



**General Certificate of Secondary Education
2019**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

WEDNESDAY 15 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 A

Answer all questions.

AVAILABLE
MARKS

1 The Christian Church

(a) (i) Name the festival which celebrates the resurrection of Jesus.

Easter
(AO1)

[1]

(ii) Name the 40 day period leading up to Easter.

Lent
(AO1)

[1]

(iii) What event in the Christian calendar is remembered at Pentecost?

The coming of the Holy Spirit
(AO1)

[1]

(iv) How do some Christians celebrate harvest?

Answers may include:

- Bringing food gifts to church.
- Decorating the church with fruit, flowers and vegetables.
- Supporting an organisation helping those in need.

Accept valid alternatives

(AO1)

[1]

(v) Why do some Christians remember Saints' Days?

Answers may include:

- It is important to remember the great men and women of the church.
- Saints are an inspiration to other Christians and a good example to follow.
- Saints are already in heaven and prayers can be directed through them.

Accept valid alternatives

(AO1)

[1]

(b) Explain why Advent is an important time for Christians.

Target: Knowledge and understanding of the religious significance of the period of Advent.

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 four weeks of Advent mark the beginning of the church year; it is a time of preparation for Christmas; it is not just a time of excitement, but also an opportunity for seriousness and self-examination.
- Advent is a time to reflect on the coming of Christ into the world at his birth.
- It is a time of preparation when Christians think about the second coming of Christ and what they need to do to be ready for his return.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

- (c) “All Christian festivals are equally important.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether some Christian festivals have greater significance than others.

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 majority of Christian festivals are based on a special moment or event in the life of Jesus, so it is important to remember each one.
- All Christian festivals are an opportunity for Christians to reflect on their own personal faith.
- Some churches observe a full calendar of festivals and it is important to celebrate each one.

On the other hand:

- The festivals in the Christian calendar which are observed by all churches are the most important.
- These include Christmas, celebrating the coming of God’s son into the world, and Easter, a time of reflection on the death and resurrection of Jesus.
- Celebrating Christmas and Easter involve the core beliefs and principles of Christianity.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 The Birth of Jesus

AVAILABLE
MARKS**(a) (i) Name the town where Jesus was born.**Bethlehem (Luke 2:6; Matthew 2:1)
(AO1)

[1]

(ii) What does the name Immanuel mean?'God with us' (Matthew 1:23)
(AO1)

[1]

(iii) What made the visitors from the east come to Jerusalem?They followed a star
They were looking for the new king who had been born
(Matt 2:1–2)
(AO1)

[1]

(iv) What message did the angel give to Mary?She would be the mother to God's son
(Luke 1:28)
Accept valid alternatives
(AO1)

[1]

(v) What was the good news brought to the shepherds by the angel?A saviour has been born (Luke 2:9)
(AO1)

[1]

- (b) Do you think the birth stories are difficult to accept in a scientific age? Give reasons for your answer.

Target: Analysis of Jesus' identity from the relevant passages studied.

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 birth stories, as recorded by Matthew and Luke, are difficult to take literally. They contain too many supernatural events, such as visitations from angels and dreams from God (Matthew 2:12; Luke 1:26).
- The idea of the virgin birth is very difficult for some people to accept today (Luke 1:34).
- The different events described by Matthew and Luke may cause some people to doubt their accuracy. For example, Luke has no mention of the visitors from the East, while Matthew does not include the shepherds.

On the other hand:

- The birth stories are not difficult to accept; they are God's word giving two complementary accounts of how his son came into the world.
- Both Matthew and Luke used information from eye-witnesses and accurately record names of political rulers in their accounts.
- The supernatural elements in the stories are evidence of God's miraculous power at work in the world.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

- (c) The birth stories are the most significant event in the life of Jesus.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the importance of the birth stories compared to other events in the life of Jesus.

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 birth stories, as recorded by Matthew and Luke, show clearly the identity of Jesus as God’s son; the angel tells Mary that she will be the mother of God’s son while Joseph is told that Mary, his betrothed, will have a child by the power of the Holy Spirit.
- These stories are significant as they show the fulfilment of Old Testament prophecy, such as the birth taking place in Bethlehem to a virgin mother; this shows God’s plan for salvation is taking place through Jesus’ birth.
- The accounts of Jesus’ birth reveal something of his future life and mission; humble shepherds were among his first visitors, while the visitors from the East indicate a ministry that included all people.
- If God had not sent his son to earth in the first place, none of the other events could take place.

On the other hand:

- There are other events in the life of Jesus that are equally important and also show Jesus’ identity as the Son of God and promised Saviour. These include Jesus’ baptism and transfiguration.
- Reference may be made to other significant events, such as Jesus’ encounters with others, working miracles or the ascension.
- Candidates may argue that the most significant event of all was Jesus’ death and resurrection, as without this there would be no forgiveness of sins or eternal life, which are the basis of the Christian faith.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

15

3 The Christian Church

- (a) Describe some of the features of a baptism service in a church of your choice.

Target: Knowledge of the main events in a chosen baptism service.

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

Candidates may refer to any Christian denomination. They should identify the denomination chosen.

Believers' Baptism

Answers may include:

- Congregation will sing a hymn together.
- Minister/pastor will give a short talk on the meaning of baptism.
- The person being baptised will give a short testimony.
- The person along with the minister/pastor will enter the baptismal tank.
- The pastor/minister says the words, 'On your profession of faith, I baptise you in the name of the Father, Son and Holy Spirit'.
- The candidate will be immersed then will leave the water to get changed.

Infant Baptism

Answers may include:

- The role of the minister/priest.
- Where and when the baptism takes place.
- The role of parents and godparents/sponsors.
- What the font is used for.
- How baptism takes place.
- Prayers that are said.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some churches baptise infants.

Target: Knowledge and understanding of the reasons for infant baptism.

**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:

- Baptism is a sign of becoming part of the Christian community, so it is appropriate that people are baptised as children.
- Baptism is a sacrament in which people experience God's grace; children should not be excluded from this.
- Infant baptism is more meaningful as it is the start of a person's Christian life.

Accept valid alternatives
(AO1)

[5]

(c) "All Christians need to be baptised."

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

Target: Evaluation of the importance of the ceremony of baptism in living the Christian life.

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:

- At the Great Commission, Jesus commanded his disciples to go out and preach, baptising those who believed. From the earliest time, baptism has been the rite of entry into the church.
- Being baptised as a baby shows cleansing and the entry into God's family, the church. Believers' baptism is the public declaration of the faith which a person has come to hold for themselves.
- Therefore, baptism is an important sacrament and necessary for all Christians.

On the other hand:

- Jesus did not baptise anyone; Jesus spent most of his ministry giving practical help to the needy.
- Jesus emphasised moral behaviour and the need for people to treat each other with respect and decency. Christians should follow this example.
- Being baptised does not make a person become a Christian; it is a person's faith which is important.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

4 The Teaching of Jesus

(a) Retell Jesus' parable of the sower.

Target: Knowledge of the Bible text Matthew 13:1–9.

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

Matthew 13:1–9		
GNB	NIV	RSV
<p>That same day Jesus left the house and went to the lakeside, where he sat down to teach. ² The crowd that gathered around him was so large that he got into a boat and sat in it, while the crowd stood on the shore. ³ He used parables to tell them many things.</p> <p>“Once there was a man who went out to sow grain. ⁴ As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. ⁵ Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep.</p>	<p>That same day Jesus went out of the house and sat by the lake. ² Such large crowds gathered around him that he got into a boat and sat in it, while all the people stood on the shore. ³ Then he told them many things in parables, saying: “A farmer went out to sow his seed. ⁴ As he was scattering the seed, some fell along the path, and the birds came and ate it up. ⁵ Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow.</p>	<p>That same day Jesus went out of the house and sat beside the sea. ² And great crowds gathered about him, so that he got into a boat and sat there; and the whole crowd stood on the beach. ³ And he told them many things in parables, saying: “A sower went out to sow. ⁴ And as he sowed, some seeds fell along the path, and the birds came and devoured them. ⁵ Other seeds fell on rocky ground, where they had not much soil, and immediately they sprang up, since they had no depth of soil,</p>

AVAILABLE
MARKS

<p>⁶ But when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. ⁷ Some of the seed fell among thorn bushes, which grew up and choked the plants. ⁸ But some seeds fell in good soil, and the plants bore grain: some had one hundred grains, others sixty, and others thirty.” ⁹ And Jesus concluded, “Listen, then, if you have ears!”</p>	<p>⁶ But when the sun came up, the plants were scorched, and they withered because they had no root. ⁷ Other seed fell among thorns, which grew up and choked the plants. ⁸ Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown. ⁹ Whoever has ears, let them hear.”</p>	<p>⁶ but when the sun rose they were scorched; and since they had no root they withered away. ⁷ Other seeds fell upon thorns, and the thorns grew up and choked them. ⁸ Other seeds fell on good soil and brought forth grain, some a hundredfold, some sixty, some thirty. ⁹ He who has ears, let him hear.”</p>
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Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

- (b) Do you think Jesus' parables are still relevant for people today?
Give reasons for your answer.

Target: Analysis of the contemporary significance of some of the parables studied.

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:

- Jesus is the Son of God, teaching God's word with his authority when he was on earth. Therefore, any teachings of Jesus remain relevant for people today.
- Parables are simple stories, easy for everyone to follow whatever their age or intellect, yet they carry an important religious message.
- Candidates may make reference to specific teachings in parables they have studied, e.g. forgiving others is still important today (Matthew 18:21–35).

On the other hand:

- It could be argued that the background to some of the parables studied, such as sowing seeds (Matthew 13:1–9) or public prayer in the temple (Luke 18:9–14), are no longer relevant for people today. They reflect a background more familiar to people living in the first century.
- In an increasing secular and pluralistic age, the message of Jesus' parables is one teaching among many; it is up to individuals to decide what message to follow, if any.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

(c) “You cannot be a follower of Jesus unless you are prepared to make personal sacrifices.”

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

Target: Evaluation of whether Jesus’ teachings require personal sacrifice from his 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:

- When Jesus taught about the characteristics of discipleship, he made it clear that half-hearted followers were of little use (Matthew 5:13–16) and people may have to make sacrifices in order to be ‘salt and light’.
- Many people used to a comfortable lifestyle would find Jesus’ teaching on wealth and poverty might require them to make personal sacrifices (Matthew 6:24–34).
- The parable of the sower emphasises some of the distractions people might have to contend with that are part of everyday life; would-be followers need to be prepared to avoid these and put Jesus first (Matthew 13:1–9).

On the other hand:

- Jesus wants his followers to make a commitment and genuinely put him first in their lives. This does not have to involve making personal sacrifices as long as other concerns are not allowed to get in the way.
- Being a follower of Jesus requires priorities to be sorted out, but this does not necessarily involve sacrifice.
- Being a Christian is more about what God has given to believers, such as forgiveness of sins and eternal life, rather than making sacrifices.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

5 The Christian Church

(a) Describe some of the ways a church can contribute to the local area.

Target: Knowledge of the contribution of the church to the local 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:

- Churches can make a contribution in practical ways by supporting initiatives which help the needy, such as food banks, or by supporting local charities.
- Churches could encourage volunteers from the congregation to take part in a community scheme, such as the Good Morning Project.
- Use of church premises, such as church halls could be offered to voluntary local groups to use during the week.
- Churches could run their own schemes aimed at helping or befriending people in the community, such as a Job Club or 'drop-in' centre.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some churches use a set order of service each week.

Target: Knowledge and understanding of some of the advantages of liturgical worship.

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:

- Some people feel that speaking to God should be done in a respectful manner and the best way to do this is through pre-written words and phrases.
- A common order of service means that a person can go to any church in that denomination and know what to expect.
- Worshippers are familiar with the service and are therefore more at ease.
- The congregation play an active role through reciting words and responding to prayers.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

- (c) “Churches need to update their teaching on moral issues.”
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of challenges to the church of changing moral values.

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:

- Our society today is becoming increasingly secular and pluralistic; attitudes towards issues such as sexual relationships, divorce, abortion and euthanasia have all faced change and this is a challenge for the Christian church.
- Many people no longer attend church or look to the church for guidance on moral issues.
- Churches today need to face up to this challenge and change some of their traditional attitudes, which are becoming increasingly out of date.

On the other hand:

- Church teaching on moral issues is based on Bible teaching; for Christians this is the word of God and does not go out of date.
- Candidates may give specific examples of contemporary church teaching, such as references to the sanctity of human life, the permanence of marriage or the proper place for a sexual relationship.
- In an age where there are many different attitudes and often conflicting opinions, there needs to be permanence and consistency of standards; churches should not change their teaching to try and reflect secular society.

Accept valid alternatives
(AO2)

[10]

20

6 The Encounters of Jesus with others

(a) Retell the incident when Jesus met Zacchaeus the tax collector.

Target: Knowledge of the Bible text Luke 19:1–10.

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

Luke 19:1–10		
GNB	NIV	RSV
<p>Jesus went on into Jericho and was passing through. ² There was a chief tax collector there named Zacchaeus, who was rich. ³ He was trying to see who Jesus was, but he was a little man and could not see Jesus because of the crowd. ⁴ So he ran ahead of the crowd and climbed a sycamore tree to see Jesus, who was going to pass that way. ⁵ When Jesus came to that place, he looked up and said to Zacchaeus, "Hurry down, Zacchaeus, because I must stay in your house today."</p> <p>⁶ Zacchaeus hurried down and welcomed him with great joy.</p>	<p>Jesus entered Jericho and was passing through. ² A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy. ³ He wanted to see who Jesus was, but because he was short he could not see over the crowd. ⁴ So he ran ahead and climbed a sycamore-figtree to see him, since Jesus was coming that way. ⁵ When Jesus reached the spot, he looked up and said to him, "Zacchaeus, come down immediately. I must stay at your house today." ⁶ So he came down at once and welcomed him gladly.</p>	<p>He entered Jericho and was passing through. ² And there was a man named Zacchae'us; he was a chief tax collector, and rich. ³ And he sought to see who Jesus was, but could not, on account of the crowd, because he was small of stature. ⁴ So he ran on ahead and climbed up into a sycamore tree to see him, for he was to pass that way. ⁵ And when Jesus came to the place, he looked up and said to him, "Zacchae'us, make haste and come down; for I must stay at your house today." ⁶ So he made haste and came down, and received him joyfully.</p>

AVAILABLE
MARKS

<p>⁷ All the people who saw it started grumbling, "This man has gone as a guest to the home of a sinner!"</p> <p>⁸ Zacchaeus stood up and said to the Lord, "Listen, sir! I will give half my belongings to the poor, and if I have cheated anyone, I will pay back four times as much."</p> <p>⁹ Jesus said to him, "Salvation has come to this house today, for this man, also, is a descendant of Abraham.</p> <p>¹⁰ The Son of Man came to seek and to save the lost."</p>	<p>⁷ All the people saw this and began to mutter, "He has gone to be the guest of a sinner."</p> <p>⁸ But Zacchaeus stood up and said to the Lord, "Look, Lord! Here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount."</p> <p>⁹ Jesus said to him, "Today salvation has come to this house, because this man, too, is a son of Abraham. ¹⁰ For the Son of Man came to seek and to save the lost."</p>	<p>⁷ And when they saw it they all murmured, "He has gone in to be the guest of a man who is a sinner." ⁸ And Zacchaeus stood and said to the Lord, "Behold, Lord, the half of my goods I give to the poor; and if I have defrauded any one of anything, I restore it fourfold." ⁹ And Jesus said to him, "Today salvation has come to this house, since he also is a son of Abraham. ¹⁰ For the Son of man came to seek and to save the lost."</p>
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(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why tax collectors were unpopular.

Target: Knowledge and understanding of some of the reasons why tax collectors were marginalised in Jesus' day.

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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:

- Tax collectors were regarded as sinners in Jesus' time and were often marginalised by the rest of society.
- Tax collectors worked for the Romans, the occupying force in Palestine at the time, so they were often regarded as traitors to their own people, the Jews. People did not want to support the Roman occupation.
- Tax collectors also had a reputation for dishonesty. They were expected to collect extra money to pay their wages, a system that was frequently abused. Some tax collectors were very wealthy at the expense of those they cheated.

Accept valid alternatives
(AO1)

[5]

(c) “Christians should treat everyone equally.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to relevant Bible passages in your answer.

Target: Analysis and evaluation of the example set by Jesus in his dealings with others.

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:

- In Jesus' day, some groups of people were regarded as being less important than others, such as women, tax collectors and leprosy sufferers, for example. In his encounters with others, Jesus crosses social and religious barriers to show acceptance of all people.
- Jesus is the ultimate example of behaviour for Christians to follow, so therefore any discriminatory treatment of others is wrong. No-one should be marginalised or treated as an 'outcast'.
- Jesus' teaching also reinforces the idea that everyone matters to God and people are not to be judgemental of others, for example, Jesus' parable of the Pharisee and the tax collector (Luke 18:9–14) and his teaching on forgiveness (Matthew 18:21–35).

On the other hand:

- While Jesus accepted all people, he did not accept all behaviours. His encounters with others show that he was very critical of some of the religious leaders of his day for their hypocritical behaviour and setting a poor example for others to follow.
- This shows that when someone's behaviour is wrong, it needs to be challenged. Therefore, not everyone will be treated in the same way.
- In his teaching, for example, the Parable of the Sower (Matthew 13:1–9) Jesus emphasised that there will always be many different responses

to his teaching, also showing that not everyone will need to be treated in the same way.
Accept valid alternatives
(AO2) [10]

AVAILABLE MARKS
20

7 The Death of Jesus

AVAILABLE
MARKS

(a) Describe what happened at the Last Supper.

Target: Knowledge of the Bible text Matthew 26:17–30.

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

Matthew 26:17–30		
GNB	NIV	RSV
<p>¹⁷ On the first day of the Festival of Unleavened Bread the disciples came to Jesus and asked him, "Where do you want us to get the Passover meal ready for you?"</p> <p>¹⁸ "Go to a certain man in the city," he said to them, "and tell him: 'The Teacher says, My hour has come; my disciples and I will celebrate the Passover at your house.'"</p> <p>¹⁹ The disciples did as Jesus had told them and prepared the Passover meal.</p> <p>²⁰ When it was evening, Jesus and the twelve disciples sat down to eat.</p> <p>²¹ During the meal Jesus said, "I tell you, one of you will betray me."</p>	<p>¹⁷ On the first day of the Festival of Unleavened Bread, the disciples came to Jesus and asked, "Where do you want us to make preparations for you to eat the Passover?"</p> <p>¹⁸ He replied, "Go into the city to a certain man and tell him, 'The Teacher says: My appointed time is near. I am going to celebrate the Passover with my disciples at your house.'"</p> <p>¹⁹ So the disciples did as Jesus had directed them and prepared the Passover.</p> <p>²⁰ When evening came, Jesus was reclining at the table with the Twelve.</p> <p>²¹ And while they were eating, he said, "Truly I tell you, one of you will betray me."</p>	<p>¹⁷ Now on the first day of Unleavened Bread the disciples came to Jesus, saying, "Where will you have us prepare for you to eat the passover?"</p> <p>¹⁸ He said, "Go into the city to a certain one, and say to him, 'The Teacher says, My time is at hand; I will keep the passover at your house with my disciples.'" ¹⁹ And the disciples did as Jesus had directed them, and they prepared the passover.</p> <p>²⁰ When it was evening, he sat at table with the twelve disciples; ²¹ and as they were eating, he said, "Truly, I say to you, one of you will betray me."</p>

<p>²² The disciples were very upset and began to ask him, one after the other, "Surely, Lord, you don't mean me?"</p> <p>²³ Jesus answered, "One who dips his bread in the dish with me will betray me. ²⁴ The Son of Man will die as the Scriptures say he will, but how terrible for that man who will betray the Son of Man! It would have been better for that man if he had never been born!"</p> <p>²⁵ Judas, the traitor, spoke up. "Surely, Teacher, you don't mean me?" he asked.</p> <p>Jesus answered, "So you say."</p> <p>²⁶ While they were eating, Jesus took a piece of bread, gave a prayer of thanks, broke it, and gave it to his disciples. "Take and eat it," he said; "this is my body."</p> <p>²⁷ Then he took a cup, gave thanks to God, and gave it to them. "Drink it, all of you," he said; ²⁸ "this is my blood, which seals God's covenant, my blood poured out for many for the forgiveness of sins.</p> <p>²⁹ I tell you, I will never again drink this wine until the day I drink the new wine with you in my Father's Kingdom."</p> <p>³⁰ Then they sang a hymn and went out to the Mount of Olives.</p>	<p>²² They were very sad and began to say to him one after the other, "Surely you don't mean me, Lord?"</p> <p>²³ Jesus replied, "The one who has dipped his hand into the bowl with me will betray me. ²⁴ The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born."</p> <p>²⁵ Then Judas, the one who would betray him, said, "Surely you don't mean me, Rabbi?"</p> <p>Jesus answered, "You have said so." ²⁶ While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, "Take and eat; this is my body."</p> <p>²⁷ Then he took a cup, and when he had given thanks, he gave it to them, saying, "Drink from it, all of you. ²⁸ This is my blood of the covenant, which is poured out for many for the forgiveness of sins. ²⁹ I tell you, I will not drink from this fruit of the vine from now on until that day when I drink it new with you in my Father's kingdom."</p> <p>³⁰ When they had sung a hymn, they went out to the Mount of Olives.</p>	<p>²² And they were very sorrowful, and began to say to him one after another, "Is it I, Lord?" ²³ He answered, "He who has dipped his hand in the dish with me, will betray me. ²⁴ The Son of man goes as it is written of him, but woe to that man by whom the Son of man is betrayed! It would have been better for that man if he had not been born." ²⁵ Judas, who betrayed him, said, "Is it I, Master?"^[b] He said to him, "You have said so."</p> <p>²⁶ Now as they were eating, Jesus took bread, and blessed, and broke it, and gave it to the disciples and said, "Take, eat; this is my body."</p> <p>²⁷ And he took a cup, and when he had given thanks he gave it to them, saying, "Drink of it, all of you; ²⁸ for this is my blood of the covenant, which is poured out for many for the forgiveness of sins. ²⁹ I tell you I shall not drink again of this fruit of the vine until that day when I drink it new with you in my Father's kingdom."</p>
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(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why the events in the Garden of Gethsemane were difficult for Jesus.

Target: Knowledge and understanding of some of the challenges facing Jesus during his time of prayer and arrest.

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:

- When Jesus prayed in Gethsemane, he is described as being sorrowful and overcome with grief and anguish (Matthew 26:37–38). His prayers show that he knew his suffering and death were approaching.
- This was also a particularly difficult time for Jesus as he wanted his disciples to stay awake with him and keep watch. However, they continually let him down by falling asleep (Matthew 26:45).
- Jesus knew that he would be arrested because Judas had agreed to betray him to his enemies.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(c) “The example given by Jesus during his suffering and death can help people today.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to relevant Bible passages in your answer.

Target: Analysis and evaluation of how Jesus’ reaction to suffering can help people today.

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

Answers may include:

- Jesus accepted that his suffering was part of God's plan for him; Christians can try to see that any suffering they have to face is also part of God's plan.
- When Jesus had to suffer unfair treatment he did so without complaint or thought of revenge; Christians can try to do the same.
- We can only imagine how much pain was involved in crucifixion; thinking about how Jesus suffered can help Christians come to terms with any pain they may have to endure.
- Jesus prayed as a response to suffering, which can be a great help and comfort to people today.

On the other hand:

- Jesus had a strength and sense of destiny that most people do not possess.
- Some people may find following the example of Jesus too difficult and unrealistic; he is God's Son, whereas ordinary people are weak and sinful.

Candidates may refer to relevant examples from Matthew 27:11–61

Accept valid alternatives

(AO2)

[10]

20

Total

100

AVAILABLE
MARKS