



*Rewarding Learning*

**General Certificate of Secondary Education  
2024**

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## **Religious Studies**

**Paper 1**

**The Christian Church through a Study of  
the Catholic Church and the Protestant Church**

**[GRE11]**

**FRIDAY 31 MAY, MORNING**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

**Level 1:** The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

**Level 3:** The candidate presents a well-argued response with evidence of informed insights.

### **Quality of written communication**

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

**Level 1 (Basic):** The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

**Level 2 (Limited):** The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

**Level 3 (Good):** A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

**Level 4 (Very good):** Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

**Level 5 (Excellent):** The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

## Section A

Answer **all** questions.

AVAILABLE  
MARKS

### 1 Christian worship

(a) (i) Name **two** types of prayer used in Christian worship.

Answers may include:

- Confession
- Thanksgiving
- Adoration
- Supplication
- Petition
- Intercession
- Blessing

Accept valid alternatives

(AO1)

[2]

(ii) Give **two** ways the Bible is used during church worship.

Answers may include:

- Readings from both the Old Testament and New Testament.
- A passage of scripture from the Bible is explained during the sermon.
- One of the Psalms is read or sung during the service.

Accept valid alternatives

(AO1)

[2]

(iii) On what day of the week do most Christians attend public worship?

Answers may include:

- Sunday/Sunday vigil service

Accept valid alternatives

(AO1)

[1]

**(b) Explain why the Apostles' Creed is said in some churches.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the importance of the Apostles' Creed for Christians.**

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

Answers may include:

- The Apostles' Creed provides a summary of the key Christian beliefs.
- It gives clarity to the Christian faith in order to stop heresy.
- It gives a summary of the key events in the life of Jesus.
- It emphasises the teaching about the Trinity of Father, Son and Holy Spirit.
- Saying the Apostles' Creed together creates a sense of fellowship and unity.
- By memorising and reciting it teaches new members the key doctrines of the church.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Non-liturgical worship is better than liturgical worship.”  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the advantages and disadvantages of non-liturgical and liturgical worship.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- Non-liturgical worship is less structured and can be more spontaneous and sometimes appeals to the younger members in the church.
- It can allow for more variety and freedom and encourage people to contribute to the worship through the guidance of the Holy Spirit.
- There are less set prayers used in the worship. Set prayers can lose their meaning and impact because the congregation rhyme them off without thought.
- There are no set Bible readings for each Sunday and this gives the worship leaders more scope.
- It keeps the congregation more interested because they are never sure what might happen next.

On the other hand:

- Liturgical worship follows a set pattern/structure contained in specially written books. There are set prayers and readings for each Sunday.
- Set liturgical worship has been a tradition in the church for many years.
- There will be few surprises in the weekly worship and people feel more comfortable with a set routine and familiar order of service. People may not like continual change each week.
- A set liturgy makes it easier to plan ahead.
- It allows all the key festivals to be covered each year and a wider range of Bible passages to be used.
- A set form of service helps new members to join in the worship each Sunday. It reinforces key Christian teachings.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

AVAILABLE  
MARKS

15

## 2 Church architecture and furnishings

AVAILABLE  
MARKS

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

Answers may include:

- barn style
- cruciform
- circular
- hall and tower
- gothic

Accept valid alternatives

(AO1)

[2]

**(ii) What is the font used for in a church?**

- The baptism of infants.

Accept valid alternatives

(AO1)

[1]

**(iii) What is the pulpit used for in a church?**

- The preaching of the sermon.
- In some churches the whole service is led from here.

Accept valid alternatives

(AO1)

[1]

**(iv) What is the lectern used for in a church?**

- Readings from the Bible.

Accept valid alternatives

(AO1)

[1]

**(b) Do you think churches should have expensive furnishings?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of whether churches should have expensive furnishings.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- Beautiful buildings with expensive furnishings reflect the glory of God and only the best should be used.
- Paintings and stained glass windows may be expensive but can be used to reinforce aspects of the Christian message.
- People may have donated expensive items to the church in memory of loved ones and the church may feel duty bound to use these items.

On the other hand:

- Elaborate and expensive furnishings may distract people from worship. Quality of worship in a church is more important than the cost of furnishings.
- The money spent on paintings and stained glass windows could be put to better use, e.g. helping the poor and needy in society.
- God can be worshipped anywhere and plain buildings are just as practical as elaborate ones. Plain buildings are also easier to maintain.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) “It is easier to worship God in a church building than at home.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Evaluation of where it is best to worship God.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- The church is God’s house and is a consecrated building. People feel they are in God’s presence and it is easier to worship there.
- The church is where Christians come together as a community and it is easier to worship with others.
- Singing hymns in a church is more inspirational. There is a special atmosphere when worshipping in a church.

On the other hand:

- Christians can worship God anywhere because He is everywhere/ omnipresent.
- Some Christians prefer to worship alone as they can concentrate better.
- Worshipping outside in beautiful scenery reminds them of the Creator and makes it easier to focus.
- There is a danger that people are distracted by ornate church buildings.
- Church worship is too formal and people find it easier to worship in a fellowship group in a person’s home.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

### 3 Sacraments and ordinances

(a) Describe a Eucharist or Communion service in a Christian Church you have studied.

**Target: Knowledge of a Eucharist or Communion service in a Christian Church.**

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

Answers may include:

- Church of Ireland. The celebrant takes the bread and wine first; he/she gives the elements to those who will assist with the distribution of the bread and wine. The members of the congregation receive a piece of bread and then take a sip from a common chalice. They return to their seats to reflect on the significance of the event.
- Presbyterian. The congregation remain in their seats. The elders bring plates with pieces of bread. They are passed along the rows and each person takes a piece of bread. The minister may say “This is the Body of Christ” and everyone eats the bread at the same time. The wine is distributed in small individual glasses in the same way and everyone drinks it at the same time. The minister then gives the bread and wine to the elders. One of the elders then gives the elements to the minister.
- Catholic Church. The Liturgy of the Eucharist is the central part of the Mass – the priest will consecrate the bread and wine and they become the body and blood of Christ. After prayers, the congregation will go to the altar to receive the consecrated elements. The priest or eucharistic minister will say “Body of Christ” and the person receiving communion replies “Amen”. They return to their seats and pray.
- Methodist. It is very similar to the Church of Ireland.
- Baptist. It is very similar to the Presbyterian Church and it takes place at the end of the main worship.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain the meaning of the Eucharist or Communion for Christians.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the meaning of the Eucharist or Communion for Christians.**

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

Answers may include:

- Communion is important because it is a way of remembering Jesus' sacrifice on the cross and giving thanks for this.
- Communion is showing obedience to the words of Jesus at the Last Supper when he said, "Do this in memory of me."
- The Eucharist creates a sense of community and fellowship because everyone receives the bread and wine.
- Communion is a public declaration of following Jesus and it allows Christians to renew their commitment to Christ.
- Catholics believe that Jesus is present at Mass and receiving communion is a way of becoming closer to Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Churches should only baptise believers.”  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of whether it is better to be baptised as an adult or an infant.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- Believer’s baptism is the only type of baptism recorded in the New Testament, e.g. Jesus was baptised as an adult. Christians today should continue this important tradition.
- Baptism is only meaningful if it is a personal choice or commitment. At infant baptism, a baby is not old enough to understand what is going on.
- It is unfair to baptise infants. Children should not be forced into a particular set of religious beliefs but should be allowed to decide for themselves when they are older.

On the other hand:

- Some Christians believe that baptism removes original sin. It is therefore important that babies can begin their journey in life free from this sin.
- Infant baptism is an important first step to bring the person into the faith community.
- Babies should not be excluded from receiving the grace and goodness of God through the sacrament of baptism.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE  
MARKS

**4 The Early Church and the church in contemporary society**

**AVAILABLE MARKS**

**(a) Describe St Paul’s teaching when he compared the church to the human body.**

**Target: Knowledge of Paul’s teaching on how the church could be compared to a human body.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

<b>1 Corinthians 12:14–22</b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><sup>14</sup> For the body itself is not made up of only one part, but of many parts. <sup>15</sup> If the foot were to say, “Because I am not a hand, I don’t belong to the body,” that would not keep it from being a part of the body. <sup>16</sup> And if the ear were to say, “Because I am not an eye, I don’t belong to the body,” that would not keep it from being a part of the body. <sup>17</sup> If the whole body were just an eye, how could it hear? And if it were only an ear, how could it smell? <sup>18</sup> As it is, however, God put every different part in the body just as he wanted it to be.</p>	<p><sup>14</sup> Even so the body is not made up of one part but of many. <sup>15</sup> Now if the foot should say, “Because I am not a hand, I do not belong to the body,” it would not for that reason stop being part of the body. <sup>16</sup> And if the ear should say, “Because I am not an eye, I do not belong to the body,” it would not for that reason stop being part of the body. <sup>17</sup> If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? <sup>18</sup> But in fact God has placed the parts in the body, every one of them, just as he wanted them to be.</p>	<p><sup>14</sup> For the body does not consist of one member but of many. <sup>15</sup> If the foot should say, “Because I am not a hand, I do not belong to the body,” that would not make it any less a part of the body. <sup>16</sup> And if the ear should say, “Because I am not an eye, I do not belong to the body,” that would not make it any less a part of the body. <sup>17</sup> If the whole body were an eye, where would be the hearing? If the whole body were an ear, where would be the sense of smell? <sup>18</sup> But as it is, God arranged the organs in the body, each one of them, as he chose.</p>

<p><sup>19</sup> There would not be a body if it were all only one part!</p> <p><sup>20</sup> As it is, there are many parts but one body. <sup>21</sup> So then, the eye cannot say to the hand, "I don't need you!" Nor can the head say to the feet, "Well, I don't need you!" <sup>22</sup> On the contrary, we cannot do without the parts of the body that seem to be weaker</p>	<p><sup>19</sup> If they were all one part, where would the body be? <sup>20</sup> As it is, there are many parts, but one body. <sup>21</sup> The eye cannot say to the hand, "I don't need you!" And the head cannot say to the feet, "I don't need you!" <sup>22</sup> On the contrary, those parts of the body that seem to be weaker are indispensable</p>	<p><sup>19</sup> If all were a single organ, where would the body be? <sup>20</sup> As it is, there are many parts, yet one body. <sup>21</sup> The eye cannot say to the hand, "I have no need of you," nor again the head to the feet, "I have no need of you." <sup>22</sup> On the contrary, the parts of the body which seem to be weaker are indispensable</p>
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Accept valid alternatives  
Mark in levels  
(AO1)

[5]

AVAILABLE MARKS

**(b) Do you think preaching is as important today as it was in the Early Church?**

**Give reasons for your answer.**

**Target: Analysis of the importance of preaching today compared to the Early Church.**

**AVAILABLE MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- It is always important to spread and explain the Gospel therefore preaching is as relevant for Christians today as it was in the Early Church.
- Preaching is important because it allows the minister/pastor/priest to teach about what God wants for and from his followers and preaching can help people to be the best they can be.
- Christians face many modern social and moral challenges and preaching allows the minister/pastor/priest to challenge people about how they are living their lives.

On the other hand:

- Christianity is the world's largest religion with over 2 billion followers. Preaching was much more important at the time of the Early Church, to spread the Good News and to win converts to Christianity.
- Society has changed since the time of the Early Church and today's culture is very different. Attention spans are shorter and people are more interested in social media so preaching isn't as important today as it was then.
- Other characteristics of the Early Church are more important for Christians today than preaching. For example, sharing with others is more important due to the extent of poverty in society.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) “Churches should be more involved in the local community.”  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of how the Christian Church contributes to the local community.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion which may be supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by one or two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- Churches should follow Jesus’ command to help the poor.
- There is a great level of need in our society. Churches have the power to influence people to help and also have the resources to help.
- Compassion is a Christian virtue. Churches must practise what they preach and help the needy in society.
- There is a decline in church attendance. If churches were more involved in the local community, more people may return to attend church services.

On the other hand:

- Churches are already involved in the local community.
- Some churches organise home study groups which help to build up a sense of community and togetherness.
- Some run activities that encourages members of the church to work together to offer support to their local community, e.g. after school clubs, parent and toddlers groups, youth clubs etc.
- Members of the church are involved in leading public worship thus allowing them to use their talents for the good of others.
- Members also work in teams to organise outreach to the local community through the use of food banks or visiting senior citizens in the community.

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 development of the Church

(a) Describe the key events in the life of St. Patrick.

**Target: Knowledge of the key events in St. Patrick's life.**

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

Answers may include:

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

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain some of the main reasons for the Reformation.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the main reasons for the Reformation.**

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

Answers may include:

- The wealth of the Church in the 16th century led to protests as some cardinals and bishops were only interested in their own financial well-being. Bribery was also common in the Church.
- The sale of indulgences was seen by protestors such as Martin Luther as an abuse in the Church and a way of exploiting people by getting them to pay money for God's forgiveness.
- Nepotism was common in the Church and many people were appointed to leadership roles only because they were related to a cardinal or a bishop and not because they were suitable for the position.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Being a Christian today is more challenging than it was in the past.”**  
**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 challenges faced by the Church in the past compared to the challenges faced by Christians today.**

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:

- Christians today live in an increasing secular society. Christian standards are being undermined at both a social and political level.
- It is more difficult because of the many distractions people face today. These include the media, money, power and status, falling moral standards, and many controversial issues.
- There are a large variety of religions to choose from in the 21st century.
- Many believe that science has all the answers, e.g. they question whether Jesus' miracles were real.
- The teaching and lifestyle which is contained in the Bible is seen as old fashioned and out of date for today's society. Christians are sometimes ridiculed when they put Biblical teaching into practice.
- People are critical about the Christian faith, e.g. a range of scandals in the church.

On the other hand:

- In the Early Church, Christians faced persecution and lived under the constant fear of death because of their religious beliefs.
- In Ireland, Patrick had to contend with obstacles including violence and persecution. He was a solitary person trying to live out his faith in a pagan country.
- Churches today are widespread and members can support each other and freely practise their faith.

- Christians can still turn to God in prayer, to support and strengthen them.
- Christians today can easily spread the faith and have social media to help promote the Christian message. Christians in the past didn't have this luxury.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE  
MARKS

20

## 6 Key leadership roles in the Church

AVAILABLE  
MARKS

(a) Outline the way in which *one* Christian Church is governed.

**Target: Knowledge of how a Christian denomination is governed.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- The Church of Ireland has an episcopal structure. Archbishop, Bishop in charge of a diocese, a minister in charge at parish level. There are priests and deacons. At parish level there is a select vestry which includes 2 church wardens and 2 glebe wardens. There is a General Synod covering the whole church which meets once a year to review the work of the denomination. Each diocese has an annual diocesan synod with all churches in the diocese sending clergy and lay people who have been chosen at an Easter vestry.
- The Presbyterian Church has a democratic structure. The Moderator is appointed on a yearly basis. There is an annual General Assembly, five regional synods, 21 presbyteries with about 24 churches in each. Each congregation has a kirk session. Elders assist the minister by supporting a number of families in the church.
- The Baptist Church regards each individual church as being independent. There is an Association of Baptist Churches in Ireland which is overseen by a Church Council. Leadership in each church is provided by a pastor, deacons and elders.
- The Methodist Church is described as being “connexional”. The main decision making body is the Methodist Council which is chaired by the President on an annual basis. There are 8 District Synods responsible for the management of church property and the development of worship in the district. Each individual church is called a society with a Church Council which makes decisions.
- The Catholic Church has a hierarchical structure and has several different levels of leadership. The Pope is the leader of the Catholic Church and is considered by Catholics to be God’s representative on Earth. Cardinals are senior bishops appointed by the Pope. Each Cardinal is responsible for an area within the Church and the Council

of Cardinals advise the Pope on a range of important issues. An Archbishop is the highest rank of Bishop and is responsible for the bishops and priests in an Archdiocese. A Bishop will appoint priests to the different parishes and takes responsibility for Church matters in the diocese. Priests have responsibility within a parish to proclaim the Word of God, to celebrate the sacraments with their community and serve their community as pastoral guides. Deacons assist priests and bishops in the ministry of the liturgy, preaching and caring for the sick.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain why ordination is an important event in the lives of some Christians.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the significance of ordination.**

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

Answers may include:

- Some people feel that they are responding to the call of God to dedicate their lives to him by being ordained as a church minister.
- It is a sense of vocation being fulfilled. It gives them an opportunity to make a positive impact on the lives of others.
- They are following in the footsteps of Jesus and his disciples by caring for others and preaching the Word of God.
- It gives them an opportunity to live a life dedicated to Christian service.
- They have an opportunity to be involved in full time evangelism.
- They are committing their lives to the church on a full time basis.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “The minister/pastor/priest should encourage others to take leadership roles in their churches.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

**Target: Analysis and evaluation of involvement of others in taking on leadership roles in a church.**

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

AVAILABLE  
MARKS

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

AVAILABLE MARKS

Answers may include:

- St Paul compared the church to the human body. Individuals have specific gifts and talents that can enhance the life and witness of the church, e.g. trained teachers could be excellent leaders in Sunday school and youth work or gifted musicians could contribute to the praise element of weekly worship.
- Delegating some of the tasks reduces the workload on the minister/pastor/priest who is still in a coordinating role.
- It makes people feel valued in that it gives them an opportunity to live out their faith in a practical way.
- Some traditions emphasise the priesthood of all believers.
- No minister/pastor/priest can effectively run every aspect of a church on their own.

On the other hand:

- The minister/pastor/priest has been appointed to run the church.
- The minister/pastor/priest is there as a guide to faith and to give help and advice to those who need it.
- By involving others in leadership roles they may lose their authority and influence.
- There are certain tasks that only ordained person can do regarding sacraments and ordinances.

- They have been trained for the responsibility they have been entrusted with.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**AVAILABLE  
MARKS**

20

**7 Church festivals**

**AVAILABLE  
MARKS**

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

**Target: Knowledge of the key events on the day of Pentecost.**

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

<b>Acts 2:1–8</b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><sup>1</sup> When the day of Pentecost came, all the believers were gathered together in one place.</p> <p><sup>2</sup> Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting.</p> <p><sup>3</sup> Then they saw what looked like tongues of fire which spread out and touched each person there.</p> <p><sup>4</sup> They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.</p> <p><sup>5</sup> There were Jews living in Jerusalem, religious people who had come from every country in the world.</p>	<p>1 Then the day of Pentecost came, they were all together in one place.</p> <p><sup>2</sup> Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting.</p> <p><sup>3</sup> They saw what seemed to be tongues of fire that separated and came to rest on each of them.</p> <p><sup>4</sup> All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.</p> <p><sup>5</sup> Now there were staying in Jerusalem God-fearing Jews from every nation under heaven.</p>	<p><sup>1</sup> When the day of Pentecost had come, they were all together in one place.</p> <p><sup>2</sup> And suddenly a sound came from heaven like the rush of a mighty wind, and it filled all the house where they were sitting.</p> <p><sup>3</sup> And there appeared to them tongues as of fire, distributed and resting on each one of them.</p> <p><sup>4</sup> And they were all filled with the Holy Spirit and began to speak in other tongues, as the Spirit gave them utterance.</p> <p><sup>5</sup> Now there were dwelling in Jerusalem Jews, devout men from every nation under heaven.</p>

<p><sup>6</sup> When they heard this noise, a large crowd gathered. They were all excited, because each one of them heard the believers speaking in his or her own language. <sup>7</sup> In amazement and wonder they exclaimed, “These people who are talking like this are Galileans! <sup>8</sup> How is it, then, that all of us hear them speaking in our own native languages?”</p>	<p><sup>6</sup> When they heard this sound, a crowd came together in bewilderment, because each one heard their own language being spoken. <sup>7</sup> Utterly amazed, they asked: “Aren’t all these who are speaking Galileans? <sup>8</sup> Then how is it that each of us hears them in our native language?”</p>	<p><sup>6</sup> And at this sound the multitude came together, and they were bewildered, because each one heard them speaking in his own language. <sup>7</sup> And they were amazed and wondered, saying, “Are not all these who are speaking Galileans? <sup>8</sup> And how is it that we hear, each of us in his own native language?”</p>
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Accept valid alternatives  
Mark in levels  
(AO1)

[5]

AVAILABLE MARKS

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

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the importance of the season of Advent.**

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

Answers may include:

- The season of Advent helps Christians focus on the coming of Jesus as Messiah and Saviour and it is a period of preparation for Christmas.
- It begins four Sundays before Christmas Day and at church services on these four Sundays candles on an advent wreath are lit. This reminds Christians of the role of the patriarchs, the prophets, John the Baptist and Mary in the life of Jesus.
- Advent is also a time of preparation for the Second Coming of Jesus and it allows Christians to reflect on their own lives and on living the Christian faith.
- It is a time for Christians to focus on their own hopes, dreams and expectations.
- It is the beginning of the Church Year and many Christians decide on changes they want in their own lives and ask God to help them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Easter is the most important religious festival for Christians.”**  
**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 significance of the main Christian festivals with a particular focus on Easter.**

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:

- Without Easter and the resurrection of Jesus there would be no Christian faith.
- The resurrection confirmed that Jesus was the Son of God and the predictions that had been made about Jesus had now been fulfilled.
- Christians have the confidence that other statements he made will also come true, for example his Second Coming.
- Easter gives Christians the assurance of eternal life.
- The events leading up to Easter reminds Christians of Christ's sacrifice on the cross.

On the other hand:

- Without Christ's birth which is celebrated at Christmas there would have been no death and resurrection.
- Christmas is a reminder of the incarnation and that God had taken human form.
- Christmas reminds Christians of the purpose of Jesus' birth and that he was to be a Saviour.
- Pentecost is very important as it celebrates the coming of the Holy Spirit which equips, empowers and encourages Christians to witness and live for Jesus.
- All festivals are important because they can be linked to Jesus and cover the key beliefs in the Christian faith.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

20