

**02 PRACTICES**

Qu	Part	Marking guidance	Total marks
02	1	<p>Which <b>one</b> of the following is the sacrament that commemorates Jesus' last supper?</p> <p><b>A</b> Marriage.  <b>B</b> Baptism.  <b>C</b> Eucharist.  <b>D</b> Sunday.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Eucharist.</p>	1
02	2	<p>Give <b>two</b> examples of the work of the Church in the local community.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <ul style="list-style-type: none"> <li>• food banks</li> <li>• raising money for charity</li> <li>• coffee mornings/events aimed at people who need support</li> <li>• youth clubs</li> <li>• outreach missions for the homeless</li> <li>• meeting rooms for use of community</li> <li>• services of memorial/celebration for locally relevant events</li> <li>• provide a place of quiet reflection.</li> </ul>	2

02	3	<p>Explain <b>two</b> contrasting ways in which the Eucharist (Holy Communion) is celebrated in Christianity.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting example</b>          Simple explanation of a relevant and accurate contrast – 1 mark          Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting example</b>          Simple explanation of a relevant and accurate contrast – 1 mark          Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p><b>Orthodox Church</b>          Uses candles and incense during worship; priest remains behind Royal Doors for much of the first part of the service; Liturgy of the Word – readings – priest comes from the Royal Doors to read the Gospel; Liturgy of the Faithful – priest comes through Royal Doors, receives bread and wine from congregation, Creed, bread broken into four parts, (one put whole into the chalice, one for priests and deacons, one is broken up in the chalice for communion and the fourth is cut up but not consecrated) consecrated bread given to congregation with the wine on a spoon, prayers of thanksgiving, unconsecrated bread given to be taken home – a sign of being part of the Christian community.</p> <p><b>Roman Catholic Church</b>          Liturgy of the Word, three Bible readings; Creed; Liturgy of the Eucharist – bread and wine brought to altar, the Peace, people come forward to receive communion from a priest; usually a wafer (unleavened bread), red alcoholic wine taken from a single chalice, blessing, Go in peace, May also refer to the Tabernacle storing the consecrated bread.</p> <p><b>Non-conformist church</b>          Communion set out on a communion table – not an altar, minister or designated lay person may lead the communion service. Usually two Bible readings. An open table – anyone who wishes to can take communion, including children (do not need to be confirmed or in church membership) many different ways of serving communion – standing round the table, kneeling at the front rail of a church, served in the pews to the seated congregation etc. Creed not routinely said. Sometimes bread is cut up before the service, sometimes broken in the service. Congregation might serve each other as it is passed round. Wine is often non-alcoholic, often distributed in small cups, though often a chalice on the communion table.</p>	4
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02	4	<p>Explain <b>two</b> ways in which Christian street pastors carry out their Christian duty.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First way</b>            Simple explanation of a relevant and accurate way – 1 mark            Detailed explanation of a relevant and accurate way – 2 marks</p> <p><b>Second way</b>            Simple explanation of a relevant and accurate way – 1 mark            Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• some focus on young people who are in need: they patrol the streets of towns and cities at night, helping and caring for people in practical ways – they are carrying out the command to ‘Love your neighbour’</li> <li>• some work with councils and local police targeting areas where there may be trouble: they helping people who are intoxicated; they are following Jesus’ example of working with those disrespected by society, and of service to others</li> <li>• they will get people to talk to them and keep confidence (where it is legal to do so) – they are expressing Christian love for all people – following Jesus’ teaching of ‘Love one another as I have loved you’.</li> </ul>	5
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02	5	<p>‘The best way for Christians to reach an understanding of God is by practising prayer.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Christian teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     A well-argued response, reasoned consideration of different points of view.                      Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     Reasoned consideration of a point of view.                      A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.                      OR                      Recognition of different points of view, each supported by relevant reasons/evidence.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>				Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0
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<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• some forms of prayer are a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people’s ideas which could be wrong</li> </ul>																					

	<ul style="list-style-type: none"> <li>• the believer focuses on the feeling of being in God's presence/this is sometimes described as a feeling of 'awe and wonder' at the greatness of God</li> <li>• God is beyond description because the words get their meaning from the human and natural world around us/so God cannot be understood by reading about him or hearing other people talk about him.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer</li> <li>• the Bible as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself/for example, the creator of the world and Father in heaven</li> <li>• study of nature can also lead to an understanding of God, because it is God's creation and God expresses himself through it.</li> </ul>	
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