



General Certificate of Secondary Education

Religious Studies

Paper 1

The Christian Church through a Study of
the Catholic Church and the Protestant Church

[GRE11]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' responses.

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

Quality of students' responses

In marking the question paper, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of students sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

Level 1: The student presents something relevant or worthy of credit; elementary knowledge and understanding.

Level 2: The student presents a clear knowledge and understanding with some development.

Level 3: The student presents a detailed answer showing very good development.

AO2 (5 mark responses):

Level 1: The student presents opinion supported by one simple reason.

Level 2: The student presents opinion supported by two simple reasons or one developed reason.

Level 3: The student presents a well-argued response with evidence of informed insights.

Quality of written communication

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, teachers should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The student presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

Level 2 (Limited): The student presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

Level 3 (Good): A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

Level 4 (Very good): Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

Level 5 (Excellent): The difference between Level 4 and Level 5 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 points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 St Patrick

(a) (i) Where was Patrick born?

- Wales
- Britain

(AO1)

[1]

(ii) When do we celebrate the feast of St Patrick?

- 17th March

(AO1)

[1]

(iii) Why is the shamrock associated with St Patrick?

- Teaching tool on the Trinity.

Accept valid alternatives.

(AO1)

[1]

(iv) Name two religious based activities that may help people celebrate St Patrick's day.

- Attend Mass/service to pray and give thanks for the life of St Patrick.
- Pilgrimage to Saul – Downpatrick where St Patrick is believed to be buried.
- Climb Croagh Patrick.

(AO1)

[2]

(b) Explain Patrick's role in bringing Christianity to Ireland.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how Patrick changed the lives of people in Ireland.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Patrick was a good pastor and shepherd to his flock who led by example and was committed to the people of Ireland developing their Christian faith.
- He was a charitable man who actively practiced Christianity showing concern for those who were the weakest and those in slavery.
- Patrick focused on the Gospel as the main motivation behind the actions of what Christians do and challenged others to do the same.
- He encouraged Christians to speak out about injustice.
- Patrick called for Christians to unite as they shared one baptism.
- He saw greed and sin as the root of other sins and asked his converts to recognise this.
- Patrick believed sin should be condemned but the sinner should be called to repent, giving Christians opportunities to put right their misgivings.

Accept valid alternatives
(AO1)

[5]

(c) “There is too much myth and folklore surrounding St Patrick for him to be taken seriously.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the myth and facts known about Patrick and the impact this has on his legacy.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	<ul style="list-style-type: none"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. 	4–5

Answers may include:

- Legend has it Patrick drove snakes out of Ireland.
- Many believe Patrick was an Irish native who brought Christianity and religion to the Island when there is evidence of other missionaries in Ireland before Patrick.
- There is strong evidence Palladius was sent to Ireland before Patrick.

On the other hand:

- There are two historical sources written by Patrick himself .
- In the Confession, his spiritual diary and personal story of Patrick outlines his commitment to return to Ireland following his period of slavery and the success of his mission where he baptised ‘thousands’.
- His Letter to Coroticus was written as a response to a raid carried out on one of Patrick’s Christian communities in Ireland.
- Within this letter he demonstrated his hurt after this event because of his great love and commitment to the Irish converts.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

2 Church Architecture

AVAILABLE
MARKS

(a) (i) What is the Pulpit used for?

- Preaching the Word of God
- Giving a Sermon/Homily

(AO1)

[1]

(ii) What is the Lectern/Ambo used for?

- Reading Scripture
- Delivering a Sermon/Homily

(AO1)

[1]

(iii) What is the purpose of the Tabernacle?

- Housing the 'Blessed Sacrament'
- A focus in the Church for those who pray during the day

(AO1)

[1]

(iv) Name two styles of architecture used for Church buildings.

Answers may include:

- Barn Style
- Cruciform
- Circular
- Hall and Tower
- Gothic Style

(AO1)

[2]

**(b) Do you think the layout of a church can influence worship?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the role of the church building in worship.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The Communion table/Altar is placed centrally emphasising the importance of the Sacrament/Ordinance of Communion.
- The Pulpit is placed in a central position at the front of the church to stress that the proclamation of the Gospel and teaching of scripture through sermons is the most important aspect in some traditions.
- Some churches are ornately decorated with stain glass windows and elaborate furnishings as a means of glorifying God. Others keep their interior simple and plain so that the congregation can concentrate of worship and not be distracted by elaborate furnishings.

On the other hand:

- Regardless of layout, worship focuses on praise, prayer and Bible readings.
- Personal worship is the relationship between God and the congregation rather than the layout.

Accept valid alternatives
(AO2)

[5]

(c) **“All Christians should worship together in the same building.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the need for one Christian church building used for worship.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- It would be cheaper financially to maintain one church building than several churches.
- The different Christian traditions could focus on their similarities rather than their differences.
- Christians worship one God and should share their faith.
- One building in an area increases the sense of community.

On the other hand:

- Different church traditions may not be able to agree on the timings for each church service.
- The church layout can be different for each church tradition.
- No building can fully reflect what is really important for each tradition unless the key furnishings can be moved easily.

Accept valid alternatives
(AO2)

[5]

15

3 Festivals

AVAILABLE
MARKS

- (a) Describe the ways in which Christians use Advent as a time of preparation for Christmas.

Target: Knowledge and understanding of the purpose of Advent as a time of preparation.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Advent is a time of reflection when people re-evaluate their lives in the lead up to Christmas.
- The Advent wreath is lit each Sunday representing the patriarchs, prophets, John the Baptist and Mary. On Christmas Day a white candle is lit symbolising Jesus as the 'light of the world'.
- Advent wreaths are circular and have evergreen leaves to represent the eternal life of God.
- Some individuals create a Jesse Tree as the family tree of Jesus, tracing his ancestry back to Jesse, the father of King David. It focuses on the humanity of Jesus and reminds them of the importance of the Incarnation.
- Many Christians decide on changes they want to make in their own lives and ask God to help them make a fresh start.
- Children may open an Advent Calendar and carry out more good deeds for others.
- Many Christians attend services and children make Christingles representing Jesus as the light of the world, his sacrifice and the love Jesus has for all.
- Some Christians use the time of Advent to help those less fortunate locally by supporting the Salvation Army or St. Vincent de Paul.

Accept valid alternatives
(AO1)

[5]

(b) Explain why the feast of the Epiphany is an important festival in the Christian Church.

**AVAILABLE
MARKS**

Target: Knowledge of meaning and purpose of the feast of the Epiphany for Christians.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Epiphany is an important festival because:

- It marks the day Jesus was revealed to the world.
- It commemorates the visit of the Wise Men and Jesus' revelation to the Gentiles.
- It is an important reminder that the journey of faith continues beyond Christmas.
- The symbolism of the gifts inform Christians about the nature of Jesus, e.g. gold for royalty, frankincense for divinity, myrrh for mortality (Jesus suffering and death).
- It is the twelfth day of Christmas and an end of the Christmas festival.

Accept valid alternatives
(AO1)

[5]

- (c) “Christmas has lost its true meaning for Christians today.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the meaning and purpose of Christmas for Christians today.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Christmas has not lost its true meaning for Christians today because:

- Many Christians still focus on the real meaning of Christmas and do all they can to promote it, e.g. Advent wreaths and Jesse Trees.
- Many Christians attend weekly Mass during the Advent to focus on the significance of Christmas.
- Many people now buy global gifts and use Christmas to help people less fortunate than themselves.

On the other hand:

- Christians could do more to focus on the real meaning of Christmas.
- Many people have been caught up in commercialism rather than religious celebrations.
- Religious activities such as carol singing and charity work are now second place to secular celebrations.

Accept valid alternatives
(AO2)

[5]

15

4 The role of the Church in contemporary society

**AVAILABLE
MARKS**

(a) Describe the ways in which the Christian Church reaches out to all members in the community.

Target: Knowledge, using examples of the Churches outreach to all members in the community.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Welcome signs, prayers and pamphlets in variety of languages to show new members they are welcome and included.
- Service once a month in other cultural language.
- Culture nights celebrating member’s identity through food, dance and music in pastoral centres.
- Some churches run after school clubs for young people as well as organised youth work in the form of Scouts, Guides, Boy’s Brigade and Girl’s Brigade.
- Some Churches have pensioners lunches organised by the church and include clubs and societies such as photography, art and bowling
- Uniform shops where second hand items can be purchased for local schools.
- Storehouse, Embrace NI, Interfaith.
- Fundraising activities for local charities.
- Mother and baby groups.

Accept valid alternatives
(AO1)

[5]

(b) Do you think the Church is successful in addressing social and moral challenges that Christians face today? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of the role of the Christian Church in addressing social and moral changes in society for its followers.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The Church has a responsibility to set a moral example in the world for its followers with many looking to the Bible and Church doctrine for moral guidance to address contemporary issues.
- All the major denominations have issued clear statements and guidance on issues of abortion, euthanasia and homosexuality.
- Some churches have a series of information evenings and discussions based on changing moral issues.
- Marriage support offered by religious groups to help couples facing difficulty.

On the other hand:

- The Church sometimes struggles to deal with changing moral and social issues.
- Such teaching gives clear instruction for its members, however many would argue life is not absolutist and therefore exceptions need to be made.
- In the example of abortion – all Christian churches agree that life begins in the womb, but in cases of rape or incest many argue the mother's mental health and future life must be considered.
- In the issue of euthanasia there is debate about whether all forms of euthanasia should be immoral in Christian Churches, the Catholic Church maintains its absolutist stance. Some members would ask is this the most compassionate and loving viewpoint.
- In the example of homosexuality many Church of Ireland parishes are opposed to homosexual practice. The Presbyterian Church believe individuals who are confused with their sexuality need understanding and self-acceptance. The Catholic Church teaches there should be no discrimination and individuals should be treated with respect, compassion and sensitivity, however the practice is against Natural

Moral Law and therefore intrinsically disordered. This can be difficult for members to accept.
 Accept valid alternatives
 (AO2) [5]

(c) **“Young people can benefit from participating in church activities.”**
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of how young people can benefit from participating in Church activities.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Creates opportunities to make new friends and to share their faith with others.
- They meet leaders who show commitment and are interested in them.
- They have an opportunity to use and develop their skills and gain qualifications, e.g.
 - youth work, scouts and guides allows students to grow in their leadership skills through participation in activities.
 - storehouse is a project to provide food parcels for struggling families. Young people can help with the donations and distribution.
 - developing World Programmes based in churches allow students to support global poverty and make a difference through fundraising and immersion opportunities.
 - charities, such as SVP offers enrichment programmes where youth conferences can develop leadership skills and actively help out in Church services.

On the other hand:

- Many young people see the Church in a negative way as not being in tune with today’s society.
- The Church struggles to recruit people who have the experience to work with young people.
- Young people can be reluctant to come to church premises for organised activities because it would appear to be ‘uncool’ with their peers.

AVAILABLE
MARKS

- Churches are not innovative enough to attract the present generation. As the number of young people attending church decreases, it is difficult to evaluate how young people can benefit if the Church is unrelatable to their lives.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

15

Section B

Candidates must answer **two** questions from this section.

**AVAILABLE
MARKS**

5 Worship

(a) Describe a Sunday Service in the Catholic tradition.

Target: Knowledge and understanding of a Sunday service in the Catholic tradition.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

1. Gather
 - Greeting
 - Penitential rite
2. Listen
 - Liturgy of the Word
 - Homily
 - Creed
 - Prayers of the Faithful
3. Eat
 - Collection and offertory procession
 - Preface
 - Eucharistic prayer/consecration
 - Our Father
 - Distribution of communion
4. Go
 - Final blessing/dismissal.

(AO1)

[5]

(b) Explain why the Eucharist/Communion is the most important sacrament in the Christian Church.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of the Eucharist/Communion for the Christian Church.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- It is a remembrance of Jesus' sacrifice on the cross and a thanksgiving for this.
- It is the fulfilment of an instruction given by Jesus to the disciples creating a sense of believing communities.
- It is a remembrance of the death of Jesus and this is significant for some Christians today, e.g. bread and the wine represent Jesus' body and blood. For other Christians it is the closest they can be with Jesus.
- During the service the congregation remember Jesus' passion and death, they celebrate his Resurrection and Ascension, and they look for the coming of his Kingdom.

Accept valid alternatives
(AO1)

[5]

- (c) “You can worship God anywhere; you do not need to go to Church.”
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

AVAILABLE
MARKS

Target: Analysis and evaluation of the role of Church in worship.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 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 points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

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20

Answers may include:

- Christians can worship God anywhere as He is everywhere/omnipotent/omnipresent.
- Some Christians prefer to worship God alone as they can concentrate better.
- Some Christians prefer informal methods of prayer and prefer to worship God in the comfort of their home rather than a church building.
- God is not restricted to Church, God is everywhere.
- Some people, such as the sick and elderly, have no choice but to worship at home.

On the other hand:

- The Church is where Christians come together as a community and creates a sense of fellowship.
- It is an opportunity to receive and celebrate the Eucharist/Communion together as Jesus asked his followers to ‘Do this in memory of me’. Christ wants them to gather in his name.
- God is present in the Church.
- The Church is God’s House therefore this is the best place to worship God and show respect.
- God’s presence is in the Church.

Accept valid alternatives
(AO2)

[10]

6 Birth of Christianity

AVAILABLE
MARKS

- (a) Describe, with reference to scripture, two characteristics of the Early Church.

Target: Knowledge of the characteristics of the Early Church.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- The importance of community. The first believers met together in their homes, eating, praying and praising God together. They shared everything they had and sold their possessions and gave to those in need (Acts 2:42, 44–47).
- The spread of the message of Jesus through preaching and teaching of the apostles and serving others. Preaching was used to reach the unconverted and teaching was used for those who had become Christians. James in his letters stresses that helping others was the outworking of their faith (James 2:14–17).
- The Holy Spirit was active in healing people through the apostles' ability to perform miracles.
- Breaking of bread together in obedience to Jesus' instruction 'Do this in memory of me'. Part of the worship was remembering the last meal Jesus had with his disciples before his death and resurrection. The bread represented the body of Christ and the wine his blood. This was a sign of God's new covenant (1 Cor. 11:23–25).

Accept valid alternatives
(AO1)

[5]

(b) Explain why Pentecost is viewed as the birthday of the Christian Church.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the meaning of Pentecost for Christians.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Pentecost is a celebration of the Holy Spirit which was promised by Jesus.
- The Holy Spirit gave the followers of Jesus power to go out and spread the Gospel.
- The gift of the Holy Spirit has allowed the Christian Church to flourish.
- Over three thousand people were converted to Christianity on the day of Pentecost.
- In some churches Pentecost is called Whitsun and is traditional that Baptisms are carried out at this time of year.
- Christians thank God for the gifts of the Holy Spirit and may display symbols such as fire, dove or flames.

Accept valid alternatives
(AO1)

[5]

(c) “Ministers and priests today have an easier role than the apostles in the Early Church.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the role of ministers and priests in the Christian Church.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 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 points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Religious leaders today do have an easier role because:

- In the Early Church, religious leaders faced persecution.
- Religious leaders today have more effective ways of communicating with their congregation.
- Christianity is a well-established faith throughout the world.
- Religious leaders today are supported and provided for by congregations.

On the other hand, religious leaders today do not have an easier role because:

- Society is becoming increasingly diverse and secular. Religious leaders face a struggle to keep the faith relevant to people’s lives.
- Some countries still persecute religious leaders.
- Religious leaders have come under much criticism within society today.
- Faith and Church no longer have the community support they once had.

Accept valid alternatives
(AO2)

[10]

20

7 Baptism

**AVAILABLE
MARKS**

(a) Describe the ceremony of infant baptism in a denomination of your choice.

Target: Knowledge of the rite of baptism in the Christian Church.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

A description of infant baptism in any of the Christian denominations.

- Candidates should identify the denomination being described.
- The use of water and other symbols or signs.
- Testimonies or vows to affirm faith in Jesus made by parents/ Godparents.
- Scripture readings.
- Sign of welcoming/admission to the Christian Church.
- Role of parents and Godparents.

Accept valid alternatives

(AO1)

[5]

(b) Explain how the Sacrament / Rite of Baptism is linked to baptism in the Bible.

**AVAILABLE
MARKS**

Target: Knowledge, understanding how baptism is linked to baptism in the Bible.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Jesus was baptised through full immersion.
- Jesus was baptised as an adult.
- John the Baptist preached a baptism of repentance.
- The water washed away sin.
- A new beginning.
- New converts were baptised in the New Testament, e.g. Philip and the Ethiopian.
- The symbol of the dove shows the gift of the Holy Spirit.

Accept valid alternatives

(AO1)

[5]

- (c) **“Baptism today is becoming more of a social occasion rather than an important religious event.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the focus of baptism in society.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

**AVAILABLE
MARKS**

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 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 points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- Some only get baptised because it is a tradition in the family.
- Some spend so much time organising an after party that they don't put enough time or thought into the actual ceremony.
- Some people are baptised as infants not through personal choice.

On the other hand:

- Many Christians take baptism very seriously and commit to Christian living.
- Parents of infants and candidates who are ready for adult baptism usually go on a course prior to baptism to ensure they fully understand the commitment they are about to make.
- Private baptisms tend to be less social and more intimate.

Accept valid alternatives
(AO2)

[10]

20