



**General Certificate of Secondary Education
2019**

Religious Studies

Paper 2b

**The Christian Church with a Focus
on the Protestant Church**

[GRE22]

MONDAY 13 MAY, AFTERNOON

**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 markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' 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 candidates' responses

In marking the examination papers, examiners 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 candidates 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 candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners 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 candidates 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 candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners 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, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **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 candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

Level 3: The candidate 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 examination 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, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): 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.

Level 2 (Limited): 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.

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 AAnswer **all** questions.**1 The Sacrament of Baptism****(a) (i) Name two different types of Baptism.**

- Infant Baptism
- Believer's Baptism/Adult Baptism

(AO1)

[2]

(ii) Name three symbols used in a baptismal ceremony.

- Water
- White garment
- Total Immersion
- The Cross
- A Candle

Accept valid alternatives

(AO1)

[3]

AVAILABLE
MARKS

(b) Explain why Baptism is important for all Christians.**Target: Knowledge and understanding of the importance of Baptism.**

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:

- Through Baptism a person becomes a member of the Christian Church.
- To begin a new life with God and to be cleansed from sin.
- To allow them to receive other sacraments within the church.
- Baptism is the one sacrament/ordinance which unifies all Christians.
- Baptism is important as it protects against evil and sin.
- Through Baptism Christians receive the grace and fullness of God's Holy Spirit.
- To make a personal commitment of their faith, public declaration.
- To follow the example of Christ.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(c) “Babies should not be baptised.”

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

Target: An evaluation of infant baptism and whether or not it is meaningful.

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:

- A baby is not old enough to understand what they are doing. Baptism is only meaningful if it is a personal choice/commitment.
- Baptism cannot make someone a Christian. It is an outward sign of an inward change therefore it is pointless baptising an infant.
- Believer’s baptism is the only kind of baptism seen in the New Testament and we should follow this example.
- People sometimes baptise out of tradition and this is unfair as the baby being baptised may not want to believe in Christ.

On the other hand:

- Baptising babies is very important as this is the first step which brings them into the community of faith.
- Baptising babies is the beginning of their spiritual journey with Christ and this should be carried out from the moment they are born.
- Some Christians believe that Baptism is a sacrament in which people experience God’s grace and goodness. Babies should not be excluded from this experience as we all belong to God.
- For some Christians baptism removes original sin and this means that babies begin their new life journey free from sin.
- It is important to baptise babies so they can receive other sacraments as they grow older.
- Although the baby is unable to make promises for themselves during baptism, they do get an opportunity to renew these promises as they grow older and develop understanding, e.g Confirmation.

Accept valid alternatives
(AO2)

[5]

15

2 The Role of the Church in Contemporary Society

AVAILABLE MARKS

(a) (i) Name two ways the church contributes to the local community.

- Preaching and teaching the Word of God.
- Celebration of sacraments.
- Visits the sick/elderly.
- Fund raisers to encourage community spirit.
- Counselling.
- Youth ministry/Youth Work.
- Inter faith projects.

Accept valid alternatives

(AO1)

[2]

(ii) What is community cohesion?

- To bring people together.
- Establishing shared values, promoting tolerance and respect for one another.
- To develop better relationships in a divided community.
- A shared sense of belonging for all groups in a society .

(AO1)

[1]

(iii) Name an organisation that supports community cohesion.

- Corrymeela
- Knocklayd
- Spirit of Enniskillen Trust
- Inter-faith forum NI

Accept valid alternatives

(AO1)

[1]

(iv) Name a moral issue that challenges the Church today.

- Legalising Abortion & Euthanasia.
- Clerical celibacy.
- Gender issues.
- Divorce and separation.
- Christian involvement in politics.

Accept valid alternatives

(AO1)

[1]

(b) Do you think Church leaders have a right to tell people how to live their lives?

Give reasons for your answer.

Target: Analysis of the role of Church leaders in telling people how to live their lives.

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 one or 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:

- Church leaders do have a right to tell people how to live their lives because they have been inspired by God to proclaim his Word.
- Church leaders often give practical guidance on how to live like Christ.
- Christians who attend church do so in order to worship God and to learn how to become better Christians.
- Church leaders base their sermons/preaching on the Bible. They interpret the scripture and put it into a modern day context.
- Many moral issues that we face today are not mentioned directly in the bible and so we need Church leaders to interpret this for us, so we know how to make the right moral decisions.

On the other hand:

- Church leaders are human and therefore not perfect.
- Only God/The Bible can inform Christians on how to live.
- The Church is old fashioned and out of date and needs to move with the times.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

- (c) "The church today is out of touch with modern society."
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the relevance of the church 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 one or 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 has failed to come to terms with changing moral, social and cultural issues. These include sex before marriage, divorce, abortion and euthanasia.
- Some of the controversial issues of the 21st Century are not directly covered by the Bible. The church is not giving clear guidance on these issues and there are different responses taken by the different traditions.
- Many Christians accept the traditional teaching of the church which is seen as outdated.
- Its style of worship is not attractive to younger people.
- In an increasing secular and materialistic world, people are not interested in religious issues.
- Church tends to be too inward looking and the members see themselves as a holy and exclusive club, rather than reaching out to the community.

On the other hand:

- What the church has to offer still has relevance today. People still need to hear the gospel message, as it has the answers to the big questions in life.
- The church still puts forward a biblical and Christian perspective on controversial issues.
- Some churches have adapted their form of worship and outreach to meet the needs of young people and those in need.
- Churches have tried to develop cross community activities to meet the needs of today's society.

Accept valid alternatives
(AO2)

[5]

15

3 Festivals

(a) Describe two events which are remembered during Holy Week.

Target: Knowledge of the events which took place during Holy Week.

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:

- Palm Sunday/Entry into Jerusalem**
The Sunday before Easter Sunday also known as Passion Sunday. It remembers the Triumphal Entry of Jesus into Jerusalem on a donkey. The people waved palm branches in honour of him and shouted “Hosanna”. Today people bring their own palm branches or palm crosses are given out in some churches.
- Holy Thursday/Last Supper**
This day remembers the events of the Last Supper Jesus had with his disciples before his death. The word Maundy means ‘commandment’. At the Last Supper Jesus gave his disciples a new commandment ‘To love one another as I have loved you’. The link between the old and new covenant is stressed strongly in the Maundy Thursday rite – Jesus is called the ‘Lamb of God’. The new covenant is between God and Christians.
- Good Friday/Crucifixion**
Good Friday remembers the day that Jesus was crucified and died on the cross. It is a day of sadness and sombre reflection on the death of Jesus. It is called ‘Good’ because of the Christian understanding of Jesus’ death – a willing sacrifice that redeems the world to God.
- Holy Saturday**
After Jesus was taken from the cross he was buried in a stone tomb. On this day Christians continue to contemplate the death of Jesus, there is also a sense of anticipation and excitement for the day ahead, the Day of Resurrection.

AVAILABLE
MARKS

- **Easter Sunday**

Easter Sunday is the central festival of the Church year. It recalls Jesus' resurrection from the dead. After the solemn events of Holy Week comes Easter Sunday, a great day of joy.

Accept valid alternatives
(AO1)

[5]

(b) Explain why Epiphany is important.

Target: Knowledge and understanding of the significance of 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

Answers may include:

- In the Church Calendar, the 12 days of Christmas ends on 5th January, and a new Church season begins with the Feast of Epiphany on 6th January.
- Feast of Epiphany is associated with the visit of the Magi who brought gifts of gold (showing Jesus' kingship), frankincense (showing the priestly role) and myrrh (showing that he would die).
- The Magi represent the coming of the Gentiles and that Jesus is for everyone.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

- (c) “Harvest thanksgiving services no longer have any value.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of harvest thanksgiving and whether it serves a meaningful purpose.

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:

- Harvest is still an opportunity to thank God for the food we eat and for all that God provides.
- It is an opportunity to remember those who do not have enough food to eat and to do something practical to meet their needs; some churches use it as an opportunity to donate money to an organisation like “Christians Against Poverty”.

On the other hand:

- Fewer people recognise God as the creator and provider of all we have and see no value in Harvest Thanksgiving services.
- Modern technology and scientific research allows the human race to have a greater control over agriculture. This creates the assumption that God is no longer in control.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 St Patrick

(a) Outline the main events in Patrick's life.

Target: Knowledge of the main events in Patrick's life.

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 first brought to Ireland as a slave boy at the age of 16.
- He came to know God through his captivity. He prayed frequently.
- After 6 years he escaped.
- When he returned home he experienced many dreams and visions.
- In a dream he received a call from the Irish, begging him to return to the land of his captivity.
- Patrick responded to the call and returned to Ireland.
- Patrick encountered many difficulties and hardships during his ministry. His life was often in danger. Coroticus killed and captured many of his newly baptised converts.
- He baptised many thousands.
- Patrick stayed in Ireland despite feeling homesick until his death.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Do you think Christians today can still learn from the life and teachings of Patrick?

Give reasons for your answer.

Target: Analysis of Patrick's teaching.

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:

- Patrick encouraged people to strive for Christian perfection. People today should try to live like Christ.
- Patrick taught the gospel should be the main motive for Christian behaviour.
- Patrick taught that Christians should speak out against injustice and to speak the truth.
- Patrick warns Christians about breaking the Commandments.
- Patrick highlights the importance of forgiveness.
- Patrick speaks about Christian unity and how we must come together as one.

On the other hand:

- Patrick's teachings date back to the 4th and 5th centuries and are no longer relevant.
- Due to a decline in religious faith people may not be aware of Patrick's teachings.
- Christians can learn more from their local church leaders.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

(c) “There is nothing religious in the way St Patrick’s Day is celebrated today.”

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

Target: Evaluation on the religious significance of St Patrick’s Day.

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 one or 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:

- There are many Christians today who celebrate St Patrick’s Day for religious reasons only. Many people attend church services in his honour.
- Many Christians wear shamrocks on St Patrick’s Day to reflect Patrick’s teaching on the Trinity.
- Many Christians honour Patrick because he is hailed for bringing Christianity to Ireland.
- Special services are held at places associated with St Patrick.
- For example Downpatrick and Armagh.

On the other hand:

- St Patrick’s Day has become very commercialised and has lost all religious significance.
- Many people who celebrate St Patrick’s Day are simply celebrating Irish culture and heritage rather than the Saint himself.
- St Patrick’s Day is often associated with street parades and consuming large amounts of alcohol.
- St Patrick’s Day is not only celebrated in Ireland but in many countries throughout the world. This symbolises immigration and Irish heritage rather than the religious aspects of Patrick’s life.
- Church attendance is in decline.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

5 Church Government and leadership in the Church

- (a) Describe the main leadership roles in the organisation of a Protestant church of your choice.

Target: Knowledge of the organisation and leadership roles of the church government in any Protestant 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:

Church of Ireland government – Episcopal and Representatives

- It is both Episcopal and representative because it has archbishops and bishops. However no-one has absolute power therefore it is also representative.
- There are three main positions of leadership: bishop, priest (minister/rector) and deacon).
- Decisions are the responsibility of the clergy and laity.
- There is a General Synod made up of clergy and lay representatives from local churches. They are elected every three years.
- The decision making bodies are the General Synod, Diocesan Synod and Select Vestry.

Baptist Church government – Congregational and Inter dependant

- All Christians are equal and should answer to God alone.
- Power is placed into the hands of the Church members, everyone who belongs to the Church is equal.
- No formal structure of government within the Baptist Church.
- Each church is free but inter-dependant. This means although they make their own decisions, there is contact and understanding with other churches within the model.

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MARKS

- The Baptist Church is led by a group of elders: the teaching elder is also known as the Pastor.
- Team ministry involves the Pastor, an assistant Pastor and maybe a church worker.

Methodist Church government – Representative and Connexional

- Follows representative model of Church government. No bishops but is highly organised. Decisions are made by Councils made up of clergy and lay people.
- It is connexional because it is connected. The highest decision making body is the Conference. There is a strong link between the clergy and the ordinary people.
- Decision making bodies: Methodist Conference, District Synod, Circuit Executive and Church Council.
- Personnel in the church include: superintendent minister, ministers and local preachers.

Presbyterian Church government – Representative Model

- Follow representative model of Church government. No bishops but is highly organised. Decisions are made by Councils made up of clergy and lay people.
- Four main decision making bodies: General Assembly, Synod, Presbytery, Kirk Session.
- The church maintains links with other Presbyterian churches both nationally and internationally.
- Personnel in the church include ministers, elders and deaconesses.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why fewer people want to become ministers or pastors.

Target: Knowledge and understanding of the reasons why less people are deciding to become ministers or pastors.

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:

- They are unable to devote themselves fully because it involves a huge time commitment.
- Recent scandals in the church.
- The uncertainty of the hours and having to be available at short notice can put extra stress on those who are married and have family responsibilities.
- They do not have the characteristics and qualities to undertake this vocation or calling from God.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(c) “Women should be encouraged to play a greater role in Protestant churches.”

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 women in the church.

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:

- Already both the Church of Ireland and the Church of England have appointed women bishops.
- Women are ordained ministers in the Church of Ireland, Methodist and Presbyterian traditions. In the Methodist Church in Ireland there has been a female President.
- Women are also elders and deacons in many Protestant traditions.
- Women are better listeners than men and can make excellent pastors as well as preachers.
- On Easter Sunday Jesus first appeared to women, showing that he considered them to be important.
- Throughout the past 200 years women have played key roles in overseas missions and proved that they have leadership roles.
- In today's society women play their roles in politics, education and industry; likewise they have a key role to play in the church.
- In God's eyes women and men are equal. In recent months there have been women appointed as rectors in some Church of Ireland churches and this has happened for the first time.
- Women can have a better understanding on how to train children in the faith and they are doing excellent Sunday school work.

On the other hand:

- Jesus appointed men to be his closest disciples and passed the Great Commission on to them.
- Whilst not being in leadership roles they can head up specific ministries within a church. It could be in outreach, youth and children's ministries, music.
- There are some Protestant churches where women are not allowed to preach and lead worship.
- Traditionally the Christian church leadership is male dominated, but that is gradually changing.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20

6 Worship

- (a) Outline some of the differences between liturgical and non-liturgical worship.

Target: Knowledge of the order of a Sunday service in a Protestant 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:

- Liturgical worship follows the same set pattern each week with set prayers. Non-liturgical has no set structure and greater flexibility.
- Liturgical worship is based on a yearly biblical set of readings based on the Old and New Testaments. Non-liturgical will choose readings as they worship and these could reflect contemporary issues.
- Liturgical has a formula of music, readings, prayers and preaching and people can follow the worship. Non-liturgical can be full of surprises.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why speaking in tongues is still practised by some Protestant churches.

Target: Knowledge and understanding of the place and relevance of speaking in tongues.

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 carries on the tradition of the Early Church and the events of Pentecost.
- Paul in his letters to the churches lists speaking in tongues as one of the gifts Christians may be blessed with.
- It is used in private prayer to God. Speaking or singing in a heavenly language can help people to communicate their thoughts and feelings to God.
- It has a place in public worship service provided it is accompanied with the gift of interpretation so that the whole congregation is able to understand.
- Those who speak in tongues claim that it is a special way of being close to God.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

- (c) “Too much emphasis is placed on preaching in the Protestant faith.”
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 importance of preaching.

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:

- The focus of the Protestant faith is to spread the word of God and challenge people to become “saved”. This can partly be achieved by preaching the Gospel message.
- Christians need to grow and develop in their faith and apply the teachings of the Bible to their lives. This can be achieved by the weekly Sunday sermons delivered by the minister. The more preaching there is, the better for all concerned.
- Preaching the gospel is part of Jesus’ commission to his disciples and so it must be fulfilled today.
- The layout of some Protestant churches (e.g. Presbyterian, Baptist) have the central feature of a pulpit and an open Bible stressing the importance of the sermon and preaching the Word.
- Many churches see the importance of having a short children’s address as well as the main sermon so that the Word of God can be understood by different age groups.
- The Bible is a difficult book to understand and the sermon can be used to explain challenging passages.

On the other hand:

- In some churches, the preaching aspect can take up almost 50% of the service time and other aspects of worship are underused as a result.
- Long sermons may not always be effective in that the congregation may

find it difficult to concentrate and remember all aspects, unless modern technology is used.

- In the Church of Ireland, it is the communion table which is the central feature and so less emphasis is placed on preaching.
- People can learn about the Christian faith in other ways. The words of hymns, psalms and worship songs can carry a strong Christian message. The use of personal testimonies can have a powerful effect if used properly.
- Many church services have a balance of singing, reading the Scriptures, praying as well as preaching.
- Time has also to be found for celebrating communion, which is a visual reminder of the death and resurrection of Jesus and its significance.

Accept valid alternatives

(AO2)

[10]

AVAILABLE
MARKS

20

7 The Early Church

(a) Describe what happened on the day of Pentecost.

Target: Knowledge of the events which occurred on the day of Pentecost.

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 from Acts 2:1–8 (GNB)

¹ When the day of Pentecost came, all the believers were gathered together in one place. ² Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. ³ Then they saw what looked like tongues of fire which spread out and touched each person there. ⁴ They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

⁵ There were Jews living in Jerusalem, religious people who had come from every country in the world. ⁶ When they heard this noise, a large crowd gathered. They were all excited, because all of them heard the believers talking in their own languages. ⁷ In amazement and wonder they exclaimed, These people who are talking like this are Galileans!

⁸ How is it, then, that all of us hear them speaking in our own native languages?

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why St Paul compared the Church to the human body.

Target: Knowledge and understanding of St Paul's teachings on the Church as a human body.

AVAILABLE
MARKS

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 body has different functions, as does the church and they work together.
- Each body part is of importance as is each spiritual gift, he wanted people to understand that each individual had an important and unique role to play in order for the church to function properly.
- The church is successful when it acts together and all gifts are used and tested regularly.
- No part can be regarded as unnecessary or less important than another. No one should feel inferior within the church.

Accept valid alternatives

(AO1)

[5]

- (c) “The First Christians set a good example of Christian living, which is still relevant today.”
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 characteristics of the Early Church/First Christians.

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:

- The first Christians met on the first day of the week. Christians today do the same, however church attendance in recent times has declined.
- There was a mixture of hymn singing, prayers, and instruction which also takes place in the 21st century.
- The First Christians came together as a close knit community and this stressed the importance of fellowship.
- Community living.

On the other hand:

- There were no clear roles in the early church which the church has today.
- Church worship has become more formal and structured.
- It is evident from St Paul's letter to the Corinthians that some members were not being respectful therefore this does not set a good example for the 21st century.
- Community living is no longer practical today.

Accept valid alternatives

(AO2)

[10]

20