



**General Certificate of Secondary Education
2018**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRS31]

WEDNESDAY 16 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme

Mark schemes for 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

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 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.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

Answer **all** questions.AVAILABLE
MARKS**1 The Christian Church**

- (a) (i) Easter
(AO1) [1]
- (ii) Answers may include:
- Bringing food gifts to church.
 - Supporting a charity.
 - Thanking God for his provision.
- (AO1) [1]
- (iii) Answers may include:
- It is important to remember people who have done great things for the church.
 - Saints are good role models.
 - Saints can intercede for worshippers.
- (AO1) [1]
- (iv) Answers may include:
- Roman Catholic
 - Church of Ireland
 - Presbyterian
- (AO1) [1]
- (v) The body of Jesus
(AO1) [1]
- (b) Candidates may refer to any Christian denomination(s).
Answers may include:
- During a service of worship there will be readings from the Bible, sometimes from both the Old and New Testaments. The congregation listen to God's Word and may follow the words for themselves, perhaps by using their own Bible or reading the words projected on a screen.
 - In many churches, the Bible reading will form the basis for the sermon/ homily; worshippers will have the passage explained to them so they can apply it to their lives.
 - In some denominations, words from the Bible are said or sung by the congregation, for example, psalms or canticles.
 - Sometimes the Bible is carried in to the church by the minister and placed open on the lectern or communion table to show the importance of God's Word.
 - Some Christians meet informally during the week to worship in small groups and study the Bible together.
- Accept valid alternatives
Mark in levels
(AO1) [5]

(c) Answers may include:

- God always listens and responds to the prayers of believers; there are many examples in the Bible to support this.
- Jesus told his followers to pray, giving them an actual example to follow.
- The act of talking to God in faith and placing worries in his hands can be a great comfort for some people.
- If prayer does not appear to be answered, it is because God chooses how and when he will act and this may not be exactly as we expect.

On the other hand:

- Sometimes prayers do seem to go unanswered; it can be difficult to understand why someone dies if people have been praying for that person.
- Some may argue that prayer is a waste of time as God does not exist.
- It may be argued that praying for the wrong things, such as unnecessary material goods, may be a waste of time.
- Prayer could be a waste of time if it is used as a way of avoiding responsibility and not taking action.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 The Life of Jesus

- | | | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Bethlehem (Matthew 2:1) (AO1) | [1] |
| (ii) | Answers may include: (Matthew 2:11) <ul style="list-style-type: none"> • Gold • Incense/frankincense • Myrrh (AO1) | [1] |
| (iii) | Answers may include: (Matthew 23:2) <ul style="list-style-type: none"> • Teachers of the Law/Sadducees • Pharisees/Sadducees • Scribes/Pharisees (AO1) | [1] |
| (iv) | “You are a woman of great faith” (Matthew 15:28) (AO1) | [1] |
| (v) | Answers may include: (Matthew 28:18–20) <ul style="list-style-type: none"> • Go to all people everywhere • Make them disciples • Baptise them • Teach them to obey Jesus’ commands (AO1) | [1] |
| (b) | Answers may include: <ul style="list-style-type: none"> • People can learn a lot from the actions of Jesus in his dealings with other people. Jesus treated women as equals to men. He does not regard them as unintelligent (e.g. his encounter with the Canaanite woman, Matthew 15:21–28) or lacking in understanding (e.g. at his anointing in Bethany, Mark 14:3–9). • Some groups of people might be marginalised and treated as “outcasts” today, perhaps because they are unemployed, new citizens or homeless. The example of Jesus teaches that this is wrong; for example, his treatment of the Samaritan woman (John 4:1–26). • Christians can also learn from the example of Jesus when he prepared to make himself unpopular with the Jewish leaders by criticising their behaviour and hypocritical attitudes (Matthew 23:1–12; 23–28). This shows that when something is wrong it is important to speak out and stand up for what is right. <p>On the other hand:</p> <ul style="list-style-type: none"> • Some may argue that the actions of Jesus and his teaching are equally important and Christians should learn from both. Jesus’ actions supported his teachings, for example, he taught about the importance of forgiveness (Matthew 18:21–35) and showed forgiveness in his encounter with the woman caught in adultery (John 8:1–11). • Candidates may present arguments for the overall importance of Jesus’ teachings, which remain as relevant for Christians today as they were when Jesus was on earth; for example, his teaching on wealth and poverty, love for enemies and prayer. <p>Accept valid alternatives Mark in levels (AO2)</p> | [10] |

3 The Crucifixion of Jesus

AVAILABLE
MARKS

- (a) Candidates should select and describe the relevant features of Matthew 26:20–30.

²⁰ When it was evening, Jesus and the twelve disciples sat down to eat.

²¹ During the meal Jesus said, “I tell you, one of you will betray me.”

²² The disciples were very upset and began to ask him, one after the other, “Surely, Lord, you don’t mean me?”

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!”

²⁵ Judas, the traitor, spoke up. “Surely, Teacher, you don’t mean me?” he asked.

Jesus answered, “So you say.”

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.”

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. 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.”

³⁰ Then they sang a hymn and went out to the Mount of Olives.

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- When Jesus was arrested, he knew what was about to happen to him as he had predicted Judas’ betrayal earlier that evening. He realises that everything is happening according to God’s will, which he accepts.
- At his arrest, Jesus also shows his disapproval of violence and fighting back, by reprimanding Peter for using his sword.
- Jesus referred to his death being prophesied, for example, at the last supper and at his arrest (Matthew 26:17–30).
- Jesus knew he had to die for people’s sins to be forgiven and for God’s salvation to be secured for humanity (Matthew 26:46–56).
- When Jesus was tempted at the start of his ministry, he refused to take the easy way out and do things the devil’s way. He is keeping to this initial resolve. (Matthew 4:1–11).

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- It was the Jewish leaders who brought Jesus to Pilate for trial as they wanted him to receive the death penalty; they found him a constant challenge to their authority. They should be blamed for the death of Jesus.
- Some may argue that Judas should also be blamed as he was the one who handed Jesus over to the Jewish leaders.
- Pilate should not be blamed as he showed he was not responsible for the death of Jesus by publicly washing his hands; the Jewish people accepted responsibility.
- It was God's plan for Jesus to die; Pilate was not responsible for Jesus' death but helping God's will to happen.

On the other hand:

- Pilate should be blamed for the death of Jesus; he gave the order for Jesus to be crucified.
- Although Pilate thought Jesus was not deserving of the death penalty, he sentenced him to death because of pressure from the Jewish leaders.
- Pilate was the Roman Governor so he had the power to release Jesus if he wanted to.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 The Christian Church

(a) Candidates may refer to any Christian denomination(s).

Answers may include:

- A **barn-style** building is usually used by denominations that focus on the importance of the word of God, as the pulpit is usually a focal point. Methodist and Presbyterian churches may typically use this style.
- A **cruciform** church highlights the importance of the death of Christ; the altar is usually the focal point. Older Roman Catholic and Church of Ireland churches are typically in this style.
- A **circular** church can convey the idea of all Christians participating in worship together. Modern churches of any denomination may use this style.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Candidates may refer to any Christian denomination(s).

Answers may include:

- Many churches and church based groups are becoming more involved with society and have a positive role to play in the local community.
- Many churches are involved in a variety of community projects, such as homelessness, working with addicts or involvement with local job schemes.
- Churches often let their buildings be used by groups in the local community that need premises, such as a parent and toddler group or language classes for new citizens.
- Candidates may refer to specific examples of church action in the community, such as SVDP, Salvation Army or a church known to them.

On the other hand:

- We live in a multi-cultural society where Christianity is no longer the only religion people follow, therefore churches play less of a role in the community than in the past.
- Many people live totally secular lives in which church attendance plays no part.
- People are more individualistic than in the past and gathering together as a community is not important to many people.
- Some church buildings are empty and unused due to falling congregations; others are being put to different use other than Christian worship.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section A

AVAILABLE
MARKS

15

60

Section B

AVAILABLE
MARKS**Assessment of Spelling, Punctuation and Grammar**

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

5 The Teaching of Jesus

- (a) Candidates should select and describe relevant teaching from Matthew 8:18–22 and 10: 9–14).

¹⁸ When Jesus noticed the crowd around him, he ordered his disciples to go to the other side of the lake. ¹⁹ A teacher of the Law came to him. “Teacher,” he said, “I am ready to go with you wherever you go.” ²⁰ Jesus answered him, “Foxes have holes, and birds have nests, but the Son of Man has no place to lie down and rest.” ²¹ Another man, who was a disciple, said, “Sir, first let me go back and bury my father.” ²² “Follow me,” Jesus answered, “and let the dead bury their own dead.”

⁹ Do not carry any gold, silver, or copper money in your pockets; ¹⁰ do not carry a beggar’s bag for the trip or an extra shirt or shoes or a walking stick. Workers should be given what they need. ¹¹ “When you come to a town or village, go in and look for someone who is willing to welcome you, and stay with him until you leave that place. ¹² When you go into a house, say, ‘Peace be with you.’ ¹³ If the people in that house welcome you, let your greeting of peace remain; but if they do not welcome you, then take back your greeting. ¹⁴ And if some home or town will not welcome you or listen to you, then leave that place and shake the dust off your feet.”

Mark in levels
(AO1)

[5]

(b) Candidates should refer to Matthew 6:1–4 and 24–34.

Answers may include:

- Jesus taught that to give money to the poor was a special duty, because when a person gave to charity they were doing it for God and not just to help others. Jesus taught it was important to give money secretly and with the right attitude.
- Jesus taught that one of the dangers of having money and possessions was that a person could become too fond of them. Nothing should come before God; Jesus emphasised this when he said “You cannot serve both God and money”.
- Jesus explained to his followers that they should not get too worried about possessions; God has given them life, so he will provide the things that are necessary for them to live. God cares for everything he has created, even small birds and wild flowers.
- Worrying too much about material things can be a sign of not putting enough trust in God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Showing forgiveness can be a good witness to others.
- Being forgiving can help people to move on and cope with loss or grief; revenge can lead to a cycle of self-destruction and does not produce closure.
- God will forgive those who repent, so Christians should also forgive others. This is summed up in the Lord’s Prayer ‘Forgive us our sins, as we forgive those who sin against us’.
- Jesus taught forgiveness for example, in the Sermon on the Mount and also gave people an example to follow when he forgave those who had crucified him.

On the other hand:

- The Bible does stress the need for repentance and a genuine desire to change. Some Christians may not feel inclined to forgive if they feel a person is not sorry for what they have done.
- Some acts are so horrendous, it is not realistic to expect victims to forgive.
- ‘Turning the other cheek’ may be interpreted as a sign of weakness.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 The Identity of Jesus

AVAILABLE
MARKS

- (a) Candidates should select and describe the main features of Matthew 17:1–9.

Six days later Jesus took with him Peter and the brothers James and John and led them up a high mountain where they were alone. ² As they looked on, a change came over Jesus: his face was shining like the sun, and his clothes were dazzling white. ³ Then the three disciples saw Moses and Elijah talking with Jesus. ⁴ So Peter spoke up and said to Jesus, “Lord, how good it is that we are here! If you wish, I will make three tents here, one for you, one for Moses, and one for Elijah.” ⁵ While he was talking, a shining cloud came over them, and a voice from the cloud said, “This is my own dear Son, with whom I am pleased—listen to him!” ⁶ When the disciples heard the voice, they were so terrified that they threw themselves face downward on the ground. ⁷ Jesus came to them and touched them. “Get up,” he said. “Don’t be afraid!” ⁸ So they looked up and saw no one there but Jesus. ⁹ As they came down the mountain, Jesus ordered them, “Don’t tell anyone about this vision you have seen until the Son of Man has been raised from death.”

Mark in levels
(AO1)

[5]

- (b) Candidates should refer to Matthew 16:13–20.

Answers may include:

- Jesus was questioning his disciples to find out what people were saying about him and also to test the depth of their understanding. It was a significant moment for Peter, when out of all the answers given to Jesus, his was the one that received praise.
- Jesus told Peter that this understanding had been revealed directly to him by God; this implies that Peter has been especially chosen to have this understanding.
- Jesus said to Peter “You are a rock, and on this rock foundation I will build my church” (Matthew 16:18). This is a great honour and Peter himself is like the first rock in God’s building, destined to become an important leader in the early Christian community.
- Special authority is given to Peter, rather than any of the other disciples, as shown by Jesus’ words “I will give you the keys to the Kingdom of heaven” (Matthew 18:19).

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- In the Old Testament, there was the expectation that God would send a Saviour to his people, who would be descended from David, their greatest king. However, this person, the Messiah, would be even greater than David. Jesus could claim to be a descendant of King David through the family line of Joseph.
- The Hebrew title Messiah means the anointed one or chosen one; in ancient Israel, kings were anointed with oil at their coronation; it could be argued that this title is the best one for Jesus as it shows he is a king.
- Many Old Testament prophets spoke of the Messiah, with some saying that he would suffer unjustly for the sake of others. Many people recognised that Jesus was the fulfilment of these prophecies, so the title 'Messiah' is particularly appropriate.

On the other hand:

- There are other titles used for Jesus that are just as suitable. The title 'Son of God' sums up everything that is important about the identity of Jesus, as he was sent to earth as God's son to redeem sinful humanity; this is the central message of the Gospels.
- Jesus' identity as the Son of God is confirmed at important moments during his life, such as his baptism and transfiguration.
- Some candidates may suggest that 'Son of Man' is also valid descriptions of Jesus, and it is the title Jesus often used for himself.
- 'Saviour' describes Jesus' whole mission in being sent to earth by God – to die on the cross for the forgiveness of sins. Many people today know Jesus as their personal Saviour and the means of their salvation.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The Christian Church

AVAILABLE
MARKS

(a) Candidates may refer to any Christian denomination(s).

Answers may include:

- Advent is a time of preparation when Christians think about God sending his Son into the world as a baby; some Christians mark the days of Advent with Bible readings on this theme.
- For many Christians, Advent is a time of self-examination and a period of reflection on the second coming of Christ and what they need to do to get ready for his return.
- In some Christian homes, an Advent wreath, candle or calendar may be used to count down each day or week during Advent.
- Other Christians may concentrate on practical action and support charity events as a way of marking Advent. For example, taking part in a sponsored event, such as a fast.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Candidates may refer to any Christian denomination(s).

Answers may include:

- Lent is important as a period of preparation for Easter and an opportunity for Christians to reflect on the example of Jesus; Christians remember the suffering that Jesus endured and how he sacrificed his life for the salvation of all people.
- For some Christians, Lent is a time for prayer; in Roman Catholic Churches, Mass is said daily. For many Christians, Lent is an especially spiritual time in the church calendar when increased emphasis is placed on religious observance.
- Many Christians fast or give something up for Lent, to remember the period of 40 days Jesus spent in the wilderness; Lent is a time of denial and discipline.
- Lent is an important time for many Christians to remember those who are less fortunate; some families will save the money not spent on luxuries and donate this to charity; others may sacrifice their time and get involved with voluntary work.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God is present in all places, therefore he can be worshipped everywhere; some may argue that worship may be more genuine and meaningful if it is spontaneous, rather than taking place at a regular time each week.
- During the week, Christians may get together for worship; these meetings often take place in someone's house; many Christians pray and read the Bible at home, showing that it is not always necessary to attend church.
- Jesus prayed to God when he was outside, for example, when he was in the Garden of Gethsemane.

On the other hand:

- Worship activities which take place outside church should not replace attending church; fellowship with other Christians is important and the church is a focal point for this.
- Christians need to grow in their faith and they can do this by listening to the minister/pastor/priest teaching through the sermon.
- There are special ceremonies that are important in the life of a religious believer and which only take place in church in normal circumstances. These include baptism, celebrating the Eucharist and the observance of other sacraments.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS