

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405003)  
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



**UNIT 3 ROMAN CATHOLICISM**

**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 Worship**

Look at the photographs below, which show an altar and a rosary.

**An altar**



**A rosary**



(a) Give **two** reasons why some Roman Catholics use a rosary when they pray.

1.....  
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2.....  
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*(2 marks)*

(b) 'The altar is the most important feature of a Roman Catholic church.'

What do you think? Explain your opinion.

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*(3 marks)*

(c) Explain briefly how Christians use the Bible in public and in private worship.

Public worship.....

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Private worship.....

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*(4 marks)*

(d) 'Structured worship is more meaningful than spontaneous worship.'

What do you think? Explain your opinion.

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*(3 marks)*

**Turn over ►**

## A2 Pilgrimage

Look at the photograph below, which shows the grotto at Lourdes.



(a) Give **two** reasons why many Christians go on pilgrimage.

1.....  
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2.....  
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(2 marks)

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

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(4 marks)

(c) 'All Christians should go on pilgrimage at least once in their lifetime.'

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 Baptism and Confirmation**

(a) What is a sacrament?

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*(2 marks)*

(b) Give a symbol used in the Roman Catholic Sacrament of Baptism and explain what it means.

Symbol.....  
Explanation.....  
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*(2 marks)*

(c) Give **two** reasons why Confirmation is an important sacrament for Roman Catholics.

1.....  
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2.....  
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*(2 marks)*

(d) 'Baptism should only be for adults.'

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

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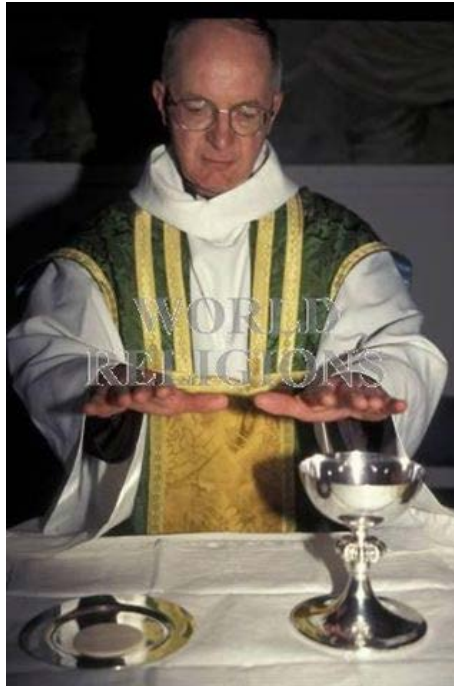
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*(6 marks)*

**Turn over ►**

**A4 The Eucharist**

Look at the photograph below.



- (a) Give another name for the Eucharist used in a Protestant tradition.

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*(1 mark)*

- (b) What does a priest say as he consecrates the wine during the Mass?

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*(2 marks)*



- (c) Explain briefly how receiving the Eucharist can help Roman Catholics in their everyday lives.

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*(3 marks)*

- (d) 'Receiving the Eucharist is the most important part of being a Christian.'

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)*

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405003)  
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



**UNIT 3 ROMAN CATHOLICISM**

**INSERT**

M/Jun/INSERT TO Unit 3

## 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.

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### EITHER

#### **B5 Festivals**

**B5** (a) Explain why the season of Advent is important for Roman Catholics. (4 marks)

**B5** (b) (i) Explain some of the ways in which Roman Catholics observe the season of Lent. (4 marks)

**B5** (b) (ii) Explain how these ways of observing the season of Lent might make a difference in the life of a Roman Catholic. (4 marks)

**B5** (c) 'Easter is more important than Christmas for Christians.'

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

**B5** (d) 'Christians do not need special festivals; every day should be a celebration of their love for God.'

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 Sources of Authority**

**B6** (a) (i) Explain what the Apostles' Creed teaches about Jesus. (4 marks)

**B6** (a) (ii) Explain how belief in the Apostles' Creed might make a difference in the life of a Roman Catholic. (4 marks)

**B6** (b) 'The Our Father is more important than the Apostles' Creed.'

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

**B6** (c) Why is Peter an important figure of authority in the Roman Catholic Church?

**B6** (d) 'Roman Catholics should always do what the Pope says.'

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 A1	Source of altar photograph <a href="http://www.blessedsacrament-elk.org">www.blessedsacrament-elk.org</a>
Question A1	Source of rosary <a href="http://www.totustuurosary.com">www.totustuurosary.com</a>
Question A2	Source: Photography by Eric Pouhier ( <a href="http://www.ericpouhier.com">www.ericpouhier.com</a> )
Question A4	Source Christine Osbourne



**General Certificate of Secondary Education**

**Religious Studies**  
**Full or Short Course**  
*Specification A*

**Unit 3      Roman Catholicism**

**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](http://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.

<b>High performance</b>	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>
<b>Intermediate performance</b>	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>
<b>Threshold performance</b>	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 Worship**

- (a) **Give two reasons why some Roman Catholics use a rosary when they pray.**

**Target: Understanding the relevance of a rosary**

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

The repetitive prayer helps focus the mind / to avoid distractions / 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 they don't know what prayer to say.

1 mark for each valid reason offered.

**(2 marks) AO1**

- (b) **'The altar is the most important feature of a Roman Catholic church.'**

**What do you think? Explain your opinion.**

**Target: Evaluation of the importance of the features of a Roman Catholic Church**

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

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

Where the bread and wine are consecrated / this is where the most important part of the mass takes place / sacrificial table / Jesus' sacrifice at the last supper are recalled and re-enacted / where the Eucharistic prayer is said.

Other features are equally, if not more important / tabernacle / baptismal font / confession box / sanctuary lamp / ambo / lectern / Stations of the Cross, etc.

**(3 marks) AO2**

**(c) Explain briefly how Christians use the Bible in public and in private worship.**

**Target: Knowledge and understanding of the various ways in which Christians use the Bible in their worship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

**Public**

For reading during the Liturgy of the Word / as inspiration for sermons / to share psalms / to share inspired thoughts during Quaker meetings.

**Private**

To focus on the presence of God / for psalms for private devotions / to inspire meditation.

**Award 2 marks for public and 2 marks for private worship using the following criteria:**

**1 mark for a superficial comment or single point.**

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

**Candidates who refer only to the use of the Bible in one type of worship cannot achieve more than 2 marks.**

**(4 marks)**

**AO1**

**(d) ‘Structured worship is more meaningful than spontaneous worship.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of different responses to the continuing relevance of the Bible**

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

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

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 / feels comfortable / some people like to know what is happening so they can feel more comfortable / structure avoids too much of individual preferences taking over, which can often create barriers in the community because of different tastes / the idea of sharing with past generations is reinforced, giving the religion a timeless quality.

Less rigid / more energetic / captures the moment / enables the believer to express their faith freely / more meaningful to the believer / adds to the religious experience of the individual / more traditional patterns of worship have become less meaningful are taken for granted by believers / allow for the free flowing expression of the believer / flexible worship enables more self-commitment to God / the greater freedom would allow more room for emotion and happiness to be shown / people might feel more encouraged to commit themselves if there were more scope for personal involvement.

**(3 marks) AO2**

## A2 Pilgrimage

- (a) Give two reasons why many Christians go on pilgrimage.

**Target: Knowledge and understanding of why Christians go on pilgrimages**

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

To give part of their life to God / to enable them to focus on God in a way which demands time and effort / to bring themselves closer to God through, and with, other pilgrims as they share the journey / experience / to be cured / to help other sick pilgrims / to express their forgiveness or sorrow for sins / to experience a religious place or contact with religious people / to learn more about their faith / to bring back a relic.

1 mark for each valid reason offered.

**(2 marks)**

**AO1**

- (b) Explain what happens at one place of Christian pilgrimage.

**Target: Knowledge and understanding of what happens at a place of Christian 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
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

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

Lourdes: bathing in water / taking part in processions / visiting the site of the apparition / doing the Stations of the Cross, etc.

Any relevant place of Christian pilgrimage should be credited such as Walsingham, Taize, Knock, Jerusalem and Rome. Candidates might describe a lesser known, more local place. Again this is creditable.

**(4 marks)**

**AO1**

**(c) 'All Christians should go on pilgrimage at least once in their lifetime.'**

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

**Target: Evaluation of different responses to the relationship between pilgrimage and our relationship with God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Need to be committed to make the preparations / time out of work / away from pressures of life / focus on God and relationship with him / cost involved / participation in acts of worship / intensity of the experience / less frequent than other forms of worship, therefore more meaningful / enduring impact of the pilgrimage on the life of the believer / can motivate a change of direction or attitude.

**Other views**

Everyday acts of faith are more important / keeping greatest commandments / acts of charity and goodness / attending the Eucharist / private prayer and meditation are just as meaningful / seeing God in others and acting accordingly / love of God should not be compartmentalised; it should impact on one's whole life.

**(6 marks) AO2**

**A3 Baptism and Confirmation**

**(a) What is a sacrament?**

**Target: Knowledge and understanding of the term sacrament**

Content: e.g. outward sign / inward grace / initiated by Jesus / means to grow closer to God / an important stage in spiritual formation.

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) Give a symbol used in the Roman Catholic Sacrament of Baptism and explain what it means.**

**Target: Knowledge and understanding of the signs and symbols used in baptism**

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

<b>Sign</b>	<b>Meaning</b>
Water	Cleansing / free from original sin / new life in God's love
Candle	Resurrection of Jesus / Light of the world / illuminating the faith of the child
Oil / Chrism / Catechumens	Strengthening / special calling / task of service / prophet, priest and king
White Garment	Purity / innocence / new beginning free from sin / symbolism of the early converts

1 mark for correctly identifying a relevant symbol.  
1 mark for correctly explaining the meaning of the symbol chosen.

**(2 marks) AO1**



- (c) Give two reasons why Confirmation is an important sacrament for Roman Catholics.**

**Target: Knowledge and understanding of the importance of Confirmation in the life of a Roman Catholic**

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

Renewal of the promises made at Baptism for the child / receiving the gifts of the Holy Spirit / enables a decision about faith to be made by the individual / completes the process of initiation / full membership of the church / obliges the confirm and to act as a witness.

1 mark for each valid reason offered.

**(2 marks)**

**AO1**

**(d) 'Baptism should only be for adults.'**

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

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

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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 was baptised as an adult / Christians should follow in his footsteps / important for Christians to understand and appreciate the meaning of being a Christian so that they can live out the promises they make / important that baptism does not take place until the Christian is aware of what they doing / baptism of adults was the standard practice and tradition of the early church for at least 3 centuries / the baptised had made a personal choice / to be a Christian means to be an active member of the Church, fully aware of the roles and responsibilities that membership entails / a child cannot make that choice, nor can they live out their faith / Baptism should only take place when a person is old enough to make a conscious decision about their faith with full knowledge of how they will have to live / should not be indoctrinated into something that they may later rebel against or reject.

**Other views**

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

**(6 marks) AO2**

**A4 The Eucharist**

- (a) Give another name for the Eucharist used in a Protestant tradition.**

**Target: Knowledge of the different names for the Eucharist**

**Candidates may include any of the following points:**

Lord's Supper / Holy Communion / Lord's Table / breaking of bread.

1 mark for a correct answer.

**(1 mark) AO1**

- (b) What does a priest say as he consecrates the wine during the Mass?**

**Target: Knowledge of the words of the priest during the Mass**

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

This is my Blood / the blood (wine) of the new and everlasting covenant / do this in memory of me.

1 mark for each relevant point.

**(2 marks) AO1**

- (c) **Explain briefly how receiving the Eucharist can help Roman Catholics in their everyday lives.**

**Target: Knowledge and understanding of the impact of the Eucharist in the life of a believer**

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

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

The person feels closer to God and this inspires them to become a better Christian / it is the way in which Catholics express their faith and show their willingness to participate in the life of the Church / in the Liturgy of the Word Catholics are given spiritual food that teaches them how to live as Jesus wants them to / this will help them in their everyday interactions with others / they are eating the body of Christ and this is spiritual food for the journey of Christian living / the Eucharist means 'thanksgiving' and reminds the believer of the sacrifice of Jesus on Calvary and encourages them to adopt the same attitude in their own life / at the end of the Mass the instruction is given 'Go in peace to love and serve the Lord.' / Catholics believe that what has been learned in the Mass has to be lived out in the community each day.

**(3 marks) AO1**

**(d) 'Receiving the Eucharist is the most important part of being a Christian.'**

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

**Target: Evaluation of different responses to the issue of the meaning of the Eucharistic bread and wine**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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 told his disciples to in the Gospel so it must be important / it is remembering the most important meal Jesus celebrated / communion is the highpoint of collective worship / many denominations celebrate it weekly (daily) so it must be important / Jesus is made present or represented and this focuses the believer on how they should live and act.

**Other views**

Some denominations do not receive communion but are no less Christian / there is great variety in the practice of receiving communion / many receive it seldom, so are they less Christian? / there are many other ways of being a good Christian that go beyond receiving the bread and wine.

**(6 marks) AO2**

**PART B**

**B5 Festivals**

**(a) Explain why the season of Advent is important for Roman Catholics.**

**Target: Knowledge and understanding of the meaning of Advent**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Preparing for the coming of Jesus at Christmas / anticipating the incarnation / remembering the Old Testament promises of the Messiah / looking forward to the Second Coming / reconciliation / spiritual rebirth / beginning of the Church year / new opportunity to refresh one's faith.

**(4 marks) AO1**

**(b)(i) Explain some of the ways in which Roman Catholics observe the season of Lent.**

**Target: Knowledge and understanding of the behaviour of Roman Catholics during Lent**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Praying, both privately and publicly / fasting / acts of self-denial / giving money to the poor / giving up something they enjoy / making an effort to improve in an area of their life where they need to / attending church more regularly.

**(4 marks) AO1**

**(b)(ii) Explain how these ways of observing the season of Lent might make a difference in the life of a Roman Catholic.**

**Target: Knowledge and understanding of the impact of behaviour of Roman Catholics during Lent**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Greater awareness of their need for God / awareness of their vulnerability / their need to work at their relationship with God and others / recognition of the needs of others, particularly the less fortunate / realisation of their role in making the world a better place / become a more active member of the Church community / support the work of Christian charities beyond lent / reassure them of God's mercy and how fortunate they are in relation to many others.

**(4 marks) AO1**

## (c) 'Easter is more important than Christmas for Christians.'

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

Target: Evaluation of different responses to the importance of Easter in the Christian tradition

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Resurrection is the high point of the ministry / Jesus' destiny / fulfilment of God's plan for him / the end of the journey / glory / Jesus' ultimate victory over sin, evil and death / inspires hope in Christians for life after death / promises Jesus made about himself were realised / centrality of this message in Paul's teaching and in the early church preaching.

**Other views**

Christmas began the process of Jesus' role as the agent of our salvation / God took on human form / became human to enable humans to become like him / God's promised visitation / without the birth the other parts of the ministry would not have happened / Jesus' identification with humanity is a source of comfort and hope / light overcoming darkness with the birth of Jesus / Jesus' unique identity as 'Son of God' evident in the Gospel stories about the birth.

**(6 marks)**

**AO2**

- (d) **‘Christians do not need special festivals; every day should be a celebration of their love for God.’**

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

**Target: Evaluation of different responses to the issue of the importance and significance of religious festivals for Christians**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

God is active throughout people's lives / always with them / need to be aware of his continued presence / can be with God at any time through prayer and meditation / can forget the need for a continuous relationship if they focus too much on particular feasts / encourages Christians to only worship on these feasts and festivals and neglect God the rest of the time / removes God from everyday experiences, trials and tribulations / compartmentalises religion.

**Other views**

Some feasts deserve special recognition / Christmas celebrates the Incarnation / Easter is the highpoint of the Church year / give the believer a special sense of purpose / highlight the significant aspects of the faith / allow for special preparation during Advent / sacrifice during Lent / celebrate key moments in revelation and keep them alive in the hearts of believers.

**(6 marks) AO2**

<b>B5 Spelling, punctuation and grammar</b>	Award up to 4 marks for spelling, punctuation and grammar.	
<b>High performance</b>	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>
<b>Intermediate performance</b>	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>
<b>Threshold performance</b>	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 Sources of Authority****(a)(i) Explain what the Apostles' Creed teaches about Jesus.**

**Target: Knowledge and understanding of the main statements about the Son in the Apostles' Creed**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Jesus the only Son of God / second person of the Trinity / conceived by the power of the Spirit / incarnation / virgin birth / suffered / was crucified under Pontius Pilate / died / rose again / broke the hold sin had over humanity / seated at the right hand of the Father / will judge the living and the dead at the end of time.

**(4 marks) AO1**

**(a)(ii) Explain how belief in the Apostles' Creed might make a difference in the life of a Roman Catholic.**

**Target: Knowledge and understanding of the importance of the Apostles' Creed for Roman Catholics**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Improve their understanding of the nature of God / help them to appreciate and value the life of Jesus / try to live like Jesus / make sacrifices for others / become more committed to the church / understand Jesus' role / come to a better understanding of their own role as a follower of Jesus / become aware of the activity of the Holy Spirit / try to be filled by the Spirit in their everyday life / help their treatment of others / realise the importance of the Church community in their life / work to build up the Church community on earth.

**(4 marks) AO1**

**(b) 'The Our Father is more important than the Apostles' Creed.'**

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

**Target: Evaluation of different responses to the relative importance of the Lord's Prayer and the Apostles' Creed**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Given by Jesus / in response to the question about how to pray / it contains all forms of prayer / it builds up the relationship with God / it unites all believers / is said regularly in public worship in several denominations / it covers relationships with others, e.g. forgiveness and sharing.

**Other views**

Creed is a summary of central Christian beliefs about a variety of things / is wider than the Lord's Prayer / underpins the Christian faith / the Apostles' Creed was drawn up centuries ago to exclude those who were not true believers / an individual cannot make up his / her own version of Christianity / there is a need for all believers to express unison on central issues and the creed achieves this, therefore it is more important / they are equally important, but in different ways.

**(6 marks) AO2**

**(c) Why is Peter an important figure of authority in the Roman Catholic church?**

**Target: Knowledge and understanding of the importance and significance of Peter for Christians**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Appointed by Jesus / with Jesus throughout his ministry and at key moments in the Gospel story / learned from his mistakes and showed character and perseverance / entrusted with the Church by Jesus / role in converting the multitudes on Pentecost / impact of his preaching on the initial growth of the Church / Jesus' 'rock' / foundation of the Church / died for his faith.

**(4 marks) AO1**

**(d) 'Roman Catholics should always do what 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 different responses to the issue of the authority of the Pope**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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 successor of St Peter / the bishop of Rome / infallible / inspired by the Holy Spirit / the keeper of the Keys of Heaven / the Head of the Church / the one who voices the teachings of the whole community / tradition / succession argument was always a valuable weapon to guard orthodoxy / authority to interpret for the people / need for a religious voice in a secular world.

**Other views**

Recent Popes have not made infallible decisions / no bishop should be bishop of bishops / role of individual conscience / natural law / Pope as first among equals but not an absolute leader / can not be aware of the diverse situations in which believers live therefore cannot make decisions for 1.1 billion people unilaterally.

**(6 marks)**

**AO2**

<b>B6 Spelling, punctuation and grammar</b>		
	Award up to 4 marks for spelling, punctuation and grammar.	
<b>High performance</b>	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)
<b>Intermediate performance</b>	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)
<b>Threshold performance</b>	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 3 Roman Catholicism

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	2		3 – Prayer	2
1b		3	4 – Church features	3
1c	4		1 – The Bible and Worship	4
1d		3	4– Structured and spontaneous worship	3
2a	2		4 – Reasons for Pilgrimage	2
2b	4		4 – Places of Pilgrimage	4
2c		6	4 – Importance of Pilgrimage	6
3a	2		2 – Meaning of Sacrament	2
3b	2		2 – Symbols in Baptism	2
3c	2		2 – Impact of Confirmation	2
3d		6	2 – For / Against Believers' Baptism	6
4a	1		5– Names for Eucharist	1
4b	2		5 – Words at Eucharist	2
4c	3		5 – Impact of Eucharist	3
4d		3	5 – Importance of Eucharist	6
5a	4		6 – Meaning of Advent	4
5bi	4		6 – Observing Lent	4
5bii	4		6 – Meaning of Lent	4
5c		6	6 – Significance of Easter	6
5d		6	6 – The need for Festivals	6
6ai	4		1 – The Apostles' Creed	4
6aii	4		1 – The Apostles' Creed	4
6b		6	1 – The Apostles' Creed 3 – The Lord's Prayer	6
6c	4		1 – The Role of Peter	4
6d		6	1– The Role of the Pope	6
<b>Total</b>	<b>36</b>	<b>36</b>		
			<b>SPaG</b>	4
			<b>TOTAL</b>	76

**Mark Allocation: Assessment Objectives**

<b>Assessment Objectives</b>	<b>Section/Part A</b>	<b>Section/Part B</b>	<b>Totals</b>
<b>AO1</b>	<b>24</b>	<b>12</b>	<b>36</b>
<b>AO2</b>	<b>24</b>	<b>12</b>	<b>36</b>
<b>Total</b>	<b>48</b>	<b>24</b>	<b>72</b>

**Mark Allocation: Specification Section**

<b>Specification Section</b>	<b>Part A</b>	<b>Part B*</b>	<b>Totals</b>
<b>1 Beliefs and Authority</b>	<b>4</b>	<b>21*</b>	<b>25</b>
<b>2 Sacraments of Initiation</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>3 Worship</b>	<b>6</b>	<b>3*</b>	<b>11</b>
<b>4 Places of Worship</b>	<b>14</b>	<b>0</b>	<b>36</b>
<b>5 The Eucharist</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>6 Festivals</b>	<b>0</b>	<b>24*</b>	<b>24</b>
<b>SPaG</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>Total</b>	<b>48</b>	<b>28*</b>	<b>76</b>

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