



GCSE

Religious Studies A

Unit 3 / 405003 Roman Catholicism

Mark scheme

4050

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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 Places of Worship

(a)(i) Name one place of Christian pilgrimage.

Target: Knowledge of a place of Christian pilgrimage

Students may include some of the following:

Lourdes / Holy Land / Walsingham / Knock / Lough Derg / Fatima / Santiago de Compostela / Medjugore / Taize / Gethsemane / Rome / Vatican / Assisi. etc.

Accept other relevant places.

1 mark for a correct answer.

[1 mark] AO1

(a)(ii) Describe how Roman Catholics worship at the place of Christian pilgrimage that you have named.

Target: Knowledge of how Roman Catholics worship at the place of Christian pilgrimage named in (a) (i)

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:

eg Lourdes – take part in candlelit processions / light candles / bathe in water / care for the sick and handicapped / take part in liturgies and sacraments / do acts of penance / join in group prayer / pray the Rosary / Stations of the Cross / attend Mass – at the Grotto, etc.

eg Holy Land – as above and pray in silence at the grotto of the Nativity in Bethlehem / sing Christmas carols / in Nazareth pray at the Grotto of the Holy Family / in Jerusalem walk the Via Dolorosa / the route that Jesus took as he carried his cross / at Easter time pilgrims carry their own cross and stop at the fourteen ‘stations of the cross’ / listen to readings and prayers at each station / pray at the Church of the Holy Sepulchre / touch the place where the foot of the cross was / touch and kiss the stone where Jesus was taken down from the cross / touch or kiss the sacred place where Jesus rose from the dead, etc.

eg Walsingham – recite the Rosary / attend Mass / confession / process from the old Priory grounds to the Slipper Chapel, often carrying a statue of Our Lady of Walsingham / look after the sick and handicapped, etc.

Accept other relevant places and their activities.

[3 marks] AO1

(b) ‘Every Christian should go on pilgrimage.’

What do you think? Explain your opinion.

Target: Evaluation of whether every Christian should go on pilgrimage

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:

Pilgrimage helps to enrich people’s faith and understanding / seeing areas associated with Christ first-hand may help them understand aspects of their faith better / it allows for interaction with wider body of Christians and this can be a positive thing / it is an act and sign of devotion to their faith / it can provide spiritual insights and develop new understandings / life-changing experience, etc.

Unlike some other world religions, there is no demand or expectation that Christians must undertake pilgrimage as part of their religious devotion or duty / for many it may not be possible to do so / the importance of Christian faith is not in outward signs of devotion and action but in the acceptance of God and Christ within the heart of the believer / the effect of going on pilgrimage may be negative rather than positive / if people wish to go on pilgrimage to a particular place, that is up to them and their own needs and motivation / it cannot be prescribed as a necessity / God can be experienced anywhere / not everyone can afford to go on pilgrimage, etc.

Students may, but need not, refer to any places of pilgrimage.

[3 marks] AO2

- (c) **Explain briefly the importance of one exterior (outside) feature of a Roman Catholic church.**

Target: Knowledge and understanding of the importance of one exterior (outside) feature of a Roman Catholic church

Students may include some of the following:

A Cross – identifies the church / reminder of the passion

A Bell (tower) – rung to call people to worship / three times a day (6am, 12pm and 6pm to remind people to say the Angelus / a prayer recited in honour of the Incarnation of God / as a wedding peal / a solemn funeral toll to mark the passing of a member

Statues – reminders of saints / to encourage prayers of intercession

Cemetery / Graveyard – consecrated burial ground

Stained glass windows – to brighten God's house / design may be abstract or figurative / may include narratives drawn from the Bible

Steeple / spires – visually enhances the lines of the church / directing the viewer's eyes vertically to the heavens

Accept other relevant examples.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(d) ‘An empty room is the perfect place for public worship.’

What do you think? Explain your opinion.

Target: Evaluation of whether an empty room is the perfect place for public 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:

An empty room would mean that there is total freedom and flexibility in what happens / money is not spent on things that might only be used occasionally / people will be able to move around and be together in a community spirit / no ornamentation means no distractions / expresses the beliefs of some Christians / shows that the focus is on God alone / the money spent on the upkeep of ornate buildings can be put to use more pleasing to God eg to help the poor / Christ did not ask for magnificent buildings / Early Church worship was in people’s houses not in ornamental churches, etc.

There would be nothing in an empty room to attract believers in to share in prayer / difficult to create an atmosphere of worship / the lack of direction could be off-putting, especially for those who want a clear sense of what is going to happen / there will be nothing to help the believer relate to God or focus on God / many people like to use symbols to express their views on God / structure and symbolism reflect the beliefs and practice of the Christian faith, etc.

[3 marks] AO2

A2 Belief and Sources of Authority

(a) Explain why the Bible is an important source of authority for Christians.

Target: Knowledge and understanding of why the Bible is an important source of authority 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
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:

The Bible is seen as the ‘word of God’ / the Bible details God’s dealings with humankind both before and after Jesus / for some, eg fundamentalists, the authority of the Bible is sacrosanct / human authority is open to error and diverse opinions on issues / the Bible includes God’s commandments to human beings such as the Ten Commandments / it is a record of the life and teaching of Jesus, etc.

[4 marks] AO1

(b) Give two statements about Jesus from the Apostles’ Creed.

Target: Knowledge of two statements about Jesus from the Apostles’ Creed

Students may include some of the following:

Jesus is the Christ / the only Son / our Lord / who was conceived by the Holy Spirit / born of the Virgin Mary / suffered under Pontius Pilate / was crucified / died / and was buried / he descended into hell / the third day he arose again from the dead / he ascended into heaven / sits at the right hand of God the Father almighty / from thence he shall come to judge the living and the dead.

1 mark for each correct statement.

[2 marks] AO1

(c) ‘Christians must believe everything in the Apostles’ Creed.’

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 Christians must believe everything in the Apostles’ Creed

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:

Agree

The Apostles' Creed was drawn up centuries ago to exclude those who were not true believers / individuals cannot make up their own version of Christianity / need for all believers to express unity on central issues / its teachings are all based on the teachings of Jesus / these teachings are timeless / truth never changes / it is a statement of faith / it explains what Christians should believe, etc.

Other views

The language and ideas it expresses are old fashioned / God speaks to believers in every age according to their current situation / as knowledge increases, so there is the need to update ideas and, if necessary, to reject those no longer felt to be relevant / modern scientific understanding makes it difficult to believe certain elements, eg the Virgin Birth / some liberal Christians see some of the stories behind the credal statements as myth, etc.

[6 marks] AO2

A3 Worship

(a) Explain why some Roman Catholics use the rosary.

Target: Knowledge and understanding of why some Roman Catholics use the rosary

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:

Roman Catholics use the rosary as an aid to prayer / it is a repetitive method of prayer which helps focus the mind / an aid for meditation / to focus on particular thoughts / eg able to follow a set pattern of prayers which appeals to those who don't know what prayer to say / eg five sets of ten beads 'decades' with particular prayers said on each bead / eg Lord's Prayer, Hail Mary, Gloria / Apostles' Creed whilst holding the crucifix / count the beads to think about different events in the life of Jesus and Mary / eg. rosary is made up of a series of mysteries (Joyful, Glorious, Sorrowful, note accept Luminous 'Mysteries of Light' added by John Paul II) / can focus on the meaning of events rather than the words they are saying, etc.

[4 marks] AO1

(b) Explain the importance of prayer for Christians.**Target: Knowledge and understanding of the importance of 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:

Prayer is communication with God / and it sustains a relationship with God / it is an opportunity to express love of God / it follows the example of Jesus / Christians believe God answers prayer / that they receive strength and guidance from God through prayer / there are various types of prayer, eg. adoration – praising God for who he is / penitence – saying sorry to God for doing wrong / intercession – praying to God on behalf of others / petition – asking God for help / thanksgiving – thanking God for the good things in life, etc.

[3 marks] AO1

(c) ‘Worship is best done in private.’

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 worship is best done in private

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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. 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:

Agree

In private worship the individual can build up a one to one relationship with God and Jesus / can speak to God in your own words / freedom to pray when, where or how you want / can pray spontaneously / can focus on God alone / can pray anywhere / in the quiet of own room with no distractions / may use aids (rosary) to help focus the mind / could use meditation / read passages from the Bible / can pray for any length of time that suits / following the example of Jesus as he often went to a 'lonely' place to pray alone / allows the worshipper to focus on needs particular to them and in their own particular way / private worship is part of a discipline for some Christians and helps strengthen their spiritual life, etc.

Other views

Ideally there should be a combination of both public and private worship in the life of a Christian / Christians are the body of Christ in the world and public worship is an expression of that / the Early Church met together for worship and Christians today should follow that example / Jesus' command to meet together in his name ('when two or three are gathered together') / public worship is also an act of witness to the faith / some services, eg Holy Communion, are primarily public acts of worship and Jesus did say 'do this in memory of me' / many other ways to praise God which are also public acts of worship eg participating in festivals / rites of passage / pilgrimage / charity work / keeping the commandments, etc.

[6 marks] AO2

A4 Festivals**(a) Explain what happens at an Easter Vigil ceremony in a Roman Catholic church.****Target: Knowledge and understanding of what happens at an Easter Vigil ceremony in a Roman Catholic church**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, 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:

1. Service of Light: Timing / late on Saturday night / begins in darkness, all lights in the church are put out / darkness symbolizes death and Jesus lying in the tomb.

A fire is lit outside the church / represents the moment of resurrection / Christ dispelling darkness of sin / Jesus is risen.

The lighting of the Paschal Candle and receiving a lighted candle from it / passing of light symbolizes the spreading of the Good News of Jesus' resurrection to all parts of the world.

Easter Exsultet is sung / it announces the dignity and meaning of the mystery of Easter / it tells of man's sin, God's mercy, the great love of the Redeemer for humanity, etc.

Credit references to the application of incense to the Paschal candle to represent the wounds of Christ.

2. Liturgy of the Word: nine readings are provided / seven from Old Testament and two New Testament / at least three Old Testament readings must be read, including Exodus 14 / these readings help the congregation to meditate on the wonderful work of God for his people since the beginning of time.

Gloria is sung before the Epistle of the Romans, and the Alleluia is sung before the Gospel, etc.

3. Liturgy of Baptism: Water of baptism is blessed / water symbolizes the beginning of a new life in Jesus.

Renewal of baptismal promises / everyone states their Christian beliefs, and promises to say 'no' to sin, and 'yes' to new life as followers of Jesus Christ.

The baptism of a baby and reception of converts / symbolizes the growth of the church, etc.

4. Liturgy of the Eucharist: whole church is called to join at the sacrificial table that Christ prepared for his people through his death and resurrection, etc.

[4 marks] AO1

(b) How many days after Easter is Pentecost celebrated?

Target: Knowledge of when Pentecost happens

Students should give the following answer:

50 days

1 mark for the correct answer.

[1 mark] AO1

(c) 'Festivals have little religious meaning for people today.'

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 why festivals have little religious meaning for people today

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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. 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:**Agree**

There is not the same emphasis on attending church services celebrating festivals / need to work long hours can lead to lack of worship / work and family commitments come first / poor attendance at reconciliation services during Advent in preparation for Christmas / too much hype around some services, eg Christmas and Easter / real meaning of festivals is lost – religious meaning secondary / people becoming too materialistic – less money given to poor / people have too many commitments to spend time helping others / many people do not see the need to fast on Ash Wednesday / or to give up anything during Lent / people have become too self-centred / some festivals are too commercialised – shops advertising Christmas even before All Saints and Easter in the middle of Lent / too much emphasis on presents at Christmas or Easter / too much emphasis on planning holidays at some festival times / or partying – celebrations lasting too long / over-indulgence can lead to family breakdown, accidents, etc.

Other views

Advent calendars, candles help to focus people on the religious importance of Advent / Christmas is the season of goodwill / family time / people enjoy exchanging presents / cards / many people focus on the poor and needy / time for giving – charities, eg SVP Christmas hampers, toys / family celebrations / worship – Midnight Mass, Dawn Mass / time for visiting family, friends and neighbours / carol services, Nativity plays, Crib, etc. help focus people on the religious importance of Christmas Day / great time of fun, excitement and expectation for children / preparation and sharing of Christmas family meal / many families attend Mass every day throughout Lent / many receive ashes on Ash Wednesday / fasting / give up something for Lent / many people organise fundraising activities during Lent to raise money for the poor – Trocaire, Cafod / many give up their time to help others eg hospital visits, visiting the elderly or housebound in local community / many people make a big effort to attend some of the Church services during Holy Week / schools' Religious Studies programmes emphasise the religious importance of festivals and help to prepare children through reconciliation services, special assemblies, retreats, etc.

[6 marks] AO2

PART B**B5 The Eucharist****(a) Describe how the Eucharist is celebrated in a Protestant tradition.****Target: Knowledge of how the Eucharist is celebrated in a Protestant tradition**

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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following:

Baptist: generally a table is laid with a loaf of bread, a decanter of wine, an empty goblet and trays of individual glasses / time of preparation – hymns / silence / Bible readings / prayers of thanksgiving and confession / bread is broken and passed round on a plate by the elders to the congregation who remain in their seats / ordinary bread is used / with each person taking a piece and eating silently / wine or grape juice is distributed in small cups / once everyone has been served, the congregation drink the wine together as they would do at a family meal / usually received once/twice a month, etc.

Methodist / URC: Generally the bread and wine are placed on the table at the front – the wine in individual glasses / service starts with a hymn of worship and a prayer of dedication / Scripture readings / sermon / people are invited to the Communion table in some churches and on some occasions people receive in their seats / ordinary bread and either grape juice or unfermented wine is used / individual cups are mostly used / sometimes also a chalice / all are invited to receive the wine and bread / the words used in the distribution are similar to those in the Roman Catholic and Anglican traditions / ordained minister or a layperson with special dispensation presides / members of the congregation may assist with the distribution / celebrated each month and at various other times throughout the year, etc.

Anglican: Greeting / collect for purity / confession / collect / Old Testament reading / psalm / New Testament reading / Gospel reading / sermon / Nicene Creed / intercessions / the Peace / offertory / Eucharistic Prayer / Lord's Prayer / breaking of bread / Lamb of God... / reception of Communion / Communicants kneel at the altar / the priest distributes the consecrated wafer (sometimes actual bread is used) / the priest/another priest/deacon or a licensed lay person gives the wine in a chalice / words of distribution are said – 'The body/blood of Christ' or 'The body/blood of Christ keep you in eternal life' / communicant replies 'Amen' / usually the communicant receives the bread in his/her hands and drinks straight from the chalice, which is wiped with a purificator after each person has drunk / some receive on the tongue / some dip it into the chalice first / sometimes people receive the Eucharist as in the Roman Catholic Church, ie going up to the priest / eucharistic minister to the front of the church – if the church is full there may be several 'stations' for people to go to / in more informal settings, eg in a home or as part of a small study group meeting in church, everyone will remain seated and the bread / wine will be passed round, each person 'communicating' the person next to him/her / this is more typical of charismatic Anglican groups / the consecration etc. is performed by a priest / post-Communion prayers / blessing and dismissal, etc.

It is not necessary to name a Protestant tradition to achieve full marks. Give credit if more than one tradition is commented on. Practices may vary within denominations and other Protestant denominations may be chosen.

[6 marks] AO1

(b) Explain both Roman Catholic and Protestant beliefs about the meaning of the celebration of the Eucharist.

Target: Knowledge and understanding of both Roman Catholic and Protestant beliefs about the meaning of the celebration of the Eucharist

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following:

Roman Catholics believe that the Eucharist is central to their worship / thanksgiving ceremony / shared meal / unites all Christians / community celebration / believe in the Real Presence / transubstantiation / receiving the Body and Blood of Christ / joining in the sacrifice of Calvary / and the re-enactment of the Last Supper / once consecrated, the bread and wine remain the Body and Blood of Christ / spiritual food / strengthened by spiritual food which helps them 'go out to love and serve the Lord (also believed by some Anglicans) celebrated daily, etc.

Most Protestant traditions do not believe that anything physical happens to the bread and wine in the service / some believe in consubstantiation / bread and wine are symbols of Jesus' Body and Blood / spiritual symbols of the death of Christ / commemoration of the Last Supper / memorial of the death of Jesus / spiritual presence among followers / shared meal / strengthened and challenged to meet the demands of discipleship / Anglo-Catholic Anglican churches believe that some changes in the bread and wine take place so they become the body and blood of Jesus / the doctrine of the High Anglican Church is that after the consecration of the Eucharist the substance of the body and blood of Christ coexists with the substance of the consecrated bread and wine which is not the view of most Protestants / most Anglicans celebrate Communion every Sunday and sometimes during the week, perhaps on a saint's day or special occasion / Methodists, Baptists and the United Reformed Church tend to celebrate the Eucharist once or twice a month / community celebration, etc.

Cap at level 4 if only one tradition is explained.

[6 marks] AO1

(c) 'A Holy Communion service should be a joyful celebration.'

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 whether a Holy Communion service should be a joyful celebration

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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. 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:

Agree

Although a Holy Communion celebration remembers the death of Jesus, worship should reflect the joy and thanks that by his death Jesus saved humans from sin / sin is forgiven and this should be remembered with joy / Christians should rejoice that death is not the end as Jesus rose from the dead / lively music, drama and singing would enhance the celebration and make it more attractive to young people / a joyful ceremony with the involvement of the youth and laity in the service may increase the attendance in church / some traditions have rituals and symbolism which can enhance the ceremony / the transubstantiation of the bread and wine shows that Jesus is present in his people / the thanksgiving prayer contains reference to the resurrection, etc.

Other views

The celebration of Holy Communion remembers the death of Jesus which Christians cannot be joyful about / Jesus needed to make the ultimate sacrifice because of peoples' sin – to save the world / the Last Supper was a simple memorial meal and this is all that Christ commanded his followers to do / there is no need for joyful ceremony as this detracts from the real meaning of the act / it should be kept as simple and solemn as possible / elaborate symbolism emphasises the sacrificial element of the act and not the memorial aspect and this is not in keeping with the teaching or focus of some denominations / symbolism makes the whole thing too mysterious and beyond the accessibility of people, etc.

[6 marks] AO2

(d) 'For Christians, helping others is more important than receiving the Eucharist.'

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 whether for Christians helping others is more important than receiving the Eucharist

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:

Agree

‘Love your neighbour’ is one of greatest commandments / Jesus served others / God’s work is through humans / commitment to God is seen in service to others / many people do this through eg charity work, missionary work, visiting the sick, standing up for human rights, treating people with respect, etc. / many people live good Christian lives caring for others, yet do not celebrate or receive the Eucharist / eg the Salvation Army and the Quakers / the main focus for the Salvation Army is working for those in need / when they gather together on a Sunday they share readings, prayers and a sermon / then they go out and care for other people, putting their faith into immediate action / they do not believe that they should repeat Jesus’ actions, rather they follow his example of caring, etc.

Other views

Jesus said ‘do this in memory of me’ – doing as Jesus commanded / it is a sacrament – meet Christ in the Sacraments / instituted by Christ himself – ‘this is my body’, ‘this is my blood’ / receiving Christ into their lives / spiritual food for everyday life / will be strengthened by it / Jesus becomes the priority in their lives / central to worship / shared meal – brings community together / it makes Christians more aware of the needs of others / gives them the strength to ‘go out to love and serve the Lord’ / it helps Christians to love God by loving those in need and by putting others first, 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 Sacraments of Initiation

(a) Explain how believers’ baptism is different from infant baptism.

Target: Knowledge and understanding of how believers’ baptism is different from 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following:

Believers’ baptism is a confirmation of faith, not an initiation into the faith / age of candidates / it is their decision to be baptised unlike infant baptism where the parents make the decision / candidates for believers’ baptism undergo a period of instruction in preparation for their baptism / believers’ baptism is not followed by either Confirmation or Chrismation / there are no godparents who answer on behalf of the candidate / have sponsors / instead the candidate expresses his/her desire to be baptised through his/her testimony / baptism is by total immersion under the water / and in the name of the Trinity once, not three times as in Roman Catholic tradition / see baptism as a sign of having turned away from sin – not a way of having sins forgiven / unlike infant baptism there is no sprinkling on head with water, no candle, no white garment, no chrism, no mention of original sin, etc.

NB Students may choose to focus either on beliefs or practices or both.

[6 marks] AO1

(b) ‘People can only call themselves Christians if they are baptised.’

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

Target: Evaluation of whether people can only call themselves Christians if they are baptised

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:

Agree

Jesus said that ‘whoever believes and is baptised will be saved’ / baptism means that you are making the commitment to practise your faith / Jesus himself was baptised, so those who want to follow him should also be baptised / the first Christian leaders baptised their converts / to be a Christian is to be part of a community, ie the Church, and almost all Christian denominations practise baptism / Christians believe that at baptism, the Holy Spirit enters their lives, to help them live as Jesus would wish / sins are forgiven, etc.

Other views

Being a Christian is all about living like Jesus did / following his example by loving others – you do not have to undergo a particular ritual to be able to do that / water alone does not make you a Christian / most people are baptised as babies as that is what their parents want – it is not their own choice or commitment / baptism nowadays is more of a social custom – the religious meaning has been lost / so it is irrelevant to spiritual development / not all Christian denominations practise baptism, and their members certainly hold Christian beliefs and live Spirit-filled lives / some non-conformist churches are using ‘dedication’ and not infant baptism and still would regard their children as part of the Body of Christ, etc.

[6 marks] AO2

(c) Describe the Roman Catholic ceremony of Confirmation.

Target: Knowledge of the Roman Catholic ceremony of Confirmation

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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following:

This usually takes place in a Eucharist service / The Presentation of the Candidate –varies from parish to parish and depends on the number of people to be confirmed / the names of the candidates for confirmation can be read out and each person answers his/her name by standing up so that all can see, etc.

The Renewal of Baptismal Promises – candidates renew the promises made at baptism / there is a rejection of all that is evil / and a profession of faith / these promises take the form of question and answer / eg do you reject Satan.....? / candidate replies, 'I do' etc.

The Laying on of Hands – this is calling down the power and blessing of God upon someone / the bishop extends his hands over the candidate for confirmation / the laying on of hands sets the person apart for a special task in life / to be a witness to Christ's values and teachings / Jesus imposed his hands on people / he gave his apostles his authority to do the same, the bishop follows their example when he raises his hands over those to be confirmed, etc.

The Anointing with Chrism – the bishop sits, wearing the mitre and the candidate kneels before him / the confirmation card is given to the priest who reads out the name of the candidate and the confirmation name / the sponsor places right hand on the shoulder of the candidate / the bishop lays his hand on the head of the candidate / he then anoints the candidate with the oil of chrism on the forehead with the sign of the cross / he then says the words – '(Name) be sealed with the gift of the Holy Spirit.' / the response made is 'Amen' / the bishop then gives the Sign of Peace by saying, 'Peace be with you' / the candidate replies 'and also with you', etc.

Final Blessing and Dismissal – after the Liturgy of the Eucharist / at the end of Mass a special blessing is given and the people answer 'Amen', etc.

NB The three central parts (Baptismal promises / laying on of hands / anointing with chrism) are sufficient to gain full marks.

[6 marks] AO1

- (d) **‘For Roman Catholics, the sacrament of Confirmation is only important because it brings the gifts of the Holy Spirit to the person being confirmed.’**

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 whether for Roman Catholics the sacrament of Confirmation is importance

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:

Agree

Seven special gifts from the Holy Spirit are received / these gifts are freely given to help the candidate live as followers of Jesus / and to build up the Body of Christ, the Church / the gifts of the Holy Spirit are sealed and strengthened within the candidate at Confirmation / eg **Wisdom** – the gift of knowing the right choices to make to live a holy life / helps the candidate to avoid the things that could lead him/her away from God / **Understanding** – the gift of comprehension / or the ability to grasp the meaning of the teachings of the Church / helps the candidate to be tolerant and sympathetic of others / to sense when someone is hurting or in need of compassion / **Right Judgment** – the gift of prudence / helps the candidate to make choices to live as a faithful follower of Jesus / **Courage** – the gift that helps the candidate to stand up for his/her faith in Christ / helps the candidate to overcome any obstacles that would keep him/her from practising his/her faith / **Knowledge** – the gift of knowing and enlightenment / enables the candidate to choose the right path that will lead him/her to God / encourages the candidate to avoid obstacles that will keep him/her from God / **Reverence** – the gift of confidence in God / inspires the candidate to joyfully want to serve God and others / **Wonder and Awe** – the gift of wonder and respect that encourages the candidate to be in awe of God / moves the candidate to so love God that he/she does not want to offend him by his/her words or actions, etc.

Other views

Confirmation is important for other reasons too – it seals the promises made for the candidate at baptism / now the candidate can make his/her own commitment to reject evil / importance of the individual choice made in confirmation as opposed to infant baptism / makes him/her a full member of the Church / allows for a public declaration of faith / candidate has the help and support of parents, godparents, sponsors and the whole community / many are baptised but do not practise their faith therefore confirmation provides them with an opportunity to complete that which was begun at baptism, 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]