



GCSE

Religious Studies A

Unit 1 / 405001 Christianity

Mark scheme

4050

June 2016

Version: 1.0 Final

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

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

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

Methods of Marking

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

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

Marking using CMI+

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

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

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

Levels of Response Marking

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

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

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, ie 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 eg 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 Ceremonies of commitment

- (a) Which one of the following Churches normally baptises people as infants?**

Target: Knowledge of which traditions practise infant baptism

Answer = Roman Catholic Church

[1 mark] AO1

- (b) Explain briefly why the godparents or parents of a child may be given a lighted candle as part of a service of infant baptism.**

Target: Knowledge and understanding of the symbolism of a lighted candle in an infant baptism ceremony

Students may include some of the following points:

The lighted candle shows that the light of Christ is now part of the child's life / some candidates may refer to or quote the words used, 'This is to show you have passed from darkness to light' / 'shine as a light in the world to the glory of God the Father' / symbolises the Holy Spirit and fire / reference to accepting Jesus as Light of the world / reference to the lighting of baptismal candle from Paschal candle in some traditions to symbolise being joined in the death and resurrection of Jesus, etc.

Do not credit: it shows redemption from sin
it helps them remember their baptism
it is a symbol of the Holy Spirit
it is a symbol of purity.

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) Explain the importance of reception into membership for some Christians.

Target: Knowledge and understanding of the importance of reception into membership

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 may show change of church / new to faith / it confirms that the person is ready to play a full part in the life and work of the Church, and to witness to the faith / it makes the person a full member of their Church / part of the body of Christ / it is a further expression of commitment after (or at the same time as) confirmation / students may refer to the promises that are made at a service:- i) making a full commitment to Christian life and worship; ii) searching for help of the Holy Spirit at moments of difficulty iii) to witness by word and deed to the gospel / it is an expression of discipleship / it allows the person to take a leadership role in the local church community / in the Roman Catholic Church it admits the person to the sacraments of the Roman Catholic Church, etc.

[3 marks] AO1

(d) ‘The ceremony of confirmation makes no difference to a Christian.’

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

Target: Evaluation of importance of confirmation in the life of a believer

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. 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

Confirmation makes no physical change or difference in a person / for some it does not even effect a spiritual change / but is merely a rite of passage / some may argue that baptism marks the once and only change / baptism is what marks someone out to be a Christian / some denominations do not practise confirmation eg. Baptists but accept believers' baptism / others do not practise any ceremony of commitment baptism or confirmation / but regard themselves as Christians / it is living out the Christian Gospel that makes someone change / in modern society confirmation has lost its relevance or is often seen as part of growing up with no real change perceived / religious change in a person may come through other forms of revelation and awareness, not a ceremony etc.

Other views

Confirmation is the result of the person's own choice / it reflects a spiritual maturity and change within a person / the desire to confirm for themselves what was begun at baptism / confirmation is the completion of initiation into Church in some traditions / it shows an adult commitment and a desire to live the life of a Christian / at confirmation the person receives the Holy Spirit and the gifts of the Spirit / confirmation allows them to undertake a fuller role within the life of the Christian Church / allows reception of Holy Communion in some traditions / all of which show a change in a person / it is spiritual awakening etc.

[6 marks] AO2

A2 Festivals**(a) Explain why Palm Sunday is important to Christians.****Target: Knowledge and understanding of the importance of Palm Sunday to 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
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:

Palm Sunday marks the beginning of Holy Week (last week of Jesus' earthly life) / recalls Jesus riding into Jerusalem / acclaimed by people as the Messiah / the crowd that welcomed him would later reject him/ shows the fulfilment of prophecy from OT Zechariah / Jesus willingly going to face conflict and death / the distribution of palm crosses on this day remind Christians that Jesus was acclaimed as the Messiah (Son of David) / but then crucified etc. Credit reference to Jesus riding on a donkey **ONLY** with reference to his humility.

Focus must be on Palm Sunday, rather than Holy Week in general.**[4 marks] AO1**

(b) Explain briefly why Sunday is a special day for Christians.

Target: Knowledge and understanding of why Sunday is a special day for Christians

Students may include some of the following points:

Sunday is regarded as being special by Christians because the resurrection took place on that day / it is the Christian holy day / according to the Gospel accounts of the resurrection, the empty tomb was discovered on the first day of the week after the Jewish Sabbath / the Early Church kept Sunday as their holy day to distinguish themselves from the Jews who celebrated the Jewish Sabbath (Saturday) / and because they were thrown out or unable to worship in the Jewish synagogues, etc.

Do not credit any reference to the fact that God rested on the seventh day, which refers specifically to the Jewish Sabbath.

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) ‘Christians should not work on a Sunday.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not Christians should work on a Sunday

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:

It is important to set one day aside each week as a day of reflection and rest / a day of worship and contemplation / Sunday became the Christian Sabbath / people need time to spiritually recharge / a day away from work is essential for this recharging / working on a Sunday does not make Sunday a 'special' day anymore / it does not keep the Lord's Day holy or set it apart from the rest of the week / some may regard work on Sunday as contravention of the commandment about observing the Sabbath in a Christian sense and this is sinful / Sunday is the day of resurrection and focus should be on Jesus and God, not our own work/ shows respect for God, etc.

There are those who are Christians who because of their calling are required to work on Sundays, eg priests, doctors, nurses, farmers etc. / the prohibition against work on a Sunday is out of tune with modern society / it does not matter what day you worship on but it is the act of worship that matters / some can fit work around worship / the importance of Sunday is declining in a secular and multi faith society / Christians need to move with the times / the original commandment applied only to the Jewish people, not to Christians / Jesus did not say anything about not working on Sabbath / 'Sabbath was made for man, not man, for Sabbath' etc.

Do not credit arguments that depend solely on the fact that God rested on the seventh day, which refers specifically to the Jewish Sabbath.

[3 marks] AO2

(d) ‘Advent is not important for Christians today.’

What do you think? Explain your opinion.

Target: Evaluation of the importance of Advent for Christians today

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:

Advent is no longer regarded by many as a season of penitence and preparation / the religious meaning of the season of Advent has been lost in the commercial and secular preparations for Christmas / the commercialisation of the season of Advent loses sight of the Christian meaning / secular rather than religious Advent calendars often the norm / few Christians regard it as a time of fast or penitence anymore / even in Christian worship the emphasis on Christmas often seems to pre-empt the completion of Advent / eg Christmas carol services, nativity plays taking place before Christmas etc.

Advent is an important reminder for Christians that the incarnation of Jesus is drawing near / it is the beginning of the new Church year / it is time of penitence and preparation for the feast of Christmas when God came into the world in human form / Advent also reminds Christians of the idea of judgement in the future / second coming of Jesus / it also offers reflection on and remembers the forerunners of Jesus in the past, the patriarchs and prophets, and those more immediately active in the coming of Jesus, John the Baptist and Mary, it shows the continuity of God’s actions in the past with the coming of Jesus at Christmas / fulfilment of God’s promises to humanity / many churches hold Advent courses during the season as a means of spiritual preparation etc.

[3 marks] AO2

A3 Beliefs and Sources of Authority

- (a) Give the name of the festival when Christians remember the coming of the Holy Spirit.

Target: Knowledge of Pentecost as the festival of the Holy Spirit

Pentecost or Whit Sunday or Whitsun 1 mark for correct identification of festival
[1 mark] AO1

- (b) Explain what Christians believe about the Holy Spirit.

Target: Knowledge and understanding of Christian beliefs about the Holy Spirit

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:

Holy Spirit is the third Person of the Trinity / Holy Spirit was power of God at creation / power of God manifested in the utterances of prophets etc. / Holy Spirit was responsible for the conception of Jesus / Holy Spirit was the driving power behind the mission of the first disciples / the Holy Spirit appeared in the form of a dove at Jesus' baptism / Holy Spirit led Jesus into the wilderness after his baptism / Holy Spirit is the unseen power of God at work in the Church today / the advocate and comforter promised by Jesus / the abiding presence of Jesus in the world / Holy Spirit imbues gifts of the Spirit, eg. prophecy, healing, teaching, speaking in tongues, that Christians use in their lives today / power that guides Church today / people receive Holy Spirit at baptism or confirmation, etc.

[4 marks] AO1

(c) 'For Christians what they believe is more important than how they worship.'

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

Target: Evaluation of whether what Christians believe is more important than how they 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

Belief is the basis of faith / worship is a response to / expression of belief / therefore belief is more important than worship / Christians express their worship in a variety of styles and ways / both public and privately / but the key beliefs are constant / for some worship does not form part of their Christian life but belief does / possible for people to worship or to utter words of prayer / worship in a meaningless fashion without any basis or belief / merely being caught up in the collective response / therefore worship in this way is merely empty words / belief is what sets Christians apart from others / some might consider that both are equally important, one being the consequence of the other for everyday life. etc.

Other views

Worship is the means of sustaining a relationship with God / and other members of the Church / whilst belief in God is important not all Christians believe in all aspects of the Christian faith, eg Virgin Birth / worship and prayer are communication with the divine so some belief is necessary but prayer is more important in the daily life of the Christian as it allows relationship to grow / prayer allows reflection on belief in a deeper sense, thus more important / worship allows an appropriate response to God / private worship allows personal needs to be expressed / corporate worship is an expression of unity and belonging / worship is the expression of belief / worship can strengthen belief/ Jesus told his followers to worship (eg the Lord's Prayer), etc.

[6 marks] AO2

A4 Places of worship**(a) Explain the use and importance of the altar in church buildings.****Target: Knowledge and understanding of the use and importance of an altar in church buildings**

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:

Important focal point in traditions that have liturgical worship / where the elements are placed / celebration of Holy Communion / it is where Holy Communion is celebrated / provides a reminder of the sacrificial understanding of the Holy Communion service / in Roman Catholic and Anglican Churches the altar may be covered with an ornate cloth / the colour of this changes with different seasons / festivals of Christian year / altar may have candles placed upon it to symbolise light and presence of Jesus.

Do not credit references to a communion table which is not an altar, eg in Baptist and Pentecostal churches.

Must refer specifically to the Ministry of the Sacrament (Holy Communion). Do not credit use for the Ministry of the Word (readings or sermon) or occasional offices (eg, weddings and funerals).

[4 marks] AO1

(b) Explain the use and importance of a font in church buildings.

Target: Knowledge and understanding of the use and importance of a font in church buildings

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:

Font is used to hold the water of baptism / usually found in traditions which practise infant baptism / often placed near door of the church / to symbolise that through the waters of baptism is the entry into the family of the Church / also baptism represents the washing away of sin / a reminder of the fact that Jesus was baptised. The font may be used as a stoup for holy water. It is used at the Easter Vigil.

Do not credit references to a baptismal pool in believers' baptism

[3 marks] AO1

(c) 'Only in a church can Christians feel near to God.'

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

Target: Evaluation of whether it is only in a church that Christians can feel near to God

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

The church is the House of God / God is always present there / the nature of the building may induce a sense of holiness / a church is a building specifically set apart from others for worship / many reasons why other places may not be appropriate places to encounter God / in some traditions the features such as the altar / stained glass / tabernacle, where the Blessed Sacrament is kept / provide an atmosphere of the Holy and the presence of God / in worship Christians can get close to God through receiving the sacraments, eg Holy Communion / by listening to the word of God in church / others may feel that by participating in specific aspects of the worship in a church / eg preparing and helping to organise church services, singing in choirs, etc. they get close to God / witnessing serving, worshipping and praying in a building specifically set apart for worship etc.

Other views

God is close and personal / people can get close to God anywhere / or by being a good Christian – showing that you love God and your neighbour / can do this without going to a church, eg can pray anywhere / do charity work / missionary work / receive the sacraments / go on pilgrimage / read the Bible / God can be experienced in beauty of nature or in other ways without the need for buildings / some go to church and yet do not feel closer to God / people may be aware of God, praying privately at home / or privately reading the Bible / not all Christians have special church buildings etc.

[6 marks] AO2

PART B**B5****(a)(i) Explain how some Christians use icons as an aid to prayer.****Target: Knowledge and understanding of how icons are used as aids to 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
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

May refer to the use of icons in **private or public** worship / the icon is seen as a 'window into heaven' / and helps focus the thoughts and prayers of the worshipper on particular event or person / most icons may be of holy figures: Christ, Mary, one of the saints, etc. / some Christians believe the icon is filled with the spirit of the person depicted who intercedes for the worshipper and / or channels their prayer. Christians may use them as part of regular meditation and devotion / or use them in public worship, for example on certain feast days of the Christian year / or as a focal point for their prayers at any other time. Orthodox Christians may use icons in conjunction with the Jesus prayer. Some feel that meditation with an icon helps to channel and focus their prayers etc.

[4 marks] AO1

(a)(ii) Explain how some Christians use the rosary as an aid to prayer.

Target: Knowledge and understanding of how the rosary is used in 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
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 may make reference to the rosary as a type of prayer and *not* just the use of rosary beads / it is a repetitive method of prayer/ used to count off prayers/ meditation on the events in the life of Jesus and Mary / by following a set pattern of prayers / key set prayers said on each bead include Creed / Gloria / Hail Mary / Our Father / Creed whilst holding the crucifix / Our Father x3 / each decade starts by saying Our Father followed by Hail Mary x10 / followed by Gloria at end of decade / repetitive pattern allows Christians to focus on the meaning of events remembered rather than the words they are saying / rosary made up of a series of mysteries Joyful, Glorious, Sorrowful, etc. note accept Luminous (mysteries of light) added by John Paul II / allow reference to use of rosary in Penitential Rites eg as a means of penitence / or asking for forgiveness etc. Allow references to use of the rosary in conjunction with the Stations of the Cross.

Do not credit the use of the Jesus Prayer as one of the set prayers.

[4 marks] AO1

(b) ‘Christians do not need aids to prayer.’

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

Target: Evaluation of the necessity of aids to prayer for Christians

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

Items like these could turn into idolatry / against the Commandments / they can interfere with the mind reaching out to God / can be a distraction / for some, prayer should be heartfelt and spontaneous / without need for any aids / prayer is communication with God and does not need any external stimulus / some people buy expensive aids to prayer, eg crosses, beads / this money could be better spent on charity / others may see aids to prayer eg rosary as too formulaic and repetitive / Christians from some traditions do not rely on aids to prayer / being open to God is what matters / they may convey an awareness of the person in focus eg Mary (rosary) or (icons) Theotokos or saints interceding for them etc.

Other views

They can help Christians avoid external distractions / they help the prayer to stay focussed / allows a sense of the personal object of focus eg Mary (rosary) or saints (icons) interceding for the suppliant / they remove the need to use new words / they help the person praying to go beyond what is immediately present / to see into the kingdom of heaven / icons especially seen as doorways or windows into heaven / a meeting point between the worshipper and the divine / sense of following in a long tradition of others who have used aids to prayer / for those finding it difficult to pray, aids may help overcome this initial difficulty, etc.

[6 marks] AO2

(c) Explain why some Christians prefer non-liturgical worship.

Target: Knowledge and understanding of the preference for non-liturgical worship by some traditions

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

Non-liturgical worship has a feeling of freedom and emotion about the worship / it allows a greater variety of approach / expression / they may like worship to be spontaneous and unpredictable / enjoy the lively hymns, songs and choruses / people may participate as they feel moved by the Spirit in a spontaneous way / all this contributes to the relaxed, informal, happy tone of the worship / for some, liturgical worship is too repetitive / too formal / and may lose its meaning through repetition / non-liturgical worship encourages more participation from the worshippers rather than being formally led by a priest / minister.

Students who interpret the question as referring to a Quaker meeting, or House churches should receive credit as appropriate.

[4 marks] AO1

(d) **‘Christians should read the Bible every day.’**

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

Target: Evaluation of whether Christians should read the Bible every day

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

Reading the Bible every day is an act of discipline and devotion / it is a way of praying / of deepening their understanding of God / and it is a basis for meditation / helps Christians to be open to knowledge of God / helps Christians with challenges of everyday life / offers daily spiritual recharge / helps Christians to focus on putting teachings of Christ into action every day / eg. teachings about forgiveness / charity / loving God and neighbour / gives a clear structure to their prayer life / some Christians, eg priests and religious, are required to read Bible as part of their daily offices, etc.

Other views

Reading the Bible every day is out of touch with modern living / many regard the Bible as outdated today / for some the Bible is of little relevance to issues of everyday life / may not be regarded as speaking directly about particular issues / daily prayer is more important than reading the Bible / some may regard regular attendance at Mass / or collective worship as more meaningful and helpful / others may prefer to read other spiritual works that are more in tune with modern day living / or read other spiritual classics, eg Pilgrim’s Progress / or poetry / as part of their devotions and discipline / constraints of time in modern society may preclude regular daily reading / better to be an active Christian putting faith into action than reflective, 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 Holy Communion

(a)(i) Describe how Holy Communion is given to the worshippers in the Orthodox tradition.

Target: Knowledge of how worshippers in the Orthodox tradition receive Holy Communion

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:

Focus must be on the distribution of the elements to the people.

Priest carries the elements (bread and wine) out of sanctuary to people / stands before iconostasis / priest invites congregation for Communion 'In fear of God, in faith and love, draw near' / all baptised members of the Orthodox Church including infants can receive Communion / bread is dipped into the wine / and presented to each person on a spoon / a small tray is placed under the chin to catch any spillage / the mouth is wiped with the cloth / and the person kisses the chalice, etc.

Do not credit distribution of unconsecrated bread/ antidoron.

[4 marks] AO1

(a)(ii) Explain what Christians in the Protestant tradition believe about the celebration of Holy Communion.

Target: Knowledge and understanding of what Christians in the Protestant tradition believe about the celebration of Holy Communion

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

For many Protestant traditions the bread and wine are simply symbols of Jesus' body and blood / they believe that the Holy Communion service is a memorial meal / it is a simple re-enactment of the Last Supper / they do not believe that at the consecration the elements are changed in some way / they do not believe that Jesus is physically present / some may accept a spiritual presence / the bread and wine remain essentially the same substances and are eaten in fellowship rather than as the body and blood of Jesus' / they are symbols of fellowship and unity with each other and with Jesus / Anglican Church is both Catholic and Reformed and therefore has a variety of understanding / some Anglicans may adopt a memorialist stance / others understand that Christ is spiritually present in the elements of bread and wine / others may accept the doctrine of consubstantiation or transubstantiation / in all denominations the Holy Communion is a visual re-enactment of the Last Supper /and a reminder of the sacrifice of Jesus at the crucifixion. Quakers and the Salvation Army believe that Holy Communion is unnecessary and/or unhelpful so they do not celebrate it at all.

[4 marks] AO1

- (b) ‘Christians who belong to traditions that celebrate Holy Communion, should receive Holy Communion every day.’

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

Target: Evaluation of whether or not Christians who belong to traditions that celebrate Holy Communion, should receive Holy Communion every day

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

By attending / receiving Holy Communion daily, Christians can feel the presence of God / Jesus every time they attend the service / this may offer daily strength and guidance / Holy Communion is regarded in some traditions as providing spiritual food and nourishment for life / therefore they should be fed this everyday / provides a constant reminder of the sacrifice of Jesus / daily obedience to his commandment 'do this in memory of me' / in particular traditions, daily celebration is part of their tradition of worship eg. Roman Catholics or some Anglican traditions / Holy Communion is also uniting with others in spiritual fellowship / it is an expression of sharing in the company of all faithful people, etc.

Other views

Daily reception or attendance at Communion may mean that it loses its specialness / Jesus did not say how often Christians should 'do this in memory' of him / a better appreciation of the importance of the rite might be enhanced by less frequent celebration / can become an empty and meaningless ritual / familiarity breeds contempt / some denominations do not celebrate at all so for some Christians it is meaningless / others will only celebrate it at key points of the Christian year / others may prefer to emphasise the importance of the word of God over the sacraments / the non-confirmed in some traditions may feel excluded. It may be inconvenient/ some churches do not offer daily Holy Communion.

[6 marks] AO2

(c) Explain why some Christian traditions do not celebrate Holy Communion.

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

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:

Specifically Quakers and Salvation Army are the main traditions which do not celebrate Holy Communion / they do not see the importance of sacraments / or formal liturgical ceremonies / it is the word of God that is more important than sacraments / how they conduct their lives as disciples of Jesus in the modern world is most important aspect of their faith / they believe that it is possible to have a direct relationship or 'communion' with God without the need for externals / liturgical reminders / it is knowing God in your heart / inward experience / and proclaiming him in your life that is what is really important / some students may refer specifically to Salvation Army attitudes towards alcohol and working with those addicted as a possible reason for non-celebration etc.

[4 marks] AO1

(d) **‘Receiving Holy Communion is the best way to remember the death of Jesus.’**

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

Target: Evaluation of reception of Holy Communion as the best way to remember the death 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

Students may include some of the following points:

Agree

Holy Communion is a perpetual reminder of Jesus' sacrifice / it is performed in response to his commandment at Last Supper / for many Christians it is a liturgical focus on and reminder of Jesus' death / through the sacrament of Holy Communion they actively share in Jesus' body and blood / the words of the Holy Communion liturgy are drawn from the gospel accounts of Jesus' passion and death / act of participation in Holy Communion follows the example and practice of Jesus' disciples / early Christians in perpetuating the remembrance of his death / some believe that by sharing in the act of communion each time they are sharing in the drama of Jesus' death and his resurrection, etc.

Other views

A liturgical ceremony is not the best way to remember Jesus' death / reading the Bible / Gospel narratives of his death are better ways of doing so / Christians also use Good Friday services and ceremonies as more visual reminders / dramatic reminders can highlight the intensity of the death of Jesus in better ways than the liturgy of Holy Communion / meditation / preaching can often be better reminders to people of Jesus' death / other occasional ceremonies eg of baptism can convey similar reminder in clearer way without need for Holy Communion / eg child is signed with the cross as a symbol of Jesus' death / believers' baptism recalls Jesus' death by act of total immersion / other visual reminders such as crucifixes / crosses are for some traditions better ways of remembering Jesus' sacrifice and death / for some traditions Holy Communion is primarily a celebration of fellowship with each other and not a reminder of Jesus' death.

[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]