



Rewarding Learning

**General Certificate of Secondary Education
2025**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

WEDNESDAY 21 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

AVAILABLE
MARKS

Candidates must answer **all** questions in this section.

1 The teaching of Jesus

(a) (i) What does the word disciple mean?

Answers may include:

- Learner
- Follower

Accept valid alternatives

(AO1)

[1]

(ii) What *two* things did Jesus tell his disciples about how to pray?

Answers may include:

- Don't be like the hypocrites
- Pray in secret and don't show off
- Don't use meaningless words
- Pray using the Lord's Prayer (Matthew 6:5–15)

Accept valid alternatives

(AO1)

[2]

(iii) In the story of the Pharisee and the tax collector, what did the Pharisee say he did twice a week?

Answers may include:

- Fast (Luke 18:12)

Accept valid alternatives

(AO1)

[1]

(iv) What did the tax collector ask God for?

Answers may include:

- Mercy (Luke 18:13)

Accept valid alternatives

(AO1)

[1]

(b) Explain why Jesus used parables to teach people.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the purpose of parables.

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 were a common method used by many teachers or rabbis at that time.
- A parable was easy to remember and understand at a time when many people were illiterate.
- Parables challenged people to work out the meaning for themselves and act on the message.
- People would have enjoyed listening and trying to discover the hidden meaning behind parables.
- Jesus used everyday situations in his parables. It showed the people that he was on their level and understood their lives.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “It is very difficult for Christians today to follow Jesus’ teaching on discipleship.”

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

Target: Evaluation of the demands of discipleship for modern Christians.

AVAILABLE
MARKS

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:

- Many people today are used to a comfortable lifestyle and would find Jesus’ teaching on wealth and poverty hard to accept (Matthew 6:1–4,24–34).
- In the Parable of the Sower, Christians are reminded of some of the distractions they might have to contend with, e.g. work commitments and social media (Matthew 13:1–9).
- It is natural for people to want to protect themselves and seek revenge when wronged. It can be challenging to suppress these natural instincts and instead respond with love and forgiveness as Jesus instructed in Matthew 5:38–42.
- Loving one’s enemies is difficult when those enemies may include individuals who have caused significant harm or are hostile. Forgiveness and reconciliation can take time and effort (Matthew 5:43–48).
- Total commitment is needed from disciples. Jesus made it clear that half-hearted followers were of little use (Matthew 8:18–22).

On the other hand:

- Christians today can look to the lives of saints and contemporary role models who have lived out Jesus’ teachings successfully for inspiration and guidance, e.g. Mother Teresa and Martin Luther King.
- Being a follower of Jesus requires priorities to be sorted out, but this should not mean it is too difficult to follow. God’s forgiveness is limitless (Matthew 18:21–35).
- Jesus encourages his followers to be charitable and generous. In today’s world, many Christians find joy in helping others, which aligns with Jesus’ teaching in the Sermon on the Mount.
- Jesus wants his followers to make a commitment and genuinely put him first in their lives. There is a lot of support available for Christians today.

- This is a challenge, but it is achievable for Christians in today's world, if other concerns are not allowed to get in the way.

Accept valid alternatives

Mark in levels

(AO2)

[5]

**AVAILABLE
MARKS**

15

2 The Christian Church

AVAILABLE
MARKS

(a) (i) Name *two* different styles of church architecture.

Answers may include:

- Barn-style
- Cruciform
- Circular
- Hall and tower
- Gothic

Accept valid alternatives

(AO1)

[2]

(ii) What is the purpose of each of the following items?

Answers may include:

Pulpit:

- Sermons are delivered from a pulpit during a service.

Accept valid alternatives

(AO1)

[1]

Altar:

- The bread and wine for communion are consecrated/blessed here.

Accept valid alternatives

(AO1)

[1]

Tabernacle:

- It holds the consecrated bread.

Accept valid alternatives

(AO1)

[1]

- (b) Do you think churches should do more to use their buildings to benefit everyone in the community?
Give reasons for your answer.

Target: Analysis of how church buildings can be used within the community.

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:

- Opening their doors to a wider range of community activities and services can help build a sense of community and togetherness. “Love thy neighbour...” and serve the less fortunate.
- Churches often have facilities, such as halls, rooms and kitchens that are not used during non-worship hours. They should aim to use such resources as much as possible.
- Church buildings can be used to cater to the diverse needs of community members, e.g. social support groups or educational programmes.
- It allows Christians to have a unique opportunity to promote moral and ethical values by offering spaces for activities that contribute to personal and community well-being, e.g. counselling, addiction recovery programs or youth clubs.
- Using existing buildings shows stewardship and reduces the need for new construction.

On the other hand:

- Some may argue that churches exist mainly for worship and religious activities. The focus should remain on spiritual growth and religious services.
- Churches may have limited financial and human resources. Investing money in community programmes could take valuable resources from important religious functions.
- It may be seen as disrespectful to church traditions and values if buildings are adapted and used for secular purposes. It could lead to conflict between religious and secular groups over the use of space.
- Not all members of the community share the same beliefs, and some may feel uncomfortable using a church building.
- Churches are already used for a wide range of activities, e.g. youth

AVAILABLE
MARKS

clubs, fitness classes, meetings and conferences, playgroups,
weddings, funerals, and food banks.

Accept valid alternatives
Mark in levels
(AO2)

[5]

**AVAILABLE
MARKS**

- (c) “Sunday services could be made more interesting for everyone.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of how Sunday services could be made more interesting.

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:

- Churches could make services more interesting. Some people argue that liturgical worship is boring because people become used to it and just go through the motions. Some people may prefer to express how they are feeling about God through less formal worship.
- Greater use could be made of modern technology to make Sunday services more interesting for everyone. Incorporating technology such as PowerPoint presentations can attract the congregation’s attention and provide a more engaging experience.
- Religious observance and church attendance is in decline. More interesting church services could bring more people back to Sunday worship and ensure that people attend more regularly.

On the other hand:

- Some people may argue that Church services should remain as they are. Formal worship with a set format and set prayers helps people follow the order of service and unites the congregation as they are all saying and doing the same thing.
- Many churches are already doing all they can to make worship more interesting for everyone. For example, many churches have made services more interesting for young people, e.g. youth ministry, summer camps, children’s liturgy.
- Churches should focus on other things which are more important in today’s society, e.g. helping the poor and reaching out to the marginalised or welcoming people from other faith communities.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 The identity of Jesus

AVAILABLE
MARKS

(a) Retell the story of Jesus' baptism by John the Baptist.

Target: Knowledge of Jesus' baptism in the River Jordan and the role of John the Baptist.

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 3:13–17

GNB	NIV	RSV
<p>¹³ At that time Jesus arrived from Galilee and came to John at the Jordan to be baptised by him. ¹⁴ But John tried to make him change his mind. "I ought to be baptised by you," John said, "and yet you have come to me!"</p> <p>¹⁵ But Jesus answered him, "Let it be so for now. For in this way we shall do all that God requires." So John agreed.</p> <p>¹⁶ As soon as Jesus was baptised, he came up out of the water. Then heaven was opened to him, and he saw the Spirit of God coming down like a dove and lighting on him.</p>	<p>¹³ Then Jesus came from Galilee to the Jordan to be baptised by John.</p> <p>¹⁴ But John tried to deter him, saying, "I need to be baptised by you, and do you come to me?"</p> <p>¹⁵ Jesus replied, "Let it be so now; it is proper for us to do this to fulfil all righteousness." Then John consented.</p> <p>¹⁶ As soon as Jesus was baptised, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. ¹⁷ And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."</p>	<p>¹³ Then Jesus came from Galilee to the Jordan to John, to be baptised by him. ¹⁴ John would have prevented him, saying, "I need to be baptised by you, and do you come to me?" ¹⁵ But Jesus answered him, "Let it be so now; for thus it is fitting for us to fulfil all righteousness." Then he consented. ¹⁶ And when Jesus was baptised, he went up immediately from the water, and behold, the heavens were opened and he saw the Spirit of God descending like a dove, and alighting on him;</p>

<p>¹⁷ Then a voice said from heaven, "This is my own dear Son, with whom I am pleased.</p>		<p>¹⁷ and lo, a voice from heaven, saying, "This is my beloved Son, with whom I am well pleased."</p>
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Mark in levels
(AO1)

[5]

**AVAILABLE
MARKS**

(b) Explain some of the reasons why Jesus was baptised.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of why Jesus was baptised.

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:

- This incident marks a turning point in Jesus' life when he is preparing to start his ministry.
- Jesus' baptism showed that he was the Son of God. God's voice was heard, confirming that Jesus was his Son and that he was pleased with him.
- Jesus was publicly acknowledged as being the 'greater person' John was preaching about.
- He set an example for others to follow.
- Jesus' baptism showed his humility and humanity. He was free from sin and didn't need to get baptised but he did anyway.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “You do not need to be baptised to be a Christian.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of relevance and significance of baptism for Christians.

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 did not baptise anyone during his time on earth.
- 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.
- For some Christians, being baptised does not make a person become a Christian; it is a person’s faith which is important. Baptism is an outward sign of their faith.

On the other hand:

- At the Great Commission (Matthew 28:16–20), 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.
- Baptism is often seen as a way to publicly identify with the death, burial, and resurrection of Jesus.
- Being baptised as a baby shows cleansing and the entry into God’s family, the Church. It can help them to grow and develop their faith from a young age.
- Believers’ baptism is the public declaration of the faith which a person has come to hold for themselves. It can unite Christians as they share a common experience of faith.
- For some Christians, e.g. Catholics, baptism is the beginning of their faith journey, initiation into the Church.

Accept valid alternatives

Mark in levels
(AO2)

[5]

AVAILABLE
MARKS

15

4 Church festivals

(a) Describe how Christians prepare for Christmas during Advent.

Target: Knowledge of the festival 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:

- Each Sunday during Advent, the Church will have special readings from the Bible focusing on the coming of the Messiah.
- Different seasons in the Church calendar have different symbols, traditions, and colours. The liturgical colour for Advent is purple and rose-pink is the colour for the third week of Advent. You may find these colours on an Advent wreath with candles at this time of year. One candle is lit on each Sunday of Advent.
- Some churches have a Christingle service on the fourth Sunday of Advent.
- Christians may have a twenty-four-day calendar, which could include chocolate or a suggestion of a good deed that can be done for someone in their family or neighbourhood.
- Many Christians decide on changes they want to make in their own lives and ask God to help them. They make Advent resolutions.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Do you think Christmas is the most important religious festival for Christians?

Give reasons for your answer.

Target: Analysis of the importance of Christmas and other Christian festivals.

**AVAILABLE
MARKS**

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:

- Christmas is a time to remember how God sent his son into the world to be the Saviour of humankind; without the first Christmas, there would be no Christian faith.
- Christmas proves that Jesus is the promised Saviour, as events in the Gospel narratives show the fulfilment of Old Testament prophecies.
- Christmas reminds Christians of God's power as the birth narratives in Matthew and Luke agree that Jesus' birth was miraculous, that he was conceived by the Holy Spirit.
- Without the events at Christmas, the Easter story could not have happened; they are both part of God's plan of salvation and therefore both are important.
- Christmas encourages acts of kindness, charity, and generosity, reflecting Christian values of love and selflessness.

On the other hand:

- Easter is a time to remember the death and resurrection of Jesus as God's means of reconciling a sinful world to himself.
- Jesus' death and resurrection are meaningful as they prove there is life after death, which gives Christians hope for their own afterlife.
- The miracle of Easter is seen as the ultimate proof of God's power and His ability to fulfil his promises.
- For Christians, the resurrection also proves that Jesus is the Saviour and has fulfilled Old Testament prophecies.
- Easter Sunday is one of the central festivals of the church year and is very significant for Christians. However, its importance can be overlooked due to the emphasis placed on Christmas by secular society.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) “At Christmas the main focus for Christians should be helping the needy.”

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

Target: Evaluation of gift giving and charity work for Christians at Christmas.

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:

- Christmas is a time of giving. Exchanging presents recalls the gifts given to Jesus by the magi in Matthew’s Gospel.
- Giving gifts reminds Christians of the greatest gift of all – Jesus Christ.
- Christians can focus on helping those in need throughout the year and not just at Christmas.
- For many Christian families, exchanging gifts is a tradition that has been passed down through generations, they can exchange gifts and give to the needy, e.g. take part in Christmas appeals or donate money instead of sending cards.
- Giving gifts encourages love, generosity, and joy as well as unity within a family and community. These are all qualities that should be encouraged.

On the other hand:

- The exchanging of gifts has led people to focus on presents too much. People can feel pressured to spend a lot of money buying bigger and better presents.
- Some families can find it difficult to balance their money after spending so much at Christmas and it can cause them to get into debt.
- Some people argue that it is wrong to spend so much money on ourselves and others, when there are so many people in the world without basic food, clothes or housing especially when so many Christmas presents are unwanted.
- In recent years Christians are increasingly choosing to donate their money to charities instead.
- The Bible emphasises the importance of charity – Matthew 6:24–34, Matthew 19:16–30 and Luke 19:1–10.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

Section B

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

**AVAILABLE
MARKS**

5 The death and resurrection of Jesus

(a) Describe what happened when Jesus was arrested.

Target: Knowledge of Jesus' 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

Matthew 26:47–56		
GNB	NIV	RSV
<p>⁴⁷ Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a large crowd armed with swords and clubs and sent by the chief priests and the elders. ⁴⁸ The traitor had given the crowd a signal: "The man I kiss is the one you want. Arrest him!"</p> <p>⁴⁹ Judas went straight to Jesus and said, "Peace be with you, Teacher," and kissed him.</p> <p>⁵⁰ Jesus answered, "Be quick about it, friend!" Then they came up, arrested Jesus, and held him tight.</p>	<p>⁴⁷ While he was still speaking, Judas, one of the Twelve, arrived. With him was a large crowd armed with swords and clubs, sent from the chief priests and the elders of the people. ⁴⁸ Now the betrayer had arranged a signal with them: "The one I kiss is the man; arrest him." ⁴⁹ Going at once to Jesus, Judas said, "Greetings, Rabbi!" and kissed him.</p> <p>⁵⁰ Jesus replied, "Do what you came for, friend." Then the men stepped forward, seized Jesus and arrested him.</p>	<p>⁴⁷ While he was still speaking, Judas came, one of the twelve, and with him a great crowd with swords and clubs, from the chief priests and the elders of the people. ⁴⁸ Now the betrayer had given them a sign, saying, "The one I shall kiss is the man; seize him."</p> <p>⁴⁹ And he came up to Jesus at once and said, "Hail, Master!" And he kissed him.</p> <p>⁵⁰ Jesus said to him, "Friend, why are you here?" Then they came up and laid hands on Jesus and seized him.</p>

<p>⁵¹ One of those who were with Jesus drew his sword and struck at the High Priest's slave, cutting off his ear.</p> <p>⁵² "Put your sword back in its place," Jesus said to him. "All who take the sword will die by the sword. ⁵³ Don't you know that I could call on my Father for help, and at once he would send me more than twelve armies of angels? ⁵⁴ But in that case, how could the Scriptures come true which say that this is what must happen?"</p> <p>⁵⁵ Then Jesus spoke to the crowd, "Did you have to come with swords and clubs to capture me, as though I were an outlaw? Every day I sat down and taught in the Temple, and you did not arrest me.</p> <p>⁵⁶ But all this has happened in order to make come true what the prophets wrote in the Scriptures." Then all the disciples left him and ran away.</p>	<p>⁵¹ With that, one of Jesus' companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear.</p> <p>⁵² "Put your sword back in its place," Jesus said to him, "for all who draw the sword will die by the sword. ⁵³ Do you think I cannot call on my Father, and he will at once put at my disposal more than twelve legions of angels? ⁵⁴ But how then would the Scriptures be fulfilled that say it must happen in this way?"</p> <p>⁵⁵ In that hour Jesus said to the crowd, "Am I leading a rebellion, that you have come out with swords and clubs to capture me? Every day I sat in the temple courts teaching, and you did not arrest me. ⁵⁶ But this has all taken place that the writings of the prophets might be fulfilled." Then all the disciples deserted him and fled.</p>	<p>⁵¹ And behold, one of those who were with Jesus stretched out his hand and drew his sword, and struck the slave of the high priest, and cut off his ear. ⁵² Then Jesus said to him, "Put your sword back into its place; for all who take the sword will perish by the sword. ⁵³ Do you think that I cannot appeal to my Father, and he will at once send me more than twelve legions of angels? ⁵⁴ But how then should the scriptures be fulfilled, that it must be so?" ⁵⁵ At that hour Jesus said to the crowds, "Have you come out as against a robber, with swords and clubs to capture me? Day after day I sat in the temple teaching, and you did not seize me. ⁵⁶ But all this has taken place, that the scriptures of the prophets might be fulfilled." Then all the disciples forsook him and fled.</p>
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Mark in levels
(AO1)

[5]

(b) Explain why Jesus came into conflict with the Jewish religious leaders.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the reasons why Jesus came into conflict with the Jewish leaders.

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:

- He was critical of their religious observances and called them hypocrites (Matthew 6:5 and 23:27).
- He said that they didn't practice what they preached and put heavy loads on other people's shoulders (Matthew 23:4).
- He contradicted their teachings from the Hebrew Bible, e.g. an eye for an eye (Matthew 5:38–39).
- He associated with people they considered to be outcasts in society, e.g. tax collectors (Luke 19:1–10) and leprosy sufferers (Luke 17:12–19).
- They viewed Jesus as a religious threat, e.g. he claimed to be the Messiah.
- They believed that Jesus had committed blasphemy, which was punishable by death according to the Jewish law (Leviticus 24:16).
- He challenged traditional Jewish practices, contradicting the teachings of the Sanhedrin.
- The Jewish leaders held a position of authority and influence within the Jewish community. They were jealous of his popularity and feared they would lose their status and power.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Jesus faced his greatest challenge in the Garden of Gethsemane.”
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 challenges Jesus faced in his life.

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:

- It was a challenge for Jesus, he shows his human side when he asks for the cup of suffering be taken from him.
- Jesus was clearly upset at what was going to happen to him “My soul is overwhelmed with sorrow to the point of death. Stay here and keep watch with me.” (Matthew 26:38)
- Jesus wanted his disciples to be with him when he asked for them to keep watch, however they fell asleep three times, leaving him alone in his hour of need.
- Jesus was disappointed with Judas’ betrayal when he was arrested (Matthew 26:49).
- The other disciples ran away and left him to be arrested and taken to the house of the High Priest alone, “Then all the disciples deserted him and fled.” (Matthew 26:56)

On the other hand:

- The trials of Jesus before the Sanhedrin and Pilate were difficult for Jesus. He faced false allegations and was beaten before being sentenced to death.
- Before his crucifixion Jesus was flogged and later forced to carry his own cross, he knew he was going to die.
- Jesus knew that it was God’s plan for him to die and that he had a purpose to fulfil.

- At the end of his life Jesus was alone and felt abandoned even by God – “from noon until three in the afternoon darkness came over all the land. About three in the afternoon Jesus cried out in a loud voice, “*Eli, Eli, lama sabachthani?*” (Matthew 27:46).
- Jesus often came into conflict with others and these times were also difficult.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

6 The encounters of Jesus with others

**AVAILABLE
MARKS**

(a) Describe Jesus’ healing of the leprosy sufferers.

Target: Knowledge of Jesus’ encounter with leprosy sufferers.

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 17:12–19

GNB	NIV	RSV
<p>¹² He was going into a village when he was met by ten men suffering from a dreaded skin disease. They stood at a distance ¹³ and shouted, “Jesus! Master! Have pity on us!” ¹⁴ Jesus saw them and said to them, “Go and let the priests examine you.” On the way they were made clean. ¹⁵ When one of them saw that he was healed, he came back, praising God in a loud voice. ¹⁶ He threw himself to the ground at Jesus’ feet and thanked him. The man was a Samaritan. ¹⁷ Jesus spoke up, “There were ten who were healed; where are the other nine?”</p>	<p>¹² As he was going into a village, ten men who had leprosy met him. They stood at a distance ¹³ and called out in a loud voice, “Jesus, Master, have pity on us!” ¹⁴ When he saw them, he said, “Go, show yourselves to the priests.” And as they went, they were cleansed. ¹⁵ One of them, when he saw he was healed, came back, praising God in a loud voice. ¹⁶ He threw himself at Jesus’ feet and thanked him—and he was a Samaritan. ¹⁷ Jesus asked, “Were not all ten cleansed? Where are the other nine?”</p>	<p>¹² And as he entered a village, he was met by ten lepers, who stood at a distance ¹³ and lifted up their voices and said, “Jesus, Master, have mercy on us.” ¹⁴ When he saw them he said to them, “Go and show yourselves to the priests.” And as they went they were cleansed. ¹⁵ Then one of them, when he saw that he was healed, turned back, praising God with a loud voice; ¹⁶ and he fell on his face at Jesus’ feet, giving him thanks. Now he was a Samaritan. ¹⁷ Then said Jesus, “Were not ten cleansed? Where are the nine?”</p>

<p>¹⁸ Why is this foreigner the only one who came back to give thanks to God?" ¹⁹ And Jesus said to him, "Get up and go; your faith has made you well."</p>	<p>¹⁸ Has no one returned to give praise to God except this foreigner?" ¹⁹ Then he said to him, "Rise and go; your faith has made you well."</p>	<p>¹⁸ Was no one found to return and give praise to God except this foreigner?" ¹⁹ And he said to him, "Rise and go your way; your faith has made you well."</p>
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Mark in levels
(AO1)

[5]

AVAILABLE MARKS

(b) Explain the significance of Jesus' encounter with a tax collector.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of Jesus' encounter with a tax collector.

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:

- This encounter is significant because it shows that Jesus is willing to associate with anyone, regardless of their background. Tax collectors were hated by the Jews because they worked for the Romans, so they were seen as traitors. They were also considered to be dishonest as they overcharged people to make profit for themselves.
- The story tells followers of Jesus that they must repent and leave their sinful ways behind. Zacchaeus was willing to change and is willing to pay back much more than he has taken from people: "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." (Luke 19:8)
- The story is significant because it shows that if sinners do repent, they can be saved. Jesus said to Zacchaeus, "Today salvation has come to this house, because this man, too, is a son of Abraham. For the Son of Man came to seek and to save the lost." (Luke 19:9)

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “People today have a lot to learn from Jesus’ encounters with others.”
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 modern relevance of Jesus’ encounters with others.

AVAILABLE
MARKS

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

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

AVAILABLE MARKS

Answers may include:

- Jesus' encounters with religious leaders (Matthew 23:1–12, 23–28) highlight the importance of genuine faith and the dangers 'showing off' one's beliefs.
- People learn to reflect on the value of humility, empathy and their own mistakes made.
- Jesus' encounters with religious leaders encourage Christians to address injustice and fight for the marginalised in society, e.g. the homeless, those with disabilities or people who suffer from discrimination.
- Through the story of the woman caught in adultery (John 8:1–11), people are encouraged to challenge contemporary prejudices towards women, e.g. in the workplace, ensuring they are treated and paid fairly.
- Jesus' encounter with the tax collector (Luke 19:1–10) encourages people today to believe in the potential for change in others and fosters a culture of forgiveness.
- Even today, people face health challenges, e.g. Covid and different forms of cancer. Jesus' encounter with the leprosy sufferers challenges people to support others and help alleviate their suffering.

On the other hand:

- Jesus' encounters with religious leaders (Matthew 23:1–12, 23–28) are specific to conflicts within Judaism. The Church and society have

changed, and people may struggle to take meaningful lessons from such stories.

- Women are treated differently depending on where they live in the world, in many countries women experience equality with men and are protected from discrimination in laws.
- The context surrounding tax collectors in Biblical times differs significantly from modern society. Today, tax professionals must adhere to ethical standards and legal regulations, therefore it may be difficult to apply lessons from Luke 19:1–10 to the lives of people today.
- Our medical understanding and treatment of leprosy have advanced from the time of Jesus, while compassion is timeless the specific context of leprosy may not directly apply to modern healthcare practices.
- Contemporary societies today are already following the examples of Jesus in his encounters with others through social support systems and improved healthcare. Reading the stories like those in the Gospels may seem strange to modern readers who consider Jesus' actions normal.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The role of the Church in contemporary society

**AVAILABLE
MARKS**

(a) Describe how the Christian Church contributes to community cohesion.

Target: Knowledge of how the Christian Church contributes to community cohesion.

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:

- Individual Christians can form good relationships with people they meet in their daily lives and help bring people together through their words and actions.
- Christian groups can organise events and activities that will benefit the wider community, e.g. food and clothing collections, fundraisers or the 4 Corners Festival.
- Youth and sports clubs encourage teamwork, builds friendships, and helps create a sense of community among young people, e.g. Scouts, Guides, Girl’s Brigade and Boy’s Brigade.
- Some churches offer practical help to their community and other organisations, such as homeless shelters and food banks.
- Through worship services a church can create community cohesion as people worship together. Most churches try to make the service as accessible and welcoming as possible for newcomers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain some of the challenges of changing social trends for the Church today.

AVAILABLE MARKS

Target: Knowledge and understanding of the challenge to the Christian Church of changing social trends.

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 Christian Church faces many challenges in society. There is a decline in the number of people attending church services and in people who profess and practise a religion, e.g. Sunday is no longer a special day for worship but is used instead for work or leisure activities.
- People have become more cynical and religious views in general are becoming less important as society has become increasingly secular.
- Another changing social trend is couples who decide to live together rather than getting married, or who choose not to commit to one person for life. This trend is a challenge to the traditional Christian view of marriage.
- Social media has become a key feature in the lives of many young people and is a distraction from their religious faith.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) **“Religion only creates divisions in society.”**

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 unity and divisions caused by the Church in society.

**AVAILABLE
MARKS**

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

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

AVAILABLE MARKS

Answers may include:

- Northern Ireland could be described as a divided society, Christianity is the main religion but there is a history of division and conflict between groups of Protestants and Catholics.
- There are even divisions within the Protestant Church, e.g. different beliefs on sacraments, such as baptism and communion.
- Some Churches have caused divisions because of their position on social, moral and political issues, e.g. LGBTQ+ rights, gender roles, abortion, and euthanasia.
- Society is changing and becoming more secular, there is more division between the traditional values of the Church and society.
- Many issues that people are dealing with today are not directly mentioned in the Bible and open to interpretation, which can lead to division, e.g. climate change, bioethics, the use of technology and social media.
- As Northern Ireland becomes more multi-cultural, religious groups need to do more to reach out to minority groups.

On the other hand:

- In many places, social and community life still revolves around the Church. The Church is a community of people who aim to spread the benefits of that community to those around them.

- Churches carry out 'outreach', organising events and activities that benefit the wider community, e.g. food banks, supporting homeless shelters or care programmes.
- Examples of the Church bringing people together include Youth work, support groups, clubs and worship services.
- Churches can interpret the Christian faith differently and still be united in their shared values, e.g. love, compassion, and justice.
- Churches often provide moral guidance, which can lead to a more peaceful and just society.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

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