when they pray.’

What do you think? Explain your opinion.

Target: Evaluation of the role of aids to prayer

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Items like these could turn into idolatry / against the Commandments / they can interfere with the mind reaching out to God and can be a distraction.

They can help Christians avoid external distractions / they help the prayer stay focused / they remove the need to use new words as they help the person praying to go beyond what is immediately present, etc.

(3 marks) AO2

A2 Places of Worship**(a) Explain the importance of the altar in a church.****Target: Understanding of the importance of certain church features**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

The place of sacrifice and offering / to represent the table of the Last Supper / the centre of the holy place (which is cut off from the rest of the Orthodox church) / the place where transubstantiation occurs / the focus of worship, etc.. N.B. any comments which refer to the Communion Table in the Baptist church are acceptable, etc.

(3 marks)**AO1****(b) Describe briefly what happens at one place of Christian pilgrimage.****Target: Knowledge and understanding of pilgrimage**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:**Lourdes**

People come in procession / light candles / bathe in the water / care for the invalids / take part in liturgies and sacraments / carry out practices such as the Stations of the Cross, etc.

Jerusalem

People visit the sites connected with the life and death of Jesus / follow the way to Calvary / offer worship in the shrines which mark important events / join with other believers to relive the life of Jesus, etc.

Any place of Christian pilgrimage is acceptable, for example Jerusalem, Rome, Knock, Walsingham, etc.

Accept other relevant answers, whether the place is identified or not.

(3 marks)**AO1**

(c) 'The best type of church building for Christians is an empty room.'

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

Target: Evaluation of the function and design of church buildings

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

An empty room would mean that there is total freedom and flexibility in what happens / money is not spent on things that might only be used occasionally / people will be able to move around and be together in a community spirit.

Other views

There would be nothing in an empty room to attract believers in to share in prayer / the lack of direction could be off-putting, especially for those who want a clear sense of what is going to happen / there will be nothing to help the believer relate to God who cannot be shown in any physical way / many people like to use symbols to express their views on God, etc.

(6 marks)

AO2

A3 Festivals**(a) Explain the religious value in celebrating Christmas in the home.****Target: Knowledge and understanding of the family dimension of Christmas**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Stress on generosity and gifts reflecting God's love / brings people together in the love that God gives / removes tensions and divisions showing the peace of Christ / gives new start / family meal shows togetherness / decorations help to stress the special nature of the season and reminds Christians about the importance of the celebration, etc.

(3 marks) AO1**(b) Describe what some Christians do during Lent to help them understand this season.****Target: Knowledge and understanding of Lenten practices**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:**Fasting** = fellowship with Jesus in the desert / get away from excess.**Prayer** = coming closer to God at a personal level.**Works of charity** = reflecting Christ's care for others / getting away from selfishness.**(3 marks) AO1**

(c) 'Pentecost is the most important Christian festival.'

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 Pentecost

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Holy Spirit came at Pentecost / the Spirit's work in the Church started then and has continued / it is the birthday of the Church / it is stressing the importance of what happens now rather than historical events / it is acknowledging that the power of God is still active in believers, etc.

Other views

Without Easter, Pentecost would not have happened / it is only the end point of a very involved series of events which it is wrong to separate and prioritise / salvation history needs each event / the works of each Person of the Trinity are interdependent, etc.

(6 marks) AO2

A4 Holy Communion

- (a) Explain briefly what Roman Catholics believe about the bread and wine in Holy Communion.

Target: Knowledge and understanding of Roman Catholic beliefs regarding the Eucharist

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

The idea of the Real Presence / Transubstantiation / receiving the Body and Blood of Christ / joining in the sacrifice of Calvary and the Last Supper / once consecrated, the bread and wine remain the Body and Blood of Christ (valid references to the meaning of the Mass can be accepted in this answer).

(3 marks) AO1

- (b) Describe two ways in which a Protestant celebration of Holy Communion is different from that of the Orthodox Church

Target: Knowledge and understanding of how the beliefs about Holy Communion affect the practices of two groups of Christians

Candidates may include some of the following points:

Protestant Holy Communion can be infrequent whereas Orthodox is very regularly celebrated / the simplicity of Protestant celebrations versus the great solemnity and colour of the Orthodox / everyone is together in the Protestant tradition whereas in Orthodoxy men and women are separated and the congregation is divided from the altar, etc.

2 x 2 marks for each relevant way.

1 mark for a single point or superficial comment.

2 marks for two different points or one developed point.

(4 marks) AO1

(c) 'Holy Communion is an unnecessary form of Christian worship.'

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

Target: The importance of Holy Communion for Christians

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Communion is only a remembering of past events – God still speaks through the Bible / Jesus' own words of the Lord's Prayer unites people more fully than Communion / service to others shows worship in action, a far more meaningful thing, etc.

Other views

For some Christians it is a re-enactment of Jesus' sacrifice of which there is no more perfect prayer / it is doing what Jesus told the disciples to do at the Last Supper / it is a communal celebration to bring all Christians together, etc.

(6 marks)

AO2

PART B**B5 Authority**

- (a) **Explain the differences between fundamentalist and liberal ways of interpreting the Bible. You may use examples in your answer.**

Target: Understanding of the effects varying interpretations of the Bible can have on believers' lives

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Fundamentalists believe that the material contained in the Bible is without error / they will abide as strictly as possible to the wording of the Bible and its commands / they believe that God speaks directly through the Bible and accept limited interpretations of meaning, e.g. the Creation stories.

Liberals believe that the message of the Bible is what matters, not the stories themselves / they will try to apply underlying teachings to everyday life without getting too restricted by the actual wording / they believe that God speaks to people in different ways in different times and that the words in the Bible are human attempts to pass on the message of God / they are more open to people interpreting the Bible differently, etc.

(6 marks) AO1

(b) 'Christians must accept the Bible as the word of God.'

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

Target: Evaluation of the role of the Bible as the word of God

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Jesus and Paul believed that God spoke through the Bible / modern believers should not question its authority / if there is no solid basis for belief, anything might be accepted, the Bible provides the solid basis, etc.

Other views

God speaks to different people in different ways so the phrasing of anything is open to interpretation / people need to have some agreement over how much the Bible is to be allowed to guide people's lives / the work of the Holy Spirit is to inspire people not to force them just to be secretaries or puppets of God, so the words of the Bible are human words with a divine message, etc.

(6 marks)

AO2

(c)(i) Explain briefly how the idea of the Church as the Body of Christ can help believers.

Target: Understanding of the importance of the idea of the Church as the Body of Christ

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Knowing that the believer is linked to others, he can rely on them for guidance and support / the individual has an important role to play to ensure the work of Christ on earth continues / the Spirit of Christ acts in the whole community so the believer can depend on the community, etc.

(3 marks) AO1

(c)(ii) Explain briefly how a minister can help believers.

Target: Knowledge of the role of ministers

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Guidance in personal matters / a leader in worship / a spiritual guide / a source of authority / an interpreter of the scriptures / a voice of the community of believers, etc.

(3 marks) AO1

(d) 'The Bible is more useful than religious leaders for Christians today.'

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

Target: Evaluation of the relative importance of the Bible and religious believers

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

The Bible has guidance about living life / leaders only give their own thoughts / there is more in the Bible and the way most of it is expressed makes sense to normal people / seeing how God has helped people in their daily lives as shown in the Bible can help believers look at their own lives and see the hand of God, etc.

Other views

Most of the Bible is more than 2000 years old, so it is not very applicable to today / the religious leaders can make sense of every day situations for believers / people need individual help rather than the generalised guidance of the Bible, etc.

(6 marks)

AO2

B5 Spelling, punctuation and grammar

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

High performance	Candidates 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	Candidates 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	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Commitment and Membership**(a) Explain what is said and done in a ceremony of infant baptism.****Target: Knowledge and understanding of the ceremony of infant baptism**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:e.g. **Methodist** rite

Opening prayer, ministry of the Word, baptismal prayer, promises and profession of faith, water poured over head or baby dipped in water as minister says: 'I baptise you in the name of the Father, and of the Son and of the Holy Spirit', baby signed with the cross, final prayers.

e.g. **Anglican** rite

Opening prayer, baby signed with cross, Gospel reading, promises and profession of faith, blessing of water, water poured over head or baby dipped in water as minister says: 'I baptise you in the name of the Father, and of the Son and of the Holy Spirit', lighted candle, thanksgiving.

e.g. **Roman Catholic** rite

Welcome and baby signed with the cross, readings, anointing with the oil of catechumens, water is blessed, parents renew their baptismal vows, water poured over head as priest says: 'I baptise you in the name of the Father, and of the Son and of the Holy Spirit', anointing with chrism, white garment, lighted candle, blessing.

Note: the amount of detail required will reflect the nature of the rite chosen by the candidate.

(6 marks)**AO1**

(b) 'No infant should be baptised.'

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

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Faith is a personal matter which cannot be chosen by other people / it is best to leave baptism until the person is old enough to choose for himself / herself / understanding is an integral part of commitment; infants do not understand, etc.

Other views

Parents want what is best for their children and this applies to sharing their faith with them / it is easier to reject something in later life than it is to pick it up from cold / the commitment to the Church community gives a sense of belonging which can support the child as it grows, parents of children born weak often think that it is important to have their child baptised, etc.

(6 marks)

AO2

(c)(i) Explain briefly how confirmation might help a Christian.

Target: Knowledge and understanding of the effects of confirmation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Making a personal commitment to the Church community / becoming an adult member of that Church / receiving strength and gifts of the Holy Spirit / following the example of the apostles at Pentecost / strengthening faith which can be lived out in public / any reference to any or all of the gifts of the Spirit is to be credited, etc.

(3 marks) AO1

(c)(ii) Explain briefly the meaning of immersion in believers' baptism.

Target: Knowledge and understanding of the symbol of immersion in believers' baptism

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Idea of dying of old self and rising to new life / entering the waters of the tomb / joining in Christ's Resurrection / water as a symbol of life and death / copying what happened when Jesus was baptised / following the practice of the early Church to show continuity, etc.

(3 marks) AO1

- (d) **'It is more important to live like a follower of Jesus than it is to go through a ceremony of commitment.'**

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

Target: Evaluation of the importance of ceremonies of commitment

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Jesus called people to follow him before doing anything else / if a person is not committed to Jesus, there is no point in going through a ritual which could be empty / actions speak louder than words / commitment is shown by the way people attend or don't attend church or are involved in living in a religious way, etc.

Other Views

It is important to make a public declaration so everybody knows where they stand / receiving forgiveness of sins through baptism (for Catholics) and the gifts of the Spirit at Pentecost can strengthen a commitment which might be only weak but with the extra support gained through the ceremonies might help a person's faith come alive, etc.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

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

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

(4 marks)

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

(2-3 marks)

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

(1 mark)

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 1 Christianity

Question Number	Assessment Objectives			Specification Section	Marks
	AO1	AO2			
A1(a)	2			4. Public and private worship	2
A1(b)	3			4. Meditation	3
A1(c)		3		4. The Lord's Prayer	3
A1(d)		3		4. The use of aids to prayer	3
A2(a)	3			3. The role of the altar	3
A2(b)	3			3. A place of pilgrimage	3
A2(c)		6		3. Church buildings	6
A3(a)	3			6. Christmas	3
A3(b)	3			6. Lent	3
A3(c)		6		6. Pentecost	6
A4(a)	3			5. Roman Catholic beliefs about Holy Communion	3
A4(b)	4			5. Orthodox and Protestant celebrations of Holy Communion	4
A4(c)		6		5. Holy Communion as worship	6
Either					
B5(a)	6			1. Interpretations of the Bible	6
B5(b)		6		1. Bible as the word of God	6
B5(c)(i)	3			1. Church as the Body of Christ	3
B5(c)(ii)	3			1. Role of ministers	3
B5(d)		6		1. Bible and religious leaders	6
Or					
B6(a)	6			2. Infant baptism	6
B6(b)		6		2. Infant baptism	6
B6(c)(i)	3			2. Confirmation	3
B6(c)(ii)	3			2. Believers' baptism	3
B6(d)		6		2. Role of ceremonies of commitment	6
Total marks	36	36			
				SPaG	4
				TOTAL	76

Mark Allocation for Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
TOTAL	48	24	72

Mark Allocation: Specification Section

Specification Section	Section/Part A	Section/Part B	Totals
1 Beliefs and Sources of Authority		24*	24
2 Commitment and Membership		24*	24
3 Places of Worship	12		12
4 Worship	11		11
5 Holy Communion	13		13
6 Festivals	12		12
SPaG		4	4
TOTAL	48	26	76

* Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which marks are drawn.