
GCSE

Religious Studies A

Unit 1 / 405001 Christianity
Mark scheme

4050
June 2015

Version/Stage: V1 Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

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

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

Marking using CMI+

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

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

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

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

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

Part A

A1 Places of worship

- (a) Give two non-traditional places that Christians might use for worship.**

Target: Knowledge of alternative non-traditional venues for worship

Students may include some of the following points:

Outdoors house groups, in their own homes / community halls / town centre / market square / schools / buildings converted from secular use etc.

Do not credit bedroom, at home etc without further clarification. Do not credit private prayer – must be collective.

1 mark for **each** correct answer.

[2 marks] AO1

- (b) Explain how two of the features found inside an Orthodox church building are used in worship.

Target: Knowledge and understanding of how interior features of an Orthodox church building are used in worship

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

Students may include some of the following points:

Answers will be dependent upon the features chosen, but whatever features are chosen there must be a clear indication of how these features are used **in** worship.

Iconostasis: Regarded as the barrier between earth and heaven / is the focal point of the nave and during worship separates the congregation from the sanctuary area where the elements of the Divine Liturgy are consecrated / icons and iconostasis provide focal point for prayer during worship / images on icons represent and serve to remind worshipper of the saints in heaven who intercede for worshippers.

Royal doors: Set in middle of the iconostasis and their opening at key points of liturgy represent the breaking through of heaven to earth.

Icons: act as focus for prayer of faithful and used as portals or windows into divine realm / icons are venerated as part of the liturgy etc.

Sanctuary area: Beyond the iconostasis and contains the altar (or Holy Throne) on which Jesus is present at the consecration of elements for Divine Liturgy.

Students may make reference to other correct features eg censer; distinctive Orthodox cross; manoulia; narthex; stacadia and these should be credited, providing there is a clear link between the feature selected and how it is used in worship.

Do not credit exterior features.

NB If only one feature dealt with cap at L3 max.

[4 marks] AO1

(c) 'Christians do not need special buildings for worship.'

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

Target: Evaluation of whether or not Christians need special buildings for worship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Special buildings are not necessary to the function of some types of worship / worship is through word and / or sacrament / it is what is said and done in worship that is important, not the building in which it is done/ many traditions offer sincere and meaningful worship to God without a special building / some traditions think that the use of normal buildings or multipurpose buildings is a better use of stewardship / many traditions have a tradition of worship in the open air rather than in special buildings / more modern approaches to worship use other venues and media eg House groups and Internet churches / it is the intent, not the features, that are important in worship, etc.

Other views

For some traditions worship requires the use of additional features eg altar in Holy Communion or font at Baptism and these require specialist buildings / special buildings act as a beacon and witness to the worship offered in them / and as a physical witness of the Church within an area / a church building is the house of God / it needs to be hallowed, set apart from other buildings / to express the importance of God / some traditions eg Orthodox regard the church building as reflecting the unity between earth and heaven and unspecialised building cannot do that / various other buildings are special to what occurs in them and a particular building set apart for worship is no different, etc.

[6 marks] AO2

A2 Worship

(a) Explain why private prayer is important to many Christians.

Target: Knowledge and understanding of importance of private prayer

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

Students may include some of the following points:

Prayer is communication with God / private prayer allows a deepening of relationship with God / private prayer is more intimate / sometimes more important than public prayer as it is more personal / private prayer allows personal confession, thanksgivings and petitions to be made / for some it is a necessary part of their spiritual discipline, etc. Jesus commended private prayer / following example of Jesus.

[3 marks] AO1

(b) Explain why the Lord's Prayer is important to Christians.**Target: Knowledge and understanding of the importance of the Lord's Prayer for Christians**

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

Students may include some of the following points:

It is the prayer Jesus taught his disciples / in response to question about how to pray / it records the words of Jesus / it is a prayer commanded by Christ. ('As our saviour Christ has commanded and taught us...') / it is a model example of prayer containing all aspects of prayer / it is the 'family' prayer of the Church used by all denominations / it is a prayer that unifies Christians throughout the world.

Do not credit summary of Christian faith or forgiveness without further explanation.

[3 marks] AO1

(c) 'The main purpose of prayer is to ask God to forgive sins.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not the main purpose of prayer is to ask God to forgive sins

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

Students may include some of the following points:

Asking for forgiveness through prayer is important aspect of Christian repentance / prayers of asking for forgiveness (confession) acknowledge wrongdoing and show that the person is prepared and willing to repent of their wrongdoing / private prayers of asking for forgiveness help strengthen relationship with God / public corporate prayers of confession are an important and requisite part of many liturgies eg Holy Communion / asking for forgiveness of sin allows person to be in a state of grace or to repair the relationship with God marred by sin / some traditions regard seeking forgiveness through prayer (confession) as an important part of the last rites and preparation for death.

Asking for forgiveness is only one aspect of prayer and though important may not be seen as the most important / prayers of **praise and adoration** are more important as they give honour and respect that is due to God / prayers of **thanksgiving** allow expression of gratitude and thanksgiving to God for the benefits of faith, life and creation / arguably all other prayer stems from thanksgiving / prayers of **intercession** allow particular petitions to be made and to pray for the needs of others.

[3 marks] AO2

(d) 'Christians do not need liturgical worship.'**What do you think? Explain your opinion.****Target: Evaluation of the need for liturgical worship**

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

Students may include some of the following points:

Some may regard liturgical worship as being too restrictive / private worship is not necessarily liturgical in structure but allows people to worship God in their own way as their present needs dictate / other forms of worship allow for expression of the joy of the spirit (charismatic) / or informality / the personal expression of praise and thanksgiving by the worshipper or corporate expression of praise and thanksgiving of community may be better met through non liturgical and informal worship / liturgical worship often dulls the sense of joy in worship / other forms of worship are equally valid / it is the content of worship rather than structure that really matters, etc.

Liturgical worship provides a clear structure for worship being offered / certain rites may require the use of liturgical worship eg Holy Communion / liturgical worship brings a familiarity to worship which may be a positive benefit for some Christians / liturgical worship expresses the unity of church or tradition through using same structure no matter where / for some, worship that is structured and formal allows greater meaning and fellowship, etc.

[3 marks] AO2

A3 Ceremonies of Commitment

- (a) Explain briefly why the sign of the cross is used in a service of infant baptism.**

Target: Knowledge and understanding of the use of the symbol of the cross in infant baptism

Students may include some of the following points:

The cross is *the* symbol of Christianity / a symbol of entry into the church/ at baptism a person is baptised into the death and resurrection of Jesus / using the symbol of the cross shows that the person being baptised is 'taking up the cross of Christ' / some answers may well quote the words of the baptism liturgy said immediately after the signing of the cross, ('Do not be ashamed to confess the faith of Christ crucified... fight manfully (valiantly) under the cross of Christ against sin the world and the devil') / being signed with the sign of the cross marks a person out as being a Christian, etc.

Allow credit for sign of the Holy Spirit if reference to anointing
Allow credit for a sign of forgiveness of sin.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

- (b) Explain why some Christians have a service of dedication for their child rather than a service of infant baptism.**

Target: Knowledge and understanding of why some Christians choose to have a service of dedication for their child rather than infant baptism

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

Students may include some of the following points:

They may belong to a tradition which does NOT practise infant baptism / they feel that a child cannot make promises or commitment for themselves so young and that it is better to wait until they are older and able to do so / the decision to show a commitment to the Church should be made by the person and not by their parents / the rite of dedication is an act of love for the child and shows the importance of the child within the Church but without the formal joining of the body of the Church / for some traditions it is also seen as an act of thanksgiving for the birth of the child / others view it as a naming ceremony in the sight of God / dedication sets the child apart for God but allows the child to make his / her own commitment later, etc.

NB look for some reference or allusion in the answer to infant baptism.

[4 marks] AO1

(c) 'You can only be a Christian if you have been baptised.'

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

Target: Evaluation of the need for baptism as a mark of Christian commitment

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Baptism, both infant and believers', is the traditional rite of initiation into the Christian Church / it follows the example of Jesus' own baptism and Christians are called to follow the example of Jesus / it is also in obedience to the commandment of Jesus to 'Baptise people everywhere' / baptism is the sign and symbol of entering the Christian community and being washed clean from sin / baptism is the outward and visible sign of Christian discipleship in many traditions and thus is a necessary rite / marking a person out as a member of the Christian Church / baptism is specifically referred to in the Christian creeds 'I acknowledge one baptism for the remission of sins' and many Christians accept the Christian creeds as sources of authority to be obeyed and adhered to, etc.

Other views

Baptism is merely a rite, and for some it does not effect a change in a person / some people are perfectly capable of living a Christian existence without the need for baptism / some traditions of the Christian Church do not practise baptism but their members are still regarded as Christians / a person may be baptised as a child or infant but grow up rejecting the Christian faith and living an unchristian life, or convert to another faith later in life / baptism is not a requisite part of a Christian existence / some may reject the rite totally and believe that one's own personal relationship with God and how one lives out the teachings of the Bible in daily life is what matters rather than any particular ceremony.

[6 marks] AO2

A4 Holy Communion

- (a) **What words of Jesus does a priest repeat over the bread and the wine at a Holy Communion service?**

Target: Knowledge of the words of Jesus used at the consecration in a Holy Communion service

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

Students may include some of the following points:

Over the bread

Take, eat this is my body / which is given for you / do this in remembrance of me

Over the wine

Drink this all of you / this is my blood of the new covenant / which is shed for you and for many for the forgiveness (remission) of sins / do this as often as you drink it in remembrance of me.

Note that the question asks for words said over both bread and wine. Both sets of words are required for Level 4.

Any two points for EACH of the bread and wine constitutes a developed point. Eg, Take, eat, this is my body /do this in remembrance of me PLUS Drink this all of you / do this as often as you drink it in remembrance of me – L4.

[4 marks] AO1

- (b) Explain briefly what Roman Catholics believe happens to the bread and wine as they are blessed during the Mass.**

Target: Knowledge and understanding of Roman Catholic belief about what happens to the bread and wine as they are blessed during the Mass

Students may include some of the following points:

Roman Catholics believe that after the consecration (blessing) of the elements (bread and wine) they actually become the body and blood of Jesus / through mystery of transubstantiation and the power of the Holy Spirit their nature is changed / Jesus is a real corporeal presence rather than just symbolically or spiritually present.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(c) 'Holy Communion is the most important act of Christian worship.'

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 Holy Communion in the worship of the Church

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

It is a reminder of the sacrifice of Jesus on the cross for the redemption of human sin / it is one of two main sacraments commanded by Jesus in the Gospels / Holy Communion is the ultimate expression of unity with Jesus and with other Christians / in some traditions it is the main service of Christian worship / a service of Holy Communion comprises all aspects of Christian prayer: thanksgiving, praise and confession / and worship: word and sacrament, etc.

Other views

In some traditions services of the word are more commonplace and more important / Holy Communion is only celebrated infrequently and thus cannot be regarded as the most important act of Christian worship / some traditions do not celebrate Holy Communion so it cannot be the most important act of worship for all of the Christian Church / certain traditions believe that direct communion or a relationship with God does not require celebrations of the Holy Communion service / other acts of worship may be seen as more important eg baptism / regular celebrations of the Holy Communion may be seen as repetitive or create a sense of going through the motions of worship without any real understanding or meaning being evident, etc.

[6 marks] AO2

Part B**B5 Beliefs and Sources of Authority**

- (a) **Explain why the Ascension of Jesus into heaven is an important belief for Christians.**

Target: Knowledge and understanding of the Ascension of Jesus as a core Christian belief

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

Students may include some of the following points:

It shows Jesus as part of God (Trinity) / as God's Son returning to his Father in heaven / it is the high point of Jesus' ministry, crucifixion and resurrection / being ascended into heaven shows Jesus is present everywhere / it prepares for the coming of the Holy Spirit (see John 14: 26) / Jesus is enthroned in heaven as high priest, King and Judge at the right hand of God / the Ascension is understood in some traditions as the crowning of Jesus as king of heaven / it assures Christians that Jesus has returned to heaven to prepare a place for those who follow him (see John 14:2) / it is part of the credal statements of the Christian Church / it is recorded in the Bible (Luke – Acts).

[4 marks] AO1

(b) 'Belief in Jesus is all that Christians need to save them from sin.'

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

Target: Evaluation of whether belief in Jesus is all that Christians need to save them from sin

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

This is expressed clearly in the scriptures (gospels) / Jesus said 'who ever believes in me shall not perish but have eternal life' / 'God sent his Son into the world to save the world; who ever believes in him is not condemned' (John 3) / believing that Jesus took away the sins of humanity by his own sacrifice is at the heart of Christian belief and teaching as expressed through scripture and the creeds / belief in Jesus leads to right action / confession of sin in the belief that Jesus died to save humanity assures Christians of salvation / some students may refer to the ideas of justification through faith alone expressed in some reformed traditions.

Other views

Belief is only one part of the process of salvation from sin / baptism, repentance, a spiritual regeneration and right action are also requisite / 'Faith without works is dead' (James 2) / baptism cleanses a person from original sin so removes the taint of sin necessary for salvation / salvation requires:- repentance: 'repent and believe the gospel' (Mark 1:15) / right actions: 'Not everyone who says Lord, Lord, shall enter the kingdom of heaven but he who does the will of my Father' (Matthew 7:21) / salvation from sin carries the need for certain responsibilities and actions over and above faith alone / eg the only clause of the Lord's Prayer that has a condition attached is 'Forgive us our trespasses, as we forgive...' / forgiveness of sin is conditional on being prepared to forgive others, not just faith alone / belief in God is more important than belief in Jesus.

[6 marks] AO2

(c)(i) Explain what Christians understand by the oneness of God and the Trinity.

Target: Knowledge and understanding of Christian belief in the ‘oneness of God and the Trinity’

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

Students may include some of the following points:

The belief that there is only one God / revealed in three distinct Persons / there are three natures to the completeness of God / God revealed as Father(creator) / Son through the incarnation of Jesus / Holy Spirit the unseen life-giving power of God at work in Church and world / three separate Persons distinct in their own way but also forming a unity of the Godhead / students may explain the nature of the unity of the Trinity or the relationship of each Person of the Trinity further by use of a relevant analogy (eg the leaves of a clover, or the nature of water existing in 3 states, gas, liquid and solid but same substance) and they should be credited as appropriate.

If students do not deal with the ‘oneness of God’ and only deal with the Persons of the Trinity without reference to this they should be capped at L3.

[4 marks] AO1

(c)(ii) Explain how a fundamentalist understanding of the Bible might affect the life of a Christian.

Target: Knowledge and understanding of the effects of fundamentalist understanding of Bible on the life of a Christian

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

Students may include some of the following points:

There are various effects that may be highlighted and not all are required for top level.

Fundamentalists believe that the Bible is without error and is therefore true in all respects / it may affect their understanding of the creation of the world and this may lead them to renounce other arguments of the creation of the universe and to specifically teach 'creationism' / in terms of morality they may live in strict obedience to the laws and rules on morality found in the Bible / they may not smoke or drink alcohol / some may observe strict rules about abortion / capital punishment / human sexuality and marriage / or the place of women in society / others may actively seek to convert others to the Christian faith by preaching or believe they are called to prophesy / their home life may be particularly strict in dealings with children and or subjugation of females to submissive role / extreme fundamentalist interpretations may lead to a withdrawal from mainstream society into a commune or separatist society of like-minded Christians.

[4 marks] AO1

- (d) 'The most important part of a Christian priest's or minister's job is to preach 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 most important part of a Christian priest's or minister's job

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Priests are called to read and preach the word of God (scriptures) / they follow on in the tradition of the Apostles who were commanded to go and preach and teach the Gospel to all nations / at their ordination priests are charged with this task / the word of God is central to Christian authority and belief and priests are expected to pass this on, preach this and to express the Christian faith openly and clearly by preaching on the word of God / in some traditions it is the most important job and all other parts of their role are secondary to expounding and delivering the scriptures, especially in traditions which do not have regular sacramental worship / 'Go and teach men everywhere to obey everything I have commanded you' Matthew 28:20, etc.

Other views

It is an important job but not the most important job / visiting of the sick and dying and other pastoral roles are equally important / at ordination etc. priests and ministers are charged with caring for their people as a shepherd looks after his sheep so the pastoral welfare of their congregations may be regarded as more important / the administration of rites of passage, especially baptism and funerals, may be seen as more important as it is interacting with people at key times of their life / for some traditions the administration of other sacraments especially Holy Communion is equally or more important than preaching / the role of a priest or minister is to be a visible witness of the Church to the community they serve and this amounts to more than merely preaching, etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 Festivals

- (a) Explain why candles are used as a Christian symbol during the season of Advent.

Target: Knowledge and understanding of the use of candles as a Christian symbol during the season of Advent

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

Students may include some of the following points:

Advent marks the expectation of Christ coming into the world at Christmas / candles produce light which represents Christ coming into the world / Christ the light (and life) of the world (see John 1): 'In him was life and that life was the light of men' / light is also the first creative act of God at creation and Christians see Jesus as the light of God beginning a new creation / their light reflects the prophetic utterances of Isaiah 'The people that walked in darkness have seen a great light' / the lighting of candles during Advent remind people that the light of Christ is growing nearer throughout the season of Advent as Christmas approaches / the light of candles reminds people of the darkness of sin that the light of Christ exposed / some services express the idea of the coming light of Christ through a movement from darkness to light / some students may refer specifically to the symbolic meaning of candles in the Advent wreath (Patriarchs, Prophets, John the Baptist and Mary and the Christ candle in the middle). Full development of candles in Advent wreath could reach L4.

Christingle candle only may be credited

[4 marks] AO1

(b) 'The way the festival of Christmas is observed is no longer religious.'

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

Target: Evaluation of the religious observance of Christmas versus secular observance of Christmas

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Many aspects of the modern Christmas festival celebrations appear to be driven too much by commerce rather than the religious meaning / presents, parties, etc. / the commercial season of Christmas starts so early that the expectation, meaning and joy of the religious feast is now only a secondary aspect for many in society / few regard Christmas as a religious festival anymore / Christmas needs to be remembered for the event which it commemorates and this means making the observance of Christmas more religious and less of a commercial or secular event, etc.

Other views

Commercialism, whilst on the increase, does not detract from the real message of Christmas / for those who recognise this / the religious meaning of Christmas, ie the 'Incarnation' is still very evident / some may argue that there is now an increased awareness of the religious message of Christmas through the increased religious campaign against commercialism / the festival still attracts a variety of religious practices and numbers of people attending some kind of religious act of worship are constant / the religious meaning is capable of being recognised behind all the hype of commercialism / society is now multi-cultural and multi-faith and the Christian understanding of Christmas has to be balanced and recognise the religious beliefs of people of other faiths / any increase in the (Christian) religious control or aspects of Christmas would not truly reflect society today, etc.

[6 marks] AO2

(c)(i) Explain the importance of Epiphany to Christians.**Target: Knowledge and understanding of the importance of Epiphany**

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

Students may include some of the following points:

Epiphany marks the visit of the Magi / and the revelation of Jesus to the Gentile world after his birth / glorifies the infant Jesus / shows Jesus is worthy of adoration and worship / students may refer to the symbolism of the gifts presented, (kingship, worship and death) and if so, they should receive credit / some students may refer to the Orthodox observation of Epiphany, which refers to the baptism of Jesus by John; such answers should also be credited.

[4 marks] AO1

(c)(ii) Explain why a Christian priest may wash the feet of members of the congregation on Maundy Thursday.

Target: Knowledge and understanding of practice of foot washing associated with Maundy Thursday

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

Students may include some of the following points:

The action follows example of Jesus from Last Supper (Students who provide some outline of Jesus' actions should be credited) / by washing people's feet the priest is following Jesus' example of humility and service / visual reminder that Christians should do what Jesus has done / reminds congregation that the priest represents Jesus / reminds them that the priest serves the community / acting out the New Commandment 'Love one another' / teaching about service to others.

[4 marks] AO1

- (d) 'Christians need festivals, such as Christmas and Easter, to help them remember the life of Jesus.'

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 festivals as aids to the remembrance of the life of Jesus

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

Festivals commemorate important events / the cycle of Christian festivals provides necessary and important focal points about the life of Jesus throughout the year / festivals help people to be reminded of key aspects of Jesus’ life / and celebrating them with special acts of worship and in other ways provides a rhythmical and structured reminder throughout the year of Jesus’ life and ministry / festivals allow Christians to share in sorrow and joy in a prayerful and reflective manner / each festival provides an occasion for Christians to think about different events and teachings in the life of Jesus / they make the events of Jesus’ life recorded in the Bible more tangible and meaningful, etc.

Other views

Some Christian traditions only observe the major festivals of Christmas and Easter / the minor festivals are not considered important reminders for events in the life of Jesus / some may regard all festivals as unnecessary / the life of Jesus is better remembered through reading the Bible or through acts of prayer and charity, not celebrating festivals with elaborate worship, etc.

[6 marks] AO2

B6 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]