



Rewarding Learning

**General Certificate of Secondary Education
2025**

Religious Studies

Paper 4

Christianity through a Study
of the Gospel of Matthew

[GRE41]

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 Jesus the miracle worker

(a) (i) What is a miracle?

- An extraordinary event that can't be explained by nature or science
- An extraordinary event attributed to God

Accept valid alternatives

(AO1)

[1]

(ii) Name a miracle that happened on the Sabbath.

A man with a paralysed hand (Matthew 12:9–14)

Accept valid alternatives

(AO1)

[1]

(iii) For how many years had the woman suffered from severe bleeding?

For 12 years (Matthew 9:20)

(AO1)

[1]

(iv) Give *two* things that happened when Jesus entered the Jewish official's house.

- Jesus told everyone to get out.
- Jesus said she wasn't dead but only sleeping.
- People made fun of Jesus.
- He went to the girl's room, took hold of her hand, and she got up.
(Matthew 9:23–25)

Accept valid alternatives

(AO1)

[2]

(b) Explain the significance of the healing of the leprosy sufferer.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of the healing of the leprosy sufferer.

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 miracle shows that Jesus treated all people as equals. Lepers were treated as outcasts in Jewish society but Jesus’ mission was universal.
- The leper had great faith in Jesus: “If you are willing, you can make me clean.” Jesus was filled with pity and healed the leper as a reward for his faith.
- The story shows Jesus’ power as the Son of God. Jesus touched the man and had the power to immediately heal him.
- This story gives an example of the importance of the Messianic Secret. Jesus tells the man: “See that you don’t tell anyone.” Jesus tried to keep his identity as the Messiah a secret because he doesn’t want to come into conflict with the Jewish authorities until the end of his ministry.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Christians should always show love to everyone.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of Christian attitudes towards others following the example 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:

- Jesus showed love to everyone regardless of race, ethnicity, gender or creed, e.g. healing a leprosy sufferer, a sick woman, a Roman officer’s servant, etc.
- In the Sermon on the Mount, Jesus taught about the importance of love of enemies.
- Christians today are called to follow the example of Jesus and show love to everyone, e.g. by helping those in need and forgiving their enemies.
- It is a Christian duty to look after the weak and vulnerable.

On the other hand:

- It is difficult if not impossible to show love towards a person who has wronged someone or who continually hurts others.
- Some people don’t deserve to be shown love and mercy as they have committed such horrific crimes.
- In the current economic climate, it is not possible for everyone to show love and help the needy.
- It is human nature to want revenge, not to forgive or show love to enemies.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 Jesus' arrest and trial

**AVAILABLE
MARKS**

(a) (i) Why was Jesus arrested in secret?

They were afraid there would be a riot (Matthew 26:5)
(AO1)

[1]

(ii) How much did Judas receive for betraying Jesus?

Thirty coins/pieces of silver (Matthew 26:15)
(AO1)

[1]

(iii) Where was Jesus when he was arrested?

The Garden of Gethsemane (Matthew 26:36, 48)
(AO1)

[1]

(iv) Who was the High Priest when Jesus was arrested?

Caiaphas (Matthew 26:57)
(AO1)

[1]

(v) Who was the Roman Governor at the time of Jesus' trial?

Pilate (Matthew 27:2)
(AO1)

[1]

**(b) Do you think Jesus' trial before the Jewish Council was fair?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of how Jesus was treated at his trial before the Jewish Council.

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' trial was unfair. Jesus didn't have a defence and he was outnumbered by those who were against him.
- False evidence was presented, e.g. Jesus claimed that he could destroy the temple and rebuild it in three days.
- Jesus was also beaten and mocked at the trial making it unfair because Jesus was intimidated.
- Those present at the trial were biased – from the beginning of Jesus' mission the Jewish authorities were against him and determined to kill him.
- Trials weren't allowed to take place at night and during a religious festival, yet Jesus' did.

On the other hand:

- Jesus remained silent – he was given the opportunity to defend himself but didn't.
- Regardless of how fair or unfair the trial was, Jesus' death could not have been avoided because it was part of God's plan. Jesus knew he had to suffer and die – his death was inevitable.
- Some may argue that Jesus' trial was unfair by modern standards but that we shouldn't judge events from 2000 years ago using today's standards and expectations.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) “The Jewish religious leaders had every reason to want to kill Jesus.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the reasons why the Jews plotted to kill 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:

- Jesus disregarded Jewish Sabbath rules. The Sabbath was a day of rest and one of the Commandments prohibited working on the Sabbath. However, Jesus showed disrespect for this and healed the man with a paralysed hand (Matthew 12:9–14).
- Jesus had criticised the Jews for their religious observances. In Matthew 6:1–18 he referred to them as hypocrites and accused them of giving alms, fasting and praying only to be seen by others.
- Jesus had shown disrespect towards the Law of Moses by changing the teaching on anger and revenge. For example, Matthew 5:38–39 outlines how Jesus’ teaching contradicted the Old Testament rule allowing revenge.

On the other hand:

- Jesus broke Sabbath rules to help people. In the case of the man with a paralysed hand, Jesus believed human life was valuable and that it should be lawful to do good on the Sabbath. Some may argue that this isn’t a valid reason for wanting to kill Jesus (Matthew 12:9–14).
- Jesus was critical of the Jewish religious observances because he wanted them to pray, fast and give alms for the right reasons and to avoid hypocrisy. Jesus’ criticism was in their best interests, e.g. observances must be carried out in secret if they are to be rewarded by God (Matthew 6:4).
- Jesus changed teaching from the Jewish Law so that people would understand it fully and act in a way that pleased God. Jesus reinforced the true meaning of laws on anger and revenge to encourage people to show love towards their enemies.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 The Kingdom of God

AVAILABLE
MARKS

(a) Describe what happened next in the Parable of the Weeds.

Target: Knowledge of the Parable of the Weeds.

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 13:25–30		
GNB	NIV	RSV
<p>One night, when everyone was asleep, an enemy came and sowed weeds among the wheat and went away. ²⁶ When the plants grew and the heads of grain began to form, then the weeds showed up. ²⁷ The man's servants came to him and said, 'Sir, it was good seed you sowed in your field; where did the weeds come from?' ²⁸ 'It was some enemy who did this,' he answered. 'Do you want us to go and pull up the weeds?' they asked him. ²⁹ 'No,' he answered, 'because as you gather the weeds you might pull up some of the wheat along with them.'</p>	<p>But while everyone was sleeping, his enemy came and sowed weeds among the wheat, and went away. ²⁶ When the wheat sprouted and formed heads, then the weeds also appeared. ²⁷ "The owner's servants came to him and said, 'Sir, didn't you sow good seed in your field? Where then did the weeds come from?' ²⁸ "An enemy did this,' he replied. "The servants asked him, 'Do you want us to go and pull them up?' ²⁹ "No,' he answered, 'because while you are pulling the weeds, you may uproot the wheat with them.'</p>	<p>but while men were sleeping, his enemy came and sowed weeds among the wheat, and went away. ²⁶ So when the plants came up and bore grain, then the weeds appeared also. ²⁷ And the servants of the householder came and said to him, 'Sir, did you not sow good seed in your field? How then has it weeds?' ²⁸ He said to them, 'An enemy has done this.' The servants said to him, 'Then do you want us to go and gather them?' ²⁹ But he said, 'No; lest in gathering the weeds you root up the wheat along with them.'</p>

<p>³⁰ Let the wheat and the weeds both grow together until harvest. Then I will tell the harvest workers to pull up the weeds first, tie them in bundles and burn them, and then to gather in the wheat and put it in my barn.”</p>	<p>³⁰ Let both grow together until the harvest. At that time I will tell the harvesters: First collect the weeds and tie them in bundles to be burned; then gather the wheat and bring it into my barn.”</p>	<p>³⁰ Let both grow together until the harvest; and at harvest time I will tell the reapers, Gather the weeds first and bind them in bundles to be burned, but gather the wheat into my barn.”</p>
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Mark in levels
(AO1)

[5]

**AVAILABLE
MARKS**

(b) Explain what Christians can learn from the Parable of the Wedding Feast.

AVAILABLE MARKS

Target: Knowledge and understanding of the Parable of the Wedding Feast.

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 meaning of this parable is that the Kingdom of God will be open to everyone (both Jews and Gentiles).
- This parable explains that as God’s chosen people (‘those who have been invited’), the Jews are the first to receive an invite.
- However, some people paid no attention to the invitation, and the King was enraged. This shows that those who refuse to accept their invitation will be rejected from God’s Kingdom.
- The Gentiles are then invited to the celebration, e.g. ‘go to the street corners and invite anyone you find’.
- Matthew also adds that even some of the newly invited guests will not be fit for God’s Kingdom. The man who wasn’t wearing wedding clothes and was thrown into the darkness could refer to people who aren’t fully committed to following Jesus’ teaching being excluded from the Kingdom of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Money and wealth should not be important to a Christian.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the place of money and wealth in the life of a Christian.

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 taught that his followers should give up their possessions and give the money to the poor if they want to be perfect (Matthew 19:21). He also said that it would be difficult for rich people to enter the kingdom of God (Matthew 19:23–24).
- Trust in God should be the most important part of being a follower of Jesus. When Jesus called the first disciples, they sacrificed everything to follow Jesus. Modern believers should be willing to do the same.
- Many believe that having wealth and money can lead to unchristian characteristics such as greed and selfishness.

On the other hand:

- Money and wealth can be used to help people and to do good by serving others. Money is only bad if people make it the most important part of their life.
- Being wealthy doesn't make someone a bad Christian – they can still show love of God and neighbour through how they live their lives.
- People need money to survive and to afford the rising costs for daily living.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

4 The role and nature of Christian discipleship

(a) Describe the occasion when Peter denied Jesus.

Target: Knowledge of Peter’s denial of Jesus.

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 26:69–75		
GNB	NIV	RSV
<p>⁶⁹ Peter was sitting outside in the courtyard when one of the High Priest’s servant women came to him and said, “You, too, were with Jesus of Galilee.” ⁷⁰ But he denied it in front of them all. “I don’t know what you are talking about,” he answered, ⁷¹ and went on out to the entrance of the courtyard. Another servant woman saw him and said to the men there, “He was with Jesus of Nazareth.” ⁷² Again Peter denied it and answered, “I swear that I don’t know that man!” ⁷³ After a little while the men standing there came to Peter. “Of course you are one of them,” they said. “After all, the way you speak gives you away!”</p>	<p>⁶⁹ Now Peter was sitting out in the courtyard, and a servant girl came to him. “You also were with Jesus of Galilee,” she said. ⁷⁰ But he denied it before them all. “I don’t know what you’re talking about,” he said. ⁷¹ Then he went out to the gateway, where another servant girl saw him and said to the people there, “This fellow was with Jesus of Nazareth.” ⁷² He denied it again, with an oath: “I don’t know the man!” ⁷³ After a little while, those standing there went up to Peter and said, “Surely you are one of them; your accent gives you away.”</p>	<p>⁶⁹ Now Peter was sitting outside in the courtyard. And a maid came up to him, and said, “You also were with Jesus the Galilean.” ⁷⁰ But he denied it before them all, saying, “I do not know what you mean.” ⁷¹ And when he went out to the porch, another maid saw him, and she said to the bystanders, “This man was with Jesus of Nazareth.” ⁷² And again he denied it with an oath, “I do not know the man.” ⁷³ After a little while the bystanders came up and said to Peter, “Certainly you are also one of them, for your accent betrays you.”</p>

AVAILABLE
MARKS

<p>⁷⁴ Then Peter said, “I swear that I am telling the truth! May God punish me if I am not! I do not know that man!” Just then a rooster crowed, ⁷⁵ and Peter remembered what Jesus had told him: “Before the rooster crows, you will say three times that you do not know me.” He went out and wept bitterly.</p>	<p>⁷⁴ Then he began to call down curses, and he swore to them, “I don’t know the man!” Immediately a rooster crowed. ⁷⁵ Then Peter remembered the word Jesus had spoken: “Before the rooster crows, you will disown me three times.” And he went outside and wept bitterly.</p>	<p>⁷⁴ Then he began to invoke a curse on himself and to swear, “I do not know the man.” And immediately the cock crowed. ⁷⁵ And Peter remembered the saying of Jesus, “Before the cock crows, you will deny me three times.” And he went out and wept bitterly.</p>
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Mark in levels
(AO1)

[5]

AVAILABLE MARKS

Sources all Bible quotes: GNB - 'Scriptures and additional materials quoted are from the Good News Bible © 1994 published by the British and Foreign Bible Society. Good News Bible © American Bible Society 1966, 1971, 1976, 1992. Used with permission

**(b) Do you think Peter was a perfect disciple?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the role of Peter as a true disciple 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:

- When Jesus called Peter to follow him, Peter gave up everything, e.g. his family and livelihood.
- Peter was a loyal follower of Jesus. He was at the Transfiguration and stayed close to Jesus after Jesus was arrested, putting his own life at risk.
- Peter recognised that Jesus was the Messiah. He knew exactly who Jesus was because of their close relationship.
- Jesus referred to Peter as the rock on which the Church would be built. This shows that Jesus acknowledged Peter's qualities as a perfect disciple.
- Peter was a perfect disciple because people today can relate to his failures. He denied Jesus but showed remorse.

On the other hand:

- Peter was selfish – when he denied Jesus, he put himself before Jesus even though he said he wouldn't after the Last Supper.
- Peter let Jesus down in the Garden of Gethsemane – he couldn't stay awake and keep watch with Jesus when he was overwhelmed with sorrow before his arrest.
- After Peter declared that Jesus is the Messiah, Jesus was angry with Peter because he didn't want Jesus to suffer and die. Jesus said to Peter: "Get behind me, Satan!"

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) **“It is too difficult to be a disciple in today’s world.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the demands of discipleship today.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by 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:

- Modern disciples face greater challenges compared to disciples at the time of Jesus. Many people today are atheists and are convinced that God doesn’t exist.
- Life is more complicated today and many people don’t see the relevance of following Jesus’ teaching from 2000 years ago. Jesus’ teaching seems outdated in a secular society.
- Jesus’ teaching on discipleship is too difficult to put into practice. He expects his followers to deny themselves and ‘sell everything and give to the poor’. Most Christians today are not prepared to make such sacrifices.
- There are more distractions today, e.g. social media. Many young people believe religion is old fashioned and in a secular society they are presented with values and attitudes which are more attractive than Christian values.

On the other hand:

- Many Christians today such as ordained ministers and lay people don’t hide their faith and put Jesus teaching into practice by spreading the Good News. In the Sermon on the Mount, Jesus taught his disciples to show their faith to spread the Christian message and many people today continue to do this.
- There are many modern disciples who have lived according to Jesus’ teaching and who have put his teaching into practice. For example, many people today live according to Jesus’ teaching to give to the needy and to love their enemies.
- Many believers today continue to be strengthened by Jesus’ teaching. They believe in Jesus’ divine power and that he will help them if they ask through prayer.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

Section B

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

**AVAILABLE
MARKS**

5 The identity of Jesus

(a) Describe the occasion when John baptised Jesus.

Target: Knowledge of Jesus' baptism.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

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 baptized by him. ¹⁴ But John tried to make him change his mind. "I ought to be baptized by you," John said, "and yet you have come to me!" 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. ¹⁶ As soon as Jesus was baptized, 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 baptized by John. ¹⁴ But John tried to deter him, saying, "I need to be baptized by you, and do you come to me?" ¹⁵ Jesus replied, "Let it be so now; it is proper for us to do this to fulfil all righteousness." Then John consented. ¹⁶ As soon as Jesus was baptized, 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 baptized by him. ¹⁴ John would have prevented him, saying, "I need to be baptized 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 baptized, 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

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(b) Explain the significance of the Transfiguration of Jesus.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of the Transfiguration.

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 Transfiguration shows Jesus' identity as the Son of God.
- Moses represented the Jewish Law as God had given Moses the Ten Commandments on Mount Sinai and Elijah is seen as a representative of the Old Testament prophets. This event clarifies that Jesus' mission was to fulfil the Old Testament.
- The voice confirms Jesus' identity as the Son of God and reminds Matthew's readers of the events at Jesus' baptism. On this occasion, the voice from heaven validates Jesus' work – 'Listen to him!'
- The event signified that Jesus' identity as the Messiah was still to be kept a secret. As they were coming down the mountain, Jesus told them, "Don't tell anyone what you have seen, until the Son of Man has been raised from the dead."

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Son of God is the best title for Jesus.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s Gospel in your answer.

Target: Analysis and evaluation of the importance of the title Son of God compared to the other titles of Jesus.

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:

- Son of God stresses Jesus' divinity and is therefore the only title Christians today need. The title stresses the very close relationship between Jesus and his Father, e.g. in Gethsemane, Jesus prays to his Father before his death.
- The title Son of God explains everything that is important about the identity of Jesus – he is God's son and has the power of God to heal people and save them from sin. This is the central message of the gospels.
- Jesus' identity as the Son of God is confirmed at key events throughout his life. For example, Jesus' baptism (Matthew 3:13–17) and Transfiguration (Matthew 17:1–13).

On the other hand:

- Christians need to know about Jesus as the Son of Man because the title emphasises the human nature of Jesus. Jesus used this title for himself because he wanted to show his disciples that he had an earthly mission, e.g. Jesus often uses Son of Man in the context of explaining his own suffering and death (Matthew 17:12).
- Saviour can be considered as an important title for Jesus because it reminds Christians that Jesus offers salvation to humankind through his death and resurrection.
- Alternatively, the title Messiah/Son of David could be considered important for Christians as it shows Jesus' link with King David who was Israel's greatest king. Like David, Jesus would also rule a future kingdom as a king.

Accept valid alternatives
Mark in levels
(AO2)

[10]

**AVAILABLE
MARKS**

20

6 The death and resurrection of Jesus

**AVAILABLE
MARKS**

(a) Describe the events that took place immediately after Jesus died.

Target: Knowledge of the events that took place immediately after Jesus died.

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 27:51–56		
GNB	NIV	RSV
<p>⁵¹ Then the curtain hanging in the Temple was torn in two from top to bottom. The earth shook, the rocks split apart, ⁵² the graves broke open, and many of God’s people who had died were raised to life. ⁵³ They left the graves, and after Jesus rose from death, they went into the Holy City, where many people saw them. ⁵⁴ When the army officer and the soldiers with him who were watching Jesus saw the earthquake and everything else that happened, they were terrified and said, “He really was the Son of God!”</p>	<p>⁵¹ At that moment the curtain of the temple was torn in two from top to bottom. The earth shook, the rocks split ⁵² and the tombs broke open. The bodies of many holy people who had died were raised to life. ⁵³ They came out of the tombs after Jesus’ resurrection and went into the holy city and appeared to many people. ⁵⁴ When the centurion and those with him who were guarding Jesus saw the earthquake and all that had happened, they were terrified, and exclaimed, “Surely he was the Son of God!”</p>	<p>⁵¹ And behold, the curtain of the temple was torn in two, from top to bottom; and the earth shook, and the rocks were split; ⁵² the tombs also were opened, and many bodies of the saints who had fallen asleep were raised, ⁵³ and coming out of the tombs after his resurrection they went into the holy city and appeared to many. ⁵⁴ When the centurion and those who were with him, keeping watch over Jesus, saw the earthquake and what took place, they were filled with awe, and said, “Truly this was the Son of God!”</p>

<p>⁵⁵ There were many women there, looking on from a distance, who had followed Jesus from Galilee and helped him. ⁵⁶ Among them were Mary Magdalene, Mary the mother of James and Joseph, and the wife of Zebedee.</p>	<p>⁵⁵ Many women were there, watching from a distance. They had followed Jesus from Galilee to care for his needs. ⁵⁶ Among them were Mary Magdalene, Mary the mother of James and Joseph, and the mother of Zebedee's sons.</p>	<p>⁵⁵ There were also many women there, looking on from afar, who had followed Jesus from Galilee, ministering to him; ⁵⁶ among whom were Mary Mag'dalene, and Mary the mother of James and Joseph, and the mother of the sons of Zeb'edee.</p>
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AVAILABLE MARKS

Mark in levels (AO1)

[5]

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(b) Explain what Christians can learn from the suffering of Jesus.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of Jesus' suffering for Christians today.

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:

- Jesus' suffering reassures Christians that God has gone to great lengths to save them from sin. Jesus' suffering and death shows the depth of God's love for humanity.
- Jesus suffered on the cross and many modern Christians feel that they can endure suffering because they are following Jesus' example, e.g. Maximilian Kolbe volunteered to die for someone else in the concentration camp of Auschwitz.
- Jesus prayed at the time of his suffering and was able to accept what lay ahead. Many Christians today benefit from the strength prayer brings them during their illness.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“It is difficult for people to believe in Jesus’ resurrection.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s Gospel in your answer.

Target: Analysis and evaluation of the reality of Jesus’ resurrection.

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 modern society, some may consider the resurrection of Jesus to be a supernatural event which is not supported by scientific evidence. Some people question the reliability of Matthew's account, e.g. the earthquake and the appearance of an angel (Matthew 28:2–3).
- In a secular society there is scepticism over the resurrection of Jesus and the historicity of the event is questioned. For example, some would suggest that Jesus did not die but was only unconscious, or that when the women went to look at the tomb (Matthew 28:1), they went to the wrong one.
- People question the accounts of the resurrection in the Bible and argue that the body may have been stolen by the disciples who then made up the story of the resurrection (Matthew 28:13).
- Many people today cannot accept that God can do the impossible. Some people make the point that Jesus did die but the disciples hallucinated because they wanted to believe that Jesus had risen.

On the other hand:

- Many people have a strong faith that the events described in the Gospels are the true Word of God. The account of the empty tomb (Matthew 28:5–6) provides real evidence of Jesus' resurrection and his body was not stolen or misplaced. Therefore, it is not difficult to believe in the resurrection.
- Belief in the resurrection is based on the eyewitness accounts of people

- who saw the risen Jesus (Matthew 28:9–10).
- The disciples had been transformed by the resurrection of Jesus. They were sent out to proclaim about the risen Jesus and many of them died as martyrs. They wouldn't have given their lives for something that wasn't real.
 - Belief in the resurrection is central to the Christian faith. There are millions of Christians throughout the world today who don't find it difficult to accept that the resurrection was a real historical event.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

7 The role and nature of Christian discipleship

**AVAILABLE
MARKS**

(a) Describe Jesus’ teaching on giving to the needy and fasting in the Sermon on the Mount.

Target: Knowledge of Jesus’ teaching on religious observances.

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 6:2–4 and 16–18

GNB	NIV	RSV
<p>² “So when you give something to a needy person, do not make a big show of it, as the hypocrites do in the houses of worship and on the streets. They do it so that people will praise them. I assure you, they have already been paid in full. ³ But when you help a needy person, do it in such a way that even your closest friend will not know about it.</p> <p>⁴ Then it will be a private matter. And your Father, who sees what you do in private, will reward you.</p>	<p>² “So when you give to the needy, do not announce it with trumpets, as the hypocrites do in the synagogues and on the streets, to be honoured by others. Truly I tell you, they have received their reward in full. ³ But when you give to the needy, do not let your left hand know what your right hand is doing, ⁴ so that your giving may be in secret. Then your Father, who sees what is done in secret, will reward you.</p>	<p>² “Thus, when you give alms, sound no trumpet before you, as the hypocrites do in the synagogues and in the streets, that they may be praised by men. Truly, I say to you, they have received their reward. ³ But when you give alms, do not let your left hand know what your right hand is doing, ⁴ so that your alms may be in secret; and your Father who sees in secret will reward you.</p>

<p>¹⁶ “And when you fast, do not put on a sad face as the hypocrites do. They neglect their appearance so that everyone will see that they are fasting. I assure you, they have already been paid in full. ¹⁷ When you go without food, wash your face and comb your hair, ¹⁸ so that others cannot know that you are fasting—only your Father, who is unseen, will know. And your Father, who sees what you do in private, will reward you.</p>	<p>¹⁶ “When you fast, do not look sombre as the hypocrites do, for they disfigure their faces to show others they are fasting. Truly I tell you, they have received their reward in full. ¹⁷ But when you fast, put oil on your head and wash your face, ¹⁸ so that it will not be obvious to others that you are fasting, but only to your Father, who is unseen; and your Father, who sees what is done in secret, will reward you.</p>	<p>¹⁶ “And when you fast, do not look dismal, like the hypocrites, for they disfigure their faces that their fasting may be seen by men. Truly, I say to you, they have received their reward. ¹⁷ But when you fast, anoint your head and wash your face, ¹⁸ that your fasting may not be seen by men but by your Father who is in secret; and your Father who sees in secret will reward you.</p>
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Mark in levels
(AO1)

[5]

AVAILABLE MARKS

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(b) Explain what Jesus meant when he taught that his followers should be like salt and light.

AVAILABLE
MARKS

Target: Knowledge and understanding of Jesus' teaching on the demands of discipleship.

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:

- Jesus taught his followers that they should be like salt – “You are the salt of the earth.”
- At the time of Jesus, salt was used to preserve food and likewise, disciples should preserve life by bringing the message of salvation and eternal life to those around them by sharing the word of God.
- Jesus also taught his followers to be like light – “You are the light of the world ... let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”
- Jesus wants them to be a good influence on the world around them. Jesus' followers must give light to those around them by doing and saying what Jesus did.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “It is impossible to be a good Christian without praying regularly.”
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s Gospel in your answer.

Target: Analysis and evaluation of the importance of prayer in the life of a Christian.

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:

- Prayer shows that a person has faith in God and helps strengthen their relationship with him. Prayer allows people to give thanks to God for all the blessings they have received in life.
- Christians must follow the example of Jesus. Jesus retreated to pray at difficult times in his life, e.g. in the Garden of Gethsemane (Matthew 26:6).
- In the Sermon on the Mount, Jesus taught the disciples how to pray so he obviously felt that prayer was important. In the Lord's Prayer (Matthew 6:9–13) he indicated that people should pray to ask for forgiveness. Asking for and offering forgiveness is an important part of what it means to be a Christian.

On the other hand:

- In the story of the Rich Young Man, Jesus said keeping the commandments and selling possessions were important for entry into the Kingdom of God. Jesus never explicitly mentioned prayer in his conversation with the rich man (Matthew 19:16–26).
- There are other aspects of being a good Christian and religious observances such as baptism and communion are more important than prayer. For example, remembering Jesus' sacrifice when he said his blood would be poured out for many at the Last Supper is much more important for Christians today (Matthew 26:26–28).
- Some people may feel that prayer is pointless. Some people feel disillusioned by unanswered prayer and religious faith may be weakened as a result.

Accept valid alternatives
Mark in levels
(AO2)

[10]

20