



General Certificate of Secondary Education

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

Assessment

**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 teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' 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 students' responses

In marking the question paper, teachers 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 students 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 students 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 students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **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 student presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

Level 3: The student 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 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, teachers should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The student 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 student 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.

Note: In 10 mark responses, students can only achieve Level 3 or above if they refer to relevant Bible or Church teaching in their answer.

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 The Christian Church

(a) (i) What are the following items used for?

Tabernacle

Storing the consecrated communion wafers
(AO1)

[1]

Communion table/altar

The bread and wine are placed here during Holy Communion
(AO1)

[1]

Lectern

Readings from the Bible
(AO1)

[1]

(ii) Name a church that uses a baptismal pool for baptisms.

Answers may include:

- Baptist
- Brethren

Accept valid alternatives
(AO1)

[1]

(iii) Name a church that uses a shared cup for Holy Communion.

Answers may include:

- Church of Ireland
- Roman Catholic Church, on special occasions, e.g. marriage

Accept valid alternatives
(AO1)

[1]

(b) What does the style and layout of a Church building tell you about the people who worship there?

AVAILABLE
MARKS

Target: Knowledge and understanding of the significance of different styles of church building.

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:

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

Accept valid alternatives
(AO1)

[5]

- (c) “There is no need to go to church as God can be worshipped anywhere.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether Church attendance is essential for 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:

- God is present in all places, therefore he can be worshipped everywhere.
- During the week, Christians may get together for worship; these meetings often take place in someone’s house, e.g. Bible study, prayer groups.
- Many Christians pray and read the Bible at home.
- Jesus prayed to God when he was outside, e.g. in the Garden of Gethsemane.

On the other hand:

- Worship activities which take place outside church should not replace attending church.
- Fellowship with other Christians is important and the church is a focal point for this.
- Christians need to grow in their faith and they can do this by listening to the sermon.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 The Identity of Jesus

AVAILABLE
MARKS

(a) Jesus asked his disciples “Who do people say the Son of Man is?”

(i) Name the two Bible characters the disciples gave in their answer.

Answers may include any **two** of the following (Matthew 16:14):

- John the Baptist
- Elijah
- Jeremiah

(AO1)

[2]

(ii) Who answered Jesus’ question by saying “You are the Messiah”?

Peter (Matthew 16:16)

(AO1)

[1]

(iii) Give two ways in which Jesus’ appearance changed during the Transfiguration.

- His face shone like the sun (Matthew 17:2)
- His clothes became dazzling white (Matthew 17:2)

(AO1)

[2]

(b) Do you think the Transfiguration helped the disciples to understand Jesus' identity?

Give reasons for your answer.

Target: Analysis of the impact of the Transfiguration on Peter, James and John.

**AVAILABLE
MARKS**

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

Answers may include:

- The Transfiguration was an opportunity for Peter, James and John to have a glimpse of Jesus in his heavenly glory; they were especially chosen to witness this event, so it must have had an impact on them.
- The appearance of Moses and Elijah would have suggested Jesus was the fulfilment of the Law and the Prophets. Peter was over-awed by their appearance, hence his reaction to build a shelter for each of them.
- God's voice speaking from heaven, saying "This is my own dear Son" would have left no doubt for the disciples about Jesus' identity.

On the other hand:

- This was no doubt a special moment for the three disciples who were witnesses. However, we cannot know for certain how much they understood about the identity of Jesus.
- When the disciples heard the voice from heaven, they were terrified and threw themselves face downward on the ground. They may not have understood what was happening or the significance of God's words.
- Later on, during the events in Gethsemane and at Jesus' arrest, none of the disciples seem to have a clear idea of Jesus' true identity as Son of God, Saviour and Messiah.

Accept valid alternatives

(AO2)

[5]

- (c) **“Messiah is the best title to describe Jesus’ identity.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the most appropriate title for 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 title ‘Messiah’ comes from the Hebrew language and it literally means ‘the anointed one’ or ‘the chosen one’. Old Testament prophecy spoke of a person sent by God and from the line of David, who would be a Saviour for his people. During his time on earth, many people recognised Jesus as this Messiah.
- The title ‘Messiah’ is the Hebrew equivalent of the Greek title ‘Christ’ which is very widely used by Christians to this day.
- In many events in Jesus’ life, especially the Birth Stories and his death and resurrection, Old Testament prophecies concerning the Messiah were seen being fulfilled.

On the other hand:

- There are other titles used to describe Jesus in the Gospels; ‘Son of David’ shows his link to the Old Testament as the one who has fulfilled the prophecies as the promised ‘Messiah’.
- Some candidates may suggest that ‘Son of Man’ is also a valid description of Jesus, and it is the title Jesus often used for himself.
- The title ‘Son of God’ sums up everything that is important about the identity of Jesus. Jesus’ identity as the Son of God is confirmed at important moments during his life, such as his baptism and transfiguration. Son of God is the title widely used by Christians today to describe Jesus.
- It may be argued that Saviour is the best title, as Jesus saved humankind from sin.

Accept valid alternatives
(AO2)

[5]

15

3 The teaching of Jesus

(a) Tell the rest of this parable.

Target: Knowledge of the Parable of the Unforgiving Servant (Matthew 18:27–35).

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 18:27–35

GNB	NIV	RSV
<p>²⁷ The king felt sorry for him, so he forgave him the debt and let him go.</p> <p>²⁸ “Then the man went out and met one of his fellow servants who owed him a few dollars. He grabbed him and started choking him. ‘Pay back what you owe me!’ he said. ²⁹ His fellow servant fell down and begged him, ‘Be patient with me, and I will pay you back!’ ³⁰ But he refused; instead, he had him thrown into jail until he should pay the debt.</p> <p>³¹ When the other servants saw what had happened, they were very upset and went to the king and told him everything.</p>	<p>²⁷ The servant’s master took pity on him, canceled the debt and let him go.</p> <p>²⁸ “But when that servant went out, he found one of his fellow servants who owed him a hundred silver coins. He grabbed him and began to choke him. ‘Pay back what you owe me!’ he demanded. ²⁹ “His fellow servant fell to his knees and begged him, ‘Be patient with me, and I will pay it back.’ ³⁰ “But he refused. Instead, he went off and had the man thrown into prison until he could pay the debt. ³¹ When the other servants saw what had happened, they were outraged and went and told their master everything that had happened.</p>	<p>²⁷ And out of pity for him the lord of that servant released him and forgave him the debt. ²⁸ But that same servant, as he went out, came upon one of his fellow servants who owed him a hundred denarii; and seizing him by the throat he said, ‘Pay what you owe.’ ²⁹ So his fellow servant fell down and besought him, ‘Have patience with me, and I will pay you.’ ³⁰ He refused and went and put him in prison till he should pay the debt. ³¹ When his fellow servants saw what had taken place, they were greatly distressed, and they went and reported to their lord all that had taken place.</p>

AVAILABLE
MARKS

Matthew 18:27–35

**AVAILABLE
MARKS**

GNB	NIV	RSV
<p>³² So he called the servant in. ‘You worthless slave!’ he said. ‘I forgave you the whole amount you owed me, just because you asked me to. ³³ You should have had mercy on your fellow servant, just as I had mercy on you.’ ³⁴ The king was very angry, and he sent the servant to jail to be punished until he should pay back the whole amount.”</p> <p>³⁵ And Jesus concluded, “That is how my Father in heaven will treat every one of you unless you forgive your brother from your heart.”</p>	<p>³² “Then the master called the servant in. ‘You wicked servant,’ he said, ‘I canceled all that debt of yours because you begged me to. ³³ Shouldn’t you have had mercy on your fellow servant just as I had on you?’ ³⁴ In anger his master handed him over to the jailers to be tortured, until he should pay back all he owed.</p> <p>³⁵ “This is how my heavenly Father will treat each of you unless you forgive your brother or sister from your heart.”</p>	<p>³² Then his lord summoned him and said to him, ‘You wicked servant! I forgave you all that debt because you besought me; ³³ and should not you have had mercy on your fellow servant, as I had mercy on you?’ ³⁴ And in anger his lord delivered him to the jailers, till he should pay all his debt. ³⁵ So also my heavenly Father will do to every one of you, if you do not forgive your brother from your heart.”</p>

(AO1)

[5]

(b) Explain what Jesus taught about salt and light.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Jesus' teaching on salt and light (Matthew 5:13–16).

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

Answers may include:

- Jesus taught that discipleship involves being a good witness and letting others see your faith. Jesus uses two familiar items to get his message across to his listeners.
- In Bible times, salt was used as a preservative, to stop fresh food from going bad. Salt that cannot do this is useless. Jesus wants his followers to be like salt in their local community, through being a force for good and bringing improvements to people's lives.
- Light is important to guide the way, especially in darkness. Jesus wants his followers to show their faith in the societies where they live, like a light shining visibly. Jesus concludes by saying that Christians should be visible and effective in society so others will be led to God.

Accept valid alternatives
(AO1)

[5]

- (c) “Sometimes it is impossible for Christians to forgive others.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of Jesus’ teaching on forgiveness.

**AVAILABLE
MARKS**

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

Answers may include:

- Some Christians may not feel inclined to forgive if they feel a person is not sorry for what they have done. The Bible does stress the need for repentance and a genuine desire to change.
- Some acts are so horrendous it is not realistic to expect victims to forgive. Assuming Christians will always show forgiveness may be expecting too much, despite Jesus’ teaching. There are some occasions when the feeling of righteous anger may be appropriate.
- ‘Turning the other cheek’ may be interpreted as a sign of weakness or possibly no longer appropriate for society today.

On the other hand:

- Showing forgiveness towards others is one of the central teachings in Christianity and it can be a good witness to others.
- God will forgive those who repent, so Christians should also forgive others. This is summed up in the Lord’s Prayer ‘Forgive us our sins, as we forgive those who sin against us’.
- Jesus taught forgiveness (e.g. in the Sermon on the Mount) and also gave people an example to follow when he forgave those who had crucified him.

Accept valid alternatives
(AO2)

[5]

15

4 The Christian Church

AVAILABLE
MARKS

- (a) Describe how some Christians remember the events of Holy Week and Easter.

Target: Knowledge of how some Christians remember the events of Holy Week and Easter.

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:

- On Palm Sunday, Christians remember the triumphal entry of Jesus into Jerusalem. In some churches, small crosses made out of palm leaves are given out as a reminder that although Jesus entered Jerusalem in triumph, he was soon to be put to death.
- On Maundy Thursday, in some churches, the priest or minister will wash the feet of a person in the congregation as a sign of their duty to serve the people of God. This remembers Jesus' action in washing the feet of his disciples.
- For Christians of all denominations, Good Friday is the most solemn day of the year when they remember Jesus' death on the cross. A tradition in Roman Catholic churches is to visit the fourteen 'Stations of the Cross'.
- Holy Saturday was the day when Jesus' body was in the tomb. In the Roman Catholic Church it is a day of quiet anticipation. An Easter vigil service is held on Saturday night.
- On Easter Sunday, the day that remembers the Resurrection, there will be the main celebration of Jesus' victory over sin and death. In some churches, a service is held at dawn.

Accept valid alternatives
(AO1)

[5]

- (b) Do you think the real meaning of Christmas has been forgotten?
Give reasons for your answer.

AVAILABLE
MARKS

Target: Analysis of whether some Christians have forgotten the real meaning of 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:

- Some Christian festivals, such as Christmas, have become over-commercialised and dominated by consumerism. It is not just secular society but also Christians who are affected by this trend.
- In the run-up to Christmas, many people would spend more time shopping for presents, preparing meals and entertaining than focusing on the true meaning of Advent and Christmas.

On the other hand:

- While many people enjoy the season of Advent and Christmas, this does not mean the true meaning is being neglected.
- Some Christians get involved in charity work or make a special effort for someone lonely or in need – this reflects the true spirit of Christmas.
- Some churches are active in their local area promoting special events in the church calendar which reminds people of the true meaning of Christmas. Many Christians attend special services in which the real meaning of Christmas is celebrated.

Accept valid alternatives
(AO2)

[5]

- (c) “It is important to remember past events through religious festivals.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the importance of remembering past events through religious festivals.

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:

- Most Christian festivals are centred on the life of Jesus, so these past events are very significant for Christians to remember. For example, Christmas and Easter focus on events in the life of Jesus that are the foundation of Christian belief.
- Remembering past events through festivals can help Christians to have a sense of tradition and history; remembering a special event on a particular day means there is less chance of the event being forgotten.
- Remembering past events through religious festivals is also a time for celebration, relaxation and showing faith in practical ways.

On the other hand:

- Festivals can be a distraction from true worship; Christmas and Easter are good examples of how the actual celebration can be more important than the event it remembers.
- Religious festivals can offer benefits other than simply a means to remember a past event. Many Christians use festivals as a chance to reflect on their lives, for example, during Advent and Lent.
- Important events in the life of Jesus, or the example of saints, should be remembered all through the year and not just at a special day or festival.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

**AVAILABLE
MARKS**

5 The Encounters of Jesus with others

(a) Retell the incident when Jesus healed the ten leprosy sufferers.

Target: Knowledge of Luke 17:12–19.

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

Luke 17:12–19		
GNB	NIV	RSV
<p>¹² He was going into a village when he was met by ten men suffering from a dreaded skin disease. They stood at a distance ¹³ and shouted, “Jesus! Master! Have pity on us!” ¹⁴ Jesus saw them and said to them, “Go and let the priests examine you.” On the way they were made clean. ¹⁵ When one of them saw that he was healed, he came back, praising God in a loud voice. ¹⁶ He threw himself to the ground at Jesus’ feet and thanked him. The man was a Samaritan. ¹⁷ Jesus spoke up, “There were ten who were healed; where are the other nine?”</p>	<p>¹² As he was going into a village, ten men who had leprosy met him. They stood at a distance ¹³ and called out in a loud voice, “Jesus, Master, have pity on us!” ¹⁴ When he saw them, he said, “Go, show yourselves to the priests.” And as they went, they were cleansed. ¹⁵ One of them, when he saw he was healed, came back, praising God in a loud voice. ¹⁶ He threw himself at Jesus’ feet and thanked him—and he was a Samaritan. ¹⁷ Jesus asked, “Were not all ten cleansed? Where are the other nine?”</p>	<p>¹² And as he entered a village, he was met by ten lepers, who stood at a distance ¹³ and lifted up their voices and said, “Jesus, Master, have mercy on us.” ¹⁴ When he saw them he said to them, “Go and show yourselves to the priests.” And as they went they were cleansed. ¹⁵ Then one of them, when he saw that he was healed, turned back, praising God with a loud voice; ¹⁶ and he fell on his face at Jesus’ feet, giving him thanks. Now he was a Samaritan. ¹⁷ Then said Jesus, “Were not ten cleansed? Where are the nine?”</p>

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

(AO1)

[5]

AVAILABLE MARKS
This area is currently blank for marking

(b) Explain why Jesus criticised the Jewish leaders for their attitudes and practices.

AVAILABLE MARKS

Target: Knowledge and understanding of why Jesus criticised the Jewish leaders.

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

Answers may include:

- Jesus criticised the religious leaders, particularly the Pharisees and the teachers of the Law, because of their religious pride and hypocrisy. They lacked humility and took the best seats in the synagogue.
- Jesus felt that these religious leaders placed impossible burdens on people with their strict demands for the Jewish Law to be kept in minute detail. They themselves often ignored the laws they were forcing on other people.
- Jesus criticised the religious leaders as he saw they had no desire to change their self-righteous attitudes.
- Jesus then went on to give the religious leaders a warning that they were like ‘white washed tombs’ – appearing clean on the outside, but full of rot and decay on the inside. The Scribes and Pharisees needed to start seeing what is really important in their relationship with God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Jesus showed no prejudice towards others so neither should his followers today.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to relevant Bible passages in your answer.

Target: Analysis and evaluation of the example given 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:

- In his dealings with other people, Jesus encountered people who would often experience prejudiced attitudes from others – women, sinners, tax collectors and those suffering from leprosy.
- Jesus invited himself to the home of Zacchaeus the tax collector, despite a negative reaction from the crowd, did not condemn a sinful woman but forgave her and healed the leprosy sufferers instead of treating them as outcasts.
- Jesus' followers should use this behaviour as a model to follow and try to see the real person beneath the disease, label or social status. Christians should always aim to treat all people in a fair and respectful way, as Jesus did.

On the other hand:

- There are occasions when following the example of Jesus can be very difficult. Jesus, as God's Son, was able to give the ultimate example for human behaviour. However, humans are often weak and do not always act in an ideal way.
- Most people understand that prejudice is wrong but putting this into practice can be difficult. Sometimes it is natural to have a fear or mistrust of certain groups of people, especially if there has been a bad experience in the past.
- A prejudice is an attitude, whereas discrimination means putting

prejudice into action by the way a person is treated. Some might argue that a prejudiced attitude is only harmful when it results in discrimination.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20

6 The Death of Jesus

**AVAILABLE
MARKS**

(a) Outline what happened during the arrest of Jesus.

Target: Knowledge of Matthew 26:47–56.

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

Matthew 26:47–56		
GNB	NIV	RSV
<p>⁴⁷ Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a large crowd armed with swords and clubs and sent by the chief priests and the elders. ⁴⁸ The traitor had given the crowd a signal: “The man I kiss is the one you want. Arrest him!”</p> <p>⁴⁹ Judas went straight to Jesus and said, “Peace be with you, Teacher,” and kissed him.</p> <p>⁵⁰ Jesus answered, “Be quick about it, friend!” Then they came up, arrested Jesus, and held him tight. ⁵¹ One of those who were with Jesus drew his sword and struck at the High Priest’s slave, cutting off his ear.</p>	<p>⁴⁷ While he was still speaking, Judas, one of the Twelve, arrived. With him was a large crowd armed with swords and clubs, sent from the chief priests and the elders of the people. ⁴⁸ Now the betrayer had arranged a signal with them: “The one I kiss is the man; arrest him.” ⁴⁹ Going at once to Jesus, Judas said, “Greetings, Rabbi!” and kissed him.</p> <p>⁵⁰ Jesus replied, “Do what you came for, friend.” Then the men stepped forward, seized Jesus and arrested him. ⁵¹ With that, one of Jesus’ companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear.</p>	<p>⁴⁷ While he was still speaking, Judas came, one of the twelve, and with him a great crowd with swords and clubs, from the chief priests and the elders of the people. ⁴⁸ Now the betrayer had given them a sign, saying, “The one I shall kiss is the man; seize him.” ⁴⁹ And he came up to Jesus at once and said, “Hail, Master!” And he kissed him. ⁵⁰ Jesus said to him, “Friend, why are you here?” Then they came up and laid hands on Jesus and seized him. ⁵¹ And behold, one of those who were with Jesus stretched out his hand and drew his sword, and struck the slave of the high priest, and cut off his ear.</p>

⁵² “Put your sword back in its place,” Jesus said to him. “All who take the sword will die by the sword. ⁵³ Don’t you know that I could call on my Father for help, and at once he would send me more than twelve armies of angels? ⁵⁴ But in that case, how could the Scriptures come true which say that this is what must happen?”

⁵⁵ Then Jesus spoke to the crowd, “Did you have to come with swords and clubs to capture me, as though I were an outlaw? Every day I sat down and taught in the Temple, and you did not arrest me. ⁵⁶ But all this has happened in order to make come true what the prophets wrote in the Scriptures.” Then all the disciples left him and ran away.

⁵² “Put your sword back in its place,” Jesus said to him, “for all who draw the sword will die by the sword. ⁵³ Do you think I cannot call on my Father, and he will at once put at my disposal more than twelve legions of angels? ⁵⁴ But how then would the Scriptures be fulfilled that say it must happen in this way?”

⁵⁵ In that hour Jesus said to the crowd, “Am I leading a rebellion, that you have come out with swords and clubs to capture me? Every day I sat in the temple courts teaching, and you did not arrest me. ⁵⁶ But this has all taken place that the writings of the prophets might be fulfilled.” Then all the disciples deserted him and fled.

⁵² Then Jesus said to him, “Put your sword back into its place; for all who take the sword will perish by the sword. ⁵³ Do you think that I cannot appeal to my Father, and he will at once send me more than twelve legions of angels?

⁵⁴ But how then should the scriptures be fulfilled, that it must be so?” ⁵⁵ At that hour Jesus said to the crowds, “Have you come out as against a robber, with swords and clubs to capture me? Day after day I sat in the temple teaching, and you did not seize me.

⁵⁶ But all this has taken place, that the scriptures of the prophets might be fulfilled.” Then all the disciples forsook him and fled.

(AO1)

[5]

(b) Explain how Jesus' trial before the Sanhedrin was unfair.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how Jesus' trial before the Sanhedrin broke their own rules.

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 Sanhedrin was looking for false evidence against Jesus; many people came forward and told lies about him.
- Jesus was spat on and slapped – not the treatment expected at a proper trial.
- Jesus had no-one to speak in his defence.
- Jesus was questioned at night, in the house of the High Priest and during a festival, all of which broke the Sanhedrin's own rules about the conduct of a trial.

Accept valid alternatives
(AO1)

[5]

(c) “Judas was responsible for the death of Jesus.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to relevant Bible passages in your answer.

Target: Analysis and evaluation of the reasons why Jesus was crucified and whether anyone was to blame.

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:

- The actions carried out by Judas certainly led to Jesus' arrest. As predicted by Jesus at the Last Supper, one of them would betray him, and that person was Judas. He had arranged to have Jesus handed over to the Jewish leaders.
- Later that evening, after Jesus had been praying and alone with his disciples, Judas led an armed mob to arrest Jesus and identified him with the pre-arranged signal of a kiss.
- It could be argued that these actions of Judas directly led to Jesus' death and therefore he is the main person responsible.

On the other hand:

- Candidates may suggest that other people should take some or all of the blame for Jesus' death. For example, the Jewish leaders were looking for a false charge against Jesus as they felt threatened by him.
- Pontius Pilate condemned Jesus to death, even though he realised he was innocent, so he also could be held responsible.
- Candidates may also argue that no one was responsible for the death of Jesus as this was all part of God's plan for the redemption of sinful humanity. At his arrest, Jesus said that he could have saved himself if he had wanted to, but he knew the prophecies had to be fulfilled.

Accept valid alternatives
(AO2)

[10]

20

7 The Christian Church

AVAILABLE
MARKS

- (a) Describe how singing and music play an important role in Christian worship.

Target: Knowledge of the role of singing and music in Christian worship.

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:

- Hymns, choruses and praise songs, whether traditional or modern, are used in worship to praise God and convey Christian teaching.
- Psalms are songs of praise found in the Bible and are sometimes sung in Church worship.
- Many churches have a choir or praise band to lead the people in worship.
- Music played on the organ or piano can also play an important part in leading the congregation in worship.

Accept valid alternatives
(AO1)

[5]

(b) Explain how different types of prayer are used in church worship.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of some of the different types of prayer and their use in Church worship.

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 main types of prayer may be referred to with reference to how each may play an important part in Christian worship. These may include: adoration, confession, thanksgiving, petition, supplication and intercession.
- Reference may also be made to specific churches, for example:
 - Church of Ireland** – Written liturgical prayers are an important part of the service. These include the Lord’s Prayer and Collects.
 - Baptist Church** – The first prayer is often a prayer of adoration, to focus attention on God. The pastor will pray in his own words.
 - Methodist Church** – Some prayers are recited together, such as the Lord’s Prayer; others will be spoken freely without preparation. Methodist worship sometimes includes a time for quiet reflection, waiting for God to speak.
 - Presbyterian Church** – Set, written prayers are not normally used. The first prayer is likely to be a prayer of confession, asking for God’s forgiveness.
 - Catholic Church** – Reference may be made to the Prayers of the Faithful, where the needs of others are brought before God. The Eucharistic Prayer is an important part of the mass and includes praise and thanksgiving. Reference may also be made to the Rosary and novenas.

Accept valid alternatives
(AO1)

[5]

- (c) **“Churches are still the centre of the local community.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Church teaching in your answer.

Target: Analysis and evaluation of whether churches are still the centre of the local community.

**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:

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

On the other hand:

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

congregations; others are being put to different use other than Christian worship.
Accept valid alternatives
(AO2)

[10]

**AVAILABLE
MARKS**

20

