

New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2018**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

WEDNESDAY 16 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark schemes

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

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

Levels of response

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

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

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

Quality of written communication

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

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

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

AO2 (10 mark responses):

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

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

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

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

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

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 The Christian Church

(a) (i) What day of the week is the most important for Christian worship?

Sunday
(AO1)

[1]

(ii) How are the following items used in churches?

Pulpit

Answers may include:

- Preaching
- Readings from the Bible

Accept valid alternatives

Baptismal font

Baptising a baby/infant

(AO1)

[2]

(iii) Name two different styles of church architecture.

Answers may include any **two** from:

- Barn style
- Cruciform
- Circular

Accept valid alternatives

(AO1)

[2]

(b) Explain how prayer plays an important role in Christian worship.

Target: Knowledge and understanding of the role of prayer in Christian worship.

AVAILABLE MARKS	

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

Answers may include:

- The congregation pray together during the service, for example, prayers of adoration, confession, intercession.
- Set prayers might be said, such as the Eucharistic prayer, Sanctus, Benediction.
- The priest/minister/pastor may lead the prayer, but sometimes prayers by members of the congregation play an important part in the service.
- Some churches use prayers relevant for the time of year or a particular festival.

Accept valid alternatives (AO1)

[5]

- (c) “The homily/sermon is the most important part of Sunday worship.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the importance of the sermon in Sunday worship.

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:

- Preaching is central to any worship service as through the words of the minister or priest, God is communicating with his people.
- The Bible is the word of God and the words of the sermon may be inspired by the Holy Spirit.
- The sermon is often based on the Bible readings and can help people to understand them more fully.

On the other hand:

- There are many other elements in a service of worship, so while a sermon or homily is necessary, it is not the most important part of worship.
- Christ’s sacrifice on the cross has to be the most important part of the Christian faith, so remembering this through Holy Communion is the most important part of worship.
- Some churches pay particular attention to the church calendar, so a special practice associated with the time of year may be more important.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 The Death and Resurrection of Jesus

AVAILABLE
MARKS

(a) (i) Name the Roman governor who sentenced Jesus to death.

Pilate (Matthew 27:2)
(AO1)

[1]

(ii) Name two ways in which the soldiers mocked Jesus.

Answers may include any **two** from:

- Stripped off his clothes
- Put a scarlet robe on him
- Placed a crown of thorny branches on his head
- Put a stick in his right hand
- Mocked him by saying "Long live the King of the Jews"
- Spat on him

(Matthew 27:27-31)

Accept valid alternatives

(AO1)

[2]

(iii) Who helped Jesus to carry his cross?

Simon (Matthew 27:32)
(AO1)

[1]

(iv) Who was crucified with Jesus?

Bandits/thieves/robbers (Matthew 27:44)

Accept valid alternatives

(AO1)

[1]

(b) Do you think Christians should believe in the physical resurrection of Jesus? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of the importance of belief in the physical resurrection 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:

- Christians should believe in a physical resurrection as this is how the Gospel writers describe the events on the first Easter Sunday.
- The physical resurrection of Jesus shows that he really was the promised saviour and God's son, as this event has been foretold in Old Testament prophecy.
- Belief in a physical resurrection reinforces the belief that Christians can also receive eternal life.

On the other hand:

- Some Christians believe that not every event described in the Bible should be taken literally; some incidents may have a deeper spiritual meaning than simply being a statement of fact.
- For Christians, the most important part of the resurrection is God showing his power over death so people could receive eternal life; whether this was a physical resurrection is of secondary importance.

Accept valid alternatives
(AO2)

[5]

- (c) “The Ascension was the most important event in Jesus’ life.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the importance of the ascension in the life of Jesus.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The ascension shows Jesus returning to heaven to be with God, confirming his identity as God’s son and saviour.
- The ascension is the most important event in the life of Jesus as it marks the successful completion of his work on earth.
- After witnessing the ascension, the disciples went back to Jerusalem filled with joy and giving thanks to God; no other event in the life of Jesus has had such a positive effect on his followers.

On the other hand:

- Candidates may argue that other events in the life of Jesus are of equal, or greater significance than the ascension; for example, the birth of Jesus or his death and resurrection.
- Other key incidents may be referred to such as the transfiguration or Jesus’ miracles.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

3 The Teaching of Jesus

AVAILABLE
MARKS

(a) Retell the rest of the story.

Target: Knowledge of the Parable of the Pharisee and the Tax Collector (Luke 18: 9-14).

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

Luke 18: 9-14		
GNB	NIV	RSV
<p>Jesus also told this parable to people who were sure of their own goodness and despised everybody else. ¹⁰ “Once there were two men who went up to the Temple to pray: one was a Pharisee, the other a tax collector. ¹¹ The Pharisee stood apart by himself and prayed, ‘I thank you, God, that I am not greedy, dishonest, or an adulterer, like everybody else. I thank you that I am not like that tax collector over there. ¹² I fast two days a week, and I give you one tenth of all my income.’ ¹³ But the tax collector stood at a distance and would not even raise his face to heaven, but beat</p>	<p>To some who were confident of their own righteousness and looked down on everyone else, Jesus told this parable: ¹⁰ “Two men went up to the temple to pray, one a Pharisee and the other a tax collector. ¹¹ The Pharisee stood by himself and prayed: ‘God, I thank you that I am not like other people—robbers, evildoers, adulterers—or even like this tax collector. ¹² I fast twice a week and give a tenth of all I get.’ ¹³ “But the tax collector stood at a distance. He would not even look up to heaven, but beat his breast and said, ‘God, have mercy on me, a sinner.’</p>	<p>He also told this parable to some who trusted in themselves that they were righteous and despised others: ¹⁰ “Two men went up into the temple to pray, one a Pharisee and the other a tax collector. ¹¹ The Pharisee stood and prayed thus with himself, ‘God, I thank thee that I am not like other men, extortioners, unjust, adulterers, or even like this tax collector. ¹² I fast twice a week, I give tithes of all that I get.’ ¹³ But the tax collector, standing far off, would not even lift up his eyes to heaven, but beat his breast, saying, ‘God, be merciful to me a sinner!’</p>

on his breast and said, 'God, have pity on me, a sinner!' ¹⁴ I tell you," said Jesus, "the tax collector, and not the Pharisee, was in the right with God when he went home. For those who make themselves great will be humbled, and those who humble themselves will be made great."	¹⁴ "I tell you that this man, rather than the other, went home justified before God. For all those who exalt themselves will be humbled, and those who humble themselves will be exalted."	¹⁴ I tell you, this man went down to his house justified rather than the other; for everyone who exalts himself will be humbled, but he who humbles himself will be exalted."
---	---	--

(AO1)

[5]

(b) Explain what Christians can learn from Jesus' teaching on prayer.

Target: Knowledge and understanding of Jesus' teaching on prayer (Matthew 6: 5-15 and Luke 18: 9-14).

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:

- Do not show-off as the hypocrites/religious leaders did. Instead, pray privately: 'Go to your room, close the door.'
- Do not use meaningless words; there is no need to pray at length for God to hear you.
- Be sincere and humble when praying and do so with the right motives.
- Use the words given by Jesus to his followers as an example of how to pray, i.e. The Lord's Prayer.

Accept valid alternatives

(AO1)

[5]

- (c) “Christians should never take revenge.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of Jesus’ teaching on revenge (Matthew 5: 38-48) and forgiveness (Matthew 18: 21-35) with relevance for Christian behaviour.

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 not to take revenge, replacing the Old Testament teaching of ‘an eye for an eye’ with the principle of forgiveness.
- Jesus spoke with God’s authority and his teaching is always relevant for Christians in any age.
- Revenge only leads to a cycle of more and more hatred and abuse, so this way of behaving is not appropriate for Christians.
- Jesus himself put this teaching into practice and therefore Christians should follow this example.

On the other hand:

- In our society today there is a lot of injustice and people need to stand up for their rights; not taking revenge can be seen as a sign of weakness.
- Christians may need to take revenge if it is the only way to stand up for the rights of others who are being oppressed.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 The Christian Church

AVAILABLE
MARKS

(a) Describe how some Christians observe Lent.

Target: Knowledge of some of the practices associated with Lent.

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:

- Many Christians make a personal sacrifice during Lent by giving something up or fasting for some of the time. The money saved is often collected in a small box and taken to church on Easter Sunday. This may be used for the church's work overseas.
- For many Christians, Lent is a time for reflection on Jesus' period of temptation in the wilderness and his suffering and death at his crucifixion. It is an important time of preparation for Easter.
- Some Christians may spend more time in prayer or attending church; in Catholic churches, Mass will be said daily during Lent.

Accept valid alternatives
(AO1)

[5]

(b) Do you think Easter is more important for Christians than Christmas? Give reasons for your answer.

AVAILABLE MARKS

Target: Analysis of whether Easter is more important for Christians than Christmas.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Easter remembers the death and resurrection of Jesus which are key events in his life. For Christians they are meaningful as they prove there is life after death and show God's power over sin and death.
- For Christians, the resurrection also proves that Jesus is the saviour and has fulfilled Old Testament prophecies.
- Easter Sunday is one of the central festivals of the church year and is very significant for Christians. However, its importance can be overlooked due to the emphasis placed on Christmas by secular society.

On the other hand:

- Christmas is also very important for Christians, remembering how God fulfilled his plan for the salvation of all humanity, by sending his son Jesus into the world.
- Christmas also proves that Jesus is the promised saviour, as events in the Gospel narratives show the fulfilment of Old Testament prophecies.
- Candidates may argue that without the events at Christmas, the Easter story could not have happened; they are both part of God's plan of salvation and therefore both are important.

Accept valid alternatives
(AO2)

[5]

(c) “All Christian festivals have become an excuse to overspend.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether Christian festivals have become too commercialised.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Many of the main Christian festivals have become part of secular society and have become too commercialised with an emphasis on spending money.
- Christmas has become a time of year when the focus of many people, Christians included, is spending money on presents, food and entertainment. Many people get into debt through overspending at Christmas.
- Easter is also a time when there is an increased emphasis on spending money.

On the other hand:

- For Christians, the true meaning of festivals in the church year has not been forgotten and the religious significance remains the most important focus.
- Not all festivals have become commercialised by secular society; there is no overspending associated with Pentecost or Lent, for example.
- There is nothing wrong with remembering important occasions in the church calendar by celebrating with friends and family.

Accept valid alternatives
(AO2)

[5]

15

Section A

60

**AVAILABLE
MARKS**

Section B

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

**AVAILABLE
MARKS**

5 The Encounters of Jesus with Others

(a) Describe what happened when the woman caught in adultery was brought to Jesus.

Target: Knowledge of the woman caught in adultery (John 8:1–11).

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

John 8: 1–11		
GNB	NIV	RSV
<p>Then everyone went home, but Jesus went to the Mount of Olives. ² Early the next morning he went back to the Temple. All the people gathered around him, and he sat down and began to teach them. ³ The teachers of the Law and the Pharisees brought in a woman who had been caught committing adultery, and they made her stand before them all. ⁴ “Teacher,” they said to Jesus, “this woman was caught in the very act of committing adultery.</p>	<p>¹ but Jesus went to the Mount of Olives. ² At dawn he appeared again in the temple courts, where all the people gathered around him, and he sat down to teach them. ³ The teachers of the law and the Pharisees brought in a woman caught in adultery. They made her stand before the group ⁴ and said to Jesus, “Teacher, this woman was caught in the act of adultery. ⁵ In the Law Moses commanded us to stone such women. Now what do you say?”</p>	<p>¹ but Jesus went to the Mount of Olives. ² Early in the morning he came again to the temple; all the people came to him, and he sat down and taught them. ³ The scribes and the Pharisees brought a woman who had been caught in adultery, and placing her in the midst ⁴ they said to him, “Teacher, this woman has been caught in the act of adultery. ⁵ Now in the law Moses commanded us to stone such. What do you say about her?”</p>

John 8: 1–11**AVAILABLE
MARKS**

GNB	NIV	RSV
<p>⁵ In our Law Moses commanded that such a woman must be stoned to death. Now, what do you say?" ⁶ They said this to trap Jesus, so that they could accuse him. But he bent over and wrote on the ground with his finger. ⁷ As they stood there asking him questions, he straightened up and said to them, "Whichever one of you has committed no sin may throw the first stone at her." ⁸ Then he bent over again and wrote on the ground. ⁹ When they heard this, they all left, one by one, the older ones first. Jesus was left alone, with the woman still standing there. ¹⁰ He straightened up and said to her, "Where are they? Is there no one left to condemn you?" ¹¹ "No one, sir," she answered. "Well, then," Jesus said, "I do not condemn you either. Go, but do not sin again."</p>	<p>⁶ They were using this question as a trap, in order to have a basis for accusing him. But Jesus bent down and started to write on the ground with his finger. ⁷ When they kept on questioning him, he straightened up and said to them, "Let any one of you who is without sin be the first to throw a stone at her." ⁸ Again he stooped down and wrote on the ground. ⁹ At this, those who heard began to go away one at a time, the older ones first, until only Jesus was left, with the woman still standing there. ¹⁰ Jesus straightened up and asked her, "Woman, where are they? Has no one condemned you?" ¹¹ "No one, sir," she said. "Then neither do I condemn you," Jesus declared. "Go now and leave your life of sin."</p>	<p>⁶ This they said to test him, that they might have some charge to bring against him. Jesus bent down and wrote with his finger on the ground. ⁷ And as they continued to ask him, he stood up and said to them, "Let him who is without sin among you be the first to throw a stone at her." ⁸ And once more he bent down and wrote with his finger on the ground. ⁹ But when they heard it, they went away, one by one, beginning with the eldest, and Jesus was left alone with the woman standing before him. ¹⁰ Jesus looked up and said to her, "Woman, where are they? Has no one condemned you?" ¹¹ She said, "No one, Lord." And Jesus said, "Neither do I condemn you; go, and do not sin again."</p>

(AO1)

[5]

(b) Explain how Zacchaeus' life changed when he met Jesus.

Target: Knowledge and understanding of Jesus' encounter with a tax collector (Luke 19:1–10).

**AVAILABLE
MARKS**

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

Answers may include:

- Zacchaeus was unpopular in Jericho as he was a chief tax collector and the people grumbled when Jesus went to his home. However, the change in Zacchaeus' life following this encounter would have made him socially acceptable.
- Zacchaeus was no longer greedy and dishonest, saying he would give half of his possessions to the poor and paying back those he had cheated.
- Zacchaeus has received salvation and been restored to a right relationship with God.

Accept valid alternatives
(AO1)

[5]

- (c) **“It is difficult for Christians to follow the example of Jesus.”**
Do you agree or disagree? Give reasons for your answer. You should refer to relevant Bible passages in your answer.

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

**AVAILABLE
MARKS**

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

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

AVAILABLE MARKS

Answers may include:

- Jesus associated with everyone, even people suffering from a feared disease; this can be a high standard to follow (Luke 17:12-19).
- Many people used to a comfortable lifestyle would find Jesus' teaching on wealth and poverty hard to accept (Matthew 6:1-4,24-34).
- In his teaching, Jesus required a high standard, therefore some people would find it difficult to maintain. Examples from his teaching could include the teaching on forgiveness and revenge where a different attitude is needed to what is normally expected (Matthew 5:38-48).
- In his dealings with religious leaders, Jesus showed how he disagreed with hypocrisy and was always prepared to stand up for the truth, even though it might make him unpopular. This is also a high standard to follow (Matthew 23:1-12, 23-28).

On the other hand:

- Jesus wants his followers to make a commitment and genuinely put him first in their lives. This is a challenge but need not be a problem if other concerns are not allowed to get in the way.
- Being a follower of Jesus requires priorities to be sorted out, but this should not mean it is too difficult to follow. Jesus' teaching on forgiveness, for example the parable of the unmerciful servant, shows that God's forgiveness is limitless. While a high standard is to be aimed for, people are not expected to be perfect. (Matthew 18:21-35).

- In his encounters with others, Jesus shows an acceptance of all people regardless of their social status or behaviour in the past (Luke 19:1-10).
- Candidates may give examples of Christians whose lives show they live by this example.

Accept valid alternatives
(AO2)

[10]

**AVAILABLE
MARKS**

20

6 Jesus' Baptism and Temptations

AVAILABLE
MARKS

(a) Retell the incident when Jesus was tempted by the Devil.

Target: Knowledge of the temptations of Jesus (Matthew 4: 1-11).

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 4: 1–11		
GNB	NIV	RSV
<p>Then the Spirit led Jesus into the desert to be tempted by the Devil. ² After spending forty days and nights without food, Jesus was hungry. ³ Then the Devil came to him and said, "If you are God's Son, order these stones to turn into bread." ⁴ But Jesus answered, "The scripture says, 'Human beings cannot live on bread alone, but need every word that God speaks.'" ⁵ Then the Devil took Jesus to Jerusalem, the Holy City, set him on the highest point of the Temple, ⁶ and said to him, "If you are God's Son, throw yourself down, for the scripture says,</p>	<p>Then Jesus was led by the Spirit into the wilderness to be tempted by the devil. ² After fasting forty days and forty nights, he was hungry. ³ The tempter came to him and said, "If you are the Son of God, tell these stones to become bread." ⁴ Jesus answered, "It is written: 'Man shall not live on bread alone, but on every word that comes from the mouth of God.'" ⁵ Then the devil took him to the holy city and had him stand on the highest point of the temple. ⁶ "If you are the Son of God," he said, "throw yourself down. For it is written: "He will command his angels concerning you,</p>	<p>Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil. ² And he fasted forty days and forty nights, and afterward he was hungry. ³ And the tempter came and said to him, "If you are the Son of God, command these stones to become loaves of bread." ⁴ But he answered, "It is written, 'Man shall not live by bread alone, but by every word that proceeds from the mouth of God.'" ⁵ Then the devil took him to the holy city, and set him on the pinnacle of the temple, ⁶ and said to him, "If you are the Son of God, throw</p>

<p>'God will give orders to his angels about you; they will hold you up with their hands, so that not even your feet will be hurt on the stones.'</p> <p>⁷ Jesus answered, "But the scripture also says, 'Do not put the Lord your God to the test.'"</p> <p>⁸ Then the Devil took Jesus to a very high mountain and showed him all the kingdoms of the world in all their greatness. ⁹ "All this I will give you," the Devil said, "if you kneel down and worship me."</p> <p>¹⁰ Then Jesus answered, "Go away, Satan! The scripture says, 'Worship the Lord your God and serve only him!'"</p> <p>¹¹ Then the Devil left Jesus; and angels came and helped him.</p>	<p>and they will lift you up in their hands, so that you will not strike your foot against a stone."</p> <p>⁷ Jesus answered him, "It is also written: 'Do not put the Lord your God to the test.'"</p> <p>⁸ Again, the devil took him to a very high mountain and showed him all the kingdoms of the world and their splendour. ⁹ "All this I will give you," he said, "if you will bow down and worship me."</p> <p>¹⁰ Jesus said to him, "Away from me, Satan! For it is written: 'Worship the Lord your God, and serve him only.'"</p> <p>¹¹ Then the devil left him, and angels came and attended him.</p>	<p>yourself down; for it is written, 'He will give his angels charge of you,' and 'On their hands they will bear you up, lest you strike your foot against a stone.'"</p> <p>⁷ Jesus said to him, "Again it is written, 'You shall not tempt the Lord your God.'" ⁸ Again, the devil took him to a very high mountain, and showed him all the kingdoms of the world and the glory of them; ⁹ and he said to him, "All these I will give you, if you will fall down and worship me." ¹⁰ Then Jesus said to him, "Be gone, Satan! for it is written, 'You shall worship the Lord your God and him only shall you serve.'"</p> <p>¹¹ Then the devil left him, and behold, angels came and ministered to him.</p>
--	--	--

AVAILABLE MARKS

(AO1)

[5]

(b) Explain why Jesus’ baptism was an important event for him.

AVAILABLE MARKS

Target: Knowledge and understanding of the Baptism of Jesus (Matthew 3: 13-17).

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 explained to John that by being baptised he was being obedient to God and doing what was required of him.
- After Jesus came up out of the water, the heavens were opened and God’s spirit alighted on Jesus.
- Jesus heard God’s voice saying, “This is my own dear Son, with whom I am pleased.”
- Jesus’ baptism marks the beginning of his public ministry and he is now ready to prepare for the work ahead.

Accept valid alternatives (AO1)

[5]

(c) “Christians can learn a lot from Jesus about coping with temptation in everyday life.”

Do you agree or disagree? Give reasons for your answer. You should refer to relevant Bible passages in your answer.

Target: Analysis and evaluation of whether Jesus’ example of coping with temptations can help Christians today.

AVAILABLE
MARKS

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

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

AVAILABLE MARKS

Answers may include:

- Christians can learn that it is not wrong to be tempted, as even Jesus had to face temptation (Matthew 4:1-11).
- There are benefits to being tempted – it can make you stronger and less able to give in when facing similar temptations in the future.
- Resisting temptation can be a real struggle; however, Christians can learn that it is important to stick to what you know is right, as Jesus did.
- Christians can follow Jesus' example and look to the Bible for guidance when they are tempted (Matthew 4:7).

On the other hand:

- Some people may find following the example of Jesus too difficult and unrealistic as he is God's son. Jesus always had a clear sense of his mission and God's purpose for his life.
- In contrast, ordinary people are weak and sinful and it is easy to be tempted. Sometimes people simply make wrong choices.
- Some people may feel that the temptations faced by Jesus are not as great as some of the temptations people face today (for example, the temptation to abuse an addictive substance or steal because you are in debt).

Accept valid alternatives (AO2)

[10]

20

7 The Christian Church

AVAILABLE
MARKS

- (a) Describe the main features of a Communion/Eucharist service in a church of your choice.

Target: Knowledge of the main features of a Communion/Eucharist service in a chosen 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"> 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:

- Reference to whether there is a special time for communion/Eucharist or whether it is celebrated every service.
- Whether the service is liturgical, structured or leaderless.
- Those eligible to take part in the service.
- How the elements are distributed.
- Whether communion is received in one or both kinds.
- The conclusion to the service.

Accept valid alternatives
(AO1)

[5]

(b) Explain the different beliefs Christians have about the bread and wine.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of different Christian beliefs about the bread and wine.

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:

- Explanation of the Roman Catholic teaching on Transubstantiation – that Jesus is really present in the bread and wine; they are not just symbols.
- Reference to the chosen Protestant denomination – to what extent the bread and wine are a visual aid/symbol/reminder of Jesus' death on the cross.
- Candidates may also refer to different beliefs about how the bread and wine should be distributed and whether communion should be taken in one or both kinds by the congregation.

Accept valid alternatives
(AO1)

[5]

- (c) “Christians should take part in a service of Communion/Eucharist at least once a week.”
Do you agree or disagree? Give reasons for your answer. You should refer to church teaching in your answer.

Target: Analysis and evaluation of whether Communion/Eucharist should be celebrated frequently or infrequently.

AVAILABLE
MARKS

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

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

Answers may include:

- Some churches place emphasis on communion/Eucharist as being a central part of all acts of worship, so it may be said daily, as in the Roman Catholic Church.
- Others, such as the Church of Ireland, maintain the importance of the sacrament by celebrating it on a weekly basis.
- The practice of these denominations shows that the importance of communion is reflected in frequent observance.

On the other hand:

- Some Christians feel that as Holy Communion is so special, it should not be celebrated as often as it will become a ritual and the meaning behind it will be forgotten.
- Therefore, some churches celebrate communion less frequently, such as the Presbyterian Church (having a communion service maybe four times a year) or the Methodist Church (once a month).
- Jesus instituted Holy Communion at the last Supper, but he did not specify how often this should take place for believers.

Accept valid alternatives
(AO2)

[10]

20

Section B

40

Total

100

**AVAILABLE
MARKS**