



Rewarding Learning

**General Certificate of Secondary Education
2022**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

THURSDAY 26 MAY, MORNING

**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:

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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 Jesus' Baptism and Temptations

(a) (i) **Where was Jesus tempted?**

In the desert or wilderness (Matthew 4:1)
(AO1)

[1]

(ii) **For how long had Jesus been without food?**

Forty days and nights (Matthew 4:2)
(AO1)

[1]

(iii) **What was the first temptation?**

To turn stones into bread (Matthew 4:3)
(AO1)

[1]

(iv) **What did Jesus reply to the second temptation?**

"Do not put the Lord your God to the test." (Matthew 4:7)
(AO1)

[1]

(v) **After the devil left, who came and helped Jesus?**

Angels (Matthew 4:11)
(AO1)

[1]

(b) Explain why Jesus' baptism was an important event.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Jesus' baptism.

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

Answers may include:

- God's voice was heard, confirming that Jesus was his Son and that God was pleased with him.
- The heavens opened and God's spirit descended on Jesus.
- This incident marks a turning point in Jesus' life; he is preparing to start his ministry.
- Jesus was publicly acknowledged as being the 'greater person' John had referred to in his teaching.

Accept valid alternatives
(AO1)

[5]

- (c) “Jesus’ temptations prepared him for God’s work.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the importance of the temptations in preparing Jesus for his ministry.

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:

- During his temptations, Jesus could consider some of the challenges he may have to face during his ministry and to think how he will respond.
- In the first temptation, Jesus faced up to the dilemma of whether to use his powers for himself or only for the good of others.
- By refusing to throw himself from the top of the temple, Jesus is establishing that he will not perform miracles to prove his identity.
- The third temptation shows that Jesus will not be a political Messiah but will put God’s kingdom first.

On the other hand:

- It could be argued that Jesus, as the Son of God, was always ready for God’s work and did not need to be tempted.
- The temptations could not have prepared Jesus for the opposition, betrayal and sacrifice that he had to make.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

2 The Christian Church

AVAILABLE
MARKS

(a) (i) Name a church which baptises infants.

Answers may include:

- Catholic
- Church of Ireland
- Methodist
- Presbyterian

Accept valid alternatives

(AO1)

[1]

(ii) Name a church which baptises adults by total immersion.

Answers may include:

- Brethren
- Baptist
- Elim/Pentecostal

Accept valid alternatives

(AO1)

[1]

(iii) During a service of infant baptism, who makes promises on behalf of the child?

Answers may include:

- Parents
- God Parents
- The congregation/people present

Accept valid alternatives

(AO1)

[1]

(iv) Give *two* symbols used in baptism.

Answers may include any two from:

- Water
- White garment
- Oils
- Candle

Accept valid alternatives

(AO1)

[2]

(b) Do you think being baptised as an adult is better than being baptised as an infant?

Give reasons for your answer.

Target: Analysis of whether it is better to baptise infants or adults.

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:

- Believer’s baptism is the only kind of baptism seen in the New Testament.
- Babies and infants are not old enough to understand what is happening and cannot make their own personal choice.
- Believer’s baptism is more meaningful as it is carried out when a person testifies to their own faith.

On the other hand:

- Baptism is a sign of becoming part of the Christian community, so it is appropriate that people are baptised as children.
- Baptism is a sacrament in which people experience God’s grace; children should not be excluded from this.
- In the New Testament, whole households were baptised and it is likely that these must have included children as well as adults.

Accept valid alternatives

(AO2)

[5]

AVAILABLE MARKS

- (c) “Living a good Christian life is more important than observing sacraments/ordinances.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether Christian living is more important than observing sacraments/ordinances.

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 spent most of his ministry giving practical help to the needy.
- Jesus emphasised moral behaviour and the need for people to treat each other with respect and decency. Christians should follow this example.
- Being baptised or taking communion does not make a person become a Christian; it is a person’s faith which is important.

On the other hand:

- Jesus instituted the Lord’s Supper as a way for his followers to remember his sacrifice on the cross.
- Christians take part in Communion/Eucharist/Mass as a way of following this command of Jesus and also to be strengthened in their faith.
- At the Great Commission, Jesus commanded his disciples to go out and preach, baptising those who believed. From the earliest time, baptism has been the rite of entry into the church.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

3 The Encounters of Jesus with others

(a) Retell the rest of the story.

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

The Woman Caught in Adultery (John 8:1–11)		
GNB	NIV	RSV
<p>Then everyone went home, but Jesus went to the Mount of Olives.</p> <p>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.</p> <p>⁴ “Teacher,” they said to Jesus, “this woman was caught in the very act of committing adultery.</p> <p>⁵ In our Law Moses commanded that such a woman must be stoned to death. Now, what do you say?”</p>	<p>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>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>

AVAILABLE MARKS

<p>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.</p> <p>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?”</p> <p>¹¹ “No one, sir,” she answered.</p> <p>“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.</p> <p>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?”</p> <p>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.</p> <p>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.”</p> <p>⁸ And once more he bent down and wrote with his finger on the ground.</p> <p>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>
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(AO1)

[5]

(b) Explain how Jesus treated leprosy sufferers differently to how they were treated by the rest of society.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the treatment of leprosy sufferers in Jesus' day.

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 treated leprosy sufferers with mercy and compassion (e.g. Lk 17:12–19).
- Leprosy sufferers were treated as outcasts and marginalised by the rest of society. They had to live with other sufferers in separate communities outside the town.
- They were forbidden to have any contact with non-leprosy sufferers, including their families.
- They could not go into any public places or attend worship in the temple or synagogue.
- Leprosy sufferers were treated as sinners as their illness was seen as a punishment from God.

Accept valid alternatives
(AO1)

[5]

(c) “Society has a lot to learn from Jesus about how to treat others.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether Jesus’ treatment of others has relevant lessons for today.

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

Answers may include:

- Some groups of people might be marginalised and treated as “outcasts” today – perhaps because they are unemployed, immigrants or homeless. The example of Jesus teaches that this is wrong.
- The Pharisees were prepared to condemn the woman caught in adultery. Jesus’ attitude to her is relevant for society today as he was prepared to show tolerance and forgiveness.
- Tax collectors were universally unpopular because of their work. In his encounter with Zacchaeus, Jesus was prepared to see his potential and accept him. This is also an attitude that is relevant for today.

On the other hand:

- Jesus associated with tax collectors and leprosy sufferers; it could be argued that these situations are no longer relevant today
- The society we live in today is less religious. Many people do not accept the Christian message so they would not see the teaching of Jesus as having any importance.
- Society could learn as much from a secular view, or the teaching of another religion.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 The Christian Church

(a) Describe how some Christians observe Lent.

Target: Knowledge of Christian practices during 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:

- Lent is important as a period of preparation for Easter.
- For some Christians, Lent is a time for prayer and reflection, e.g. in the Catholic Church more people attend mass daily.
- Many Christians fast or give something up for Lent, to remember the period of 40 days Jesus spent in the wilderness.
- For many Christians, Lent is a time to help those who are less fortunate, perhaps by donating the money saved from not eating treats.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

**(b) Do you think it is important for Christians to remember Saints' Days?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the importance of remembering Saints' Days.

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:

- It is important to celebrate Saints' Days to remember the men and women who have done great things for the church.
- Saints can be an inspiration for other Christians to follow, as they are good examples of faith, commitment and service to others.
- The Catholic Church teaches that saints are already in heaven and are especially close to God, so they can intercede on behalf of a worshipper. It is therefore important to remember their special days.

On the other hand:

- For many Christians, remembering the example of Saints and observing their special days, plays little or no part in their faith. Remembering Saints' Days can be considered a personal choice, but not important.
- Remembering the example of Saints is not necessary as the only example Christians should look to is that of Jesus. He is the ultimate example to follow, as he is God in human form.
- Other festivals or events are more important.

Accept valid alternatives
(AO2)

[5]

- (c) “Celebrating Harvest is no longer relevant in modern society.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the continued relevance of celebrating Harvest.

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:

- Celebrating Harvest is important, as it is a chance to remember God as the creator and provider of all good things. Harvest is an opportunity for Christians to show their thanks to God.
- Gifts of food are brought to church by the congregation for Harvest Festival. Afterwards, these gifts are distributed to needy people in the local area. Showing concern for others is always important for Christians.
- At Harvest, many churches encourage their members to also remember those in need in the developing world and donate to a charity.

On the other hand:

- Celebrating Harvest reflects an agricultural society which is no longer relevant for the majority in our society. Most people buy their food, which has come from around the world, in supermarkets.
- Harvest celebrations are no longer appropriate, as our abundance of food is often at the expense of those who do not have enough to eat in other countries. This may be due to unfair trading policies or climate change.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

**AVAILABLE
MARKS**

5 The Teaching of Jesus

(a) Retell the story of the encounter Jesus had with the rich young man.

Target: Knowledge of The Rich Young Man (Matthew 19:16–22)

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

The Rich Young Man (Matthew 19:16–22)

GNB	NIV	RSV
<p>¹⁶ Once a man came to Jesus. “Teacher,” he asked, “what good thing must I do to receive eternal life?”</p> <p>¹⁷ “Why do you ask me concerning what is good?” answered Jesus. “There is only One who is good. Keep the commandments if you want to enter life.”</p> <p>¹⁸ “What commandments?” he asked. Jesus answered, “Do not commit murder; do not commit adultery; do not steal; do not accuse anyone falsely; ¹⁹ respect your father and your mother; and love your neighbour as you love yourself.”</p>	<p>¹⁶ Just then a man came up to Jesus and asked, “Teacher, what good thing must I do to get eternal life?”</p> <p>¹⁷ “Why do you ask me about what is good?” Jesus replied. “There is only One who is good. If you want to enter life, keep the commandments.”</p> <p>¹⁸ “Which ones?” he inquired. Jesus replied, “‘You shall not murder, you shall not commit adultery, you shall not steal, you shall not give false testimony, ¹⁹ honour your father and mother,’ and ‘love your neighbour as yourself.’”</p>	<p>¹⁶ And behold, one came up to him, saying, “Teacher, what good deed must I do, to have eternal life?” ¹⁷ And he said to him, “Why do you ask me about what is good? One there is who is good. If you would enter life, keep the commandments.”</p> <p>¹⁸ He said to him, “Which?” And Jesus said, “You shall not kill, You shall not commit adultery, You shall not steal, You shall not bear false witness, ¹⁹ Honour your father and mother, and, You shall love your neighbour as yourself.”</p>

<p>²⁰ "I have obeyed all these commandments," the young man replied. "What else do I need to do?"</p> <p>²¹ Jesus said to him, "If you want to be perfect, go and sell all you have and give the money to the poor, and you will have riches in heaven; then come and follow me."</p> <p>²² When the young man heard this, he went away sad, because he was very rich.</p>	<p>²⁰ "All these I have kept," the young man said. "What do I still lack?"</p> <p>²¹ Jesus answered, "If you want to be perfect, go, sell your possessions and give to the poor, and you will have treasure in heaven. Then come, follow me."</p> <p>²² When the young man heard this, he went away sad, because he had great wealth.</p>	<p>²⁰ The young man said to him, "All these I have observed; what do I still lack?" ²¹ Jesus said to him, "If you would be perfect, go, sell what you possess and give to the poor, and you will have treasure in heaven; and come, follow me." ²² When the young man heard this he went away sorrowful; for he had great possessions.</p>
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(AO1)

[5]

AVAILABLE MARKS

(b) Explain what Jesus taught about wealth and poverty.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Matthew 6:24–34 and Matthew 19: 16–30.

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:

- Wealth should be shared with those in need, but it is important not only to give, but to do so in the correct way and with the right motives.
- Jesus taught that Christians should not worry about wealth and possessions but have faith that God would provide for them.
- Jesus taught that God must come first: 'You cannot serve both God and money' (Matthew 6:24). The rich young man was not prepared to give up his wealth to follow Jesus.
- After the incident with the rich young man, Jesus taught his disciples that it would be very difficult for rich people to enter the Kingdom of Heaven: 'It is harder for a rich person to enter the kingdom of God than for a camel to go through the eye of a needle.' (Matthew 19:24)

Accept valid alternatives

Mark in levels
(AO1)

[5]

- (c) **“It is too difficult to follow Jesus’ teaching 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 challenges in following Jesus’ teaching 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:

- In his teaching, Jesus required a high standard, therefore some people would find it difficult to maintain. Examples could include the teaching on forgiveness and revenge where a different attitude is needed to what is normally expected (Matthew 5:38–48).
- A total commitment was needed from prospective disciples. When Jesus taught about the implications of discipleship, he made it clear that half-hearted followers were of little use (Matthew 5:13–16).
- Many people used to a comfortable lifestyle would find Jesus' teaching on wealth and poverty hard to accept (Matthew 6:24–34).
- The parable of the sower emphasises some of the distractions people might have to contend with (Matthew 13:1–9).

On the other hand:

- Jesus wants his followers to make a commitment and genuinely put him first in their lives (Matthew 19:16–30).
- 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).

Accept valid alternatives
(AO2)

[10]

20

6 The Death and Resurrection of Jesus

**AVAILABLE
MARKS**

(a) Describe Jesus’ trial before Pilate.

Target: Knowledge of Jesus’ trial before Pilate (Matthew 27: 15–26)

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

Jesus’ Trial Before Pilate (Matthew 27:15–26)		
GNB	NIV	RSV
<p>¹⁵ At every Passover Festival the Roman governor was in the habit of setting free any one prisoner the crowd asked for. ¹⁶ At that time there was a well-known prisoner named Jesus Barabbas. ¹⁷ So when the crowd gathered, Pilate asked them, “Which one do you want me to set free for you? Jesus Barabbas or Jesus called the Messiah?” ¹⁸ He knew very well that the Jewish authorities had handed Jesus over to him because they were jealous. ¹⁹ While Pilate was sitting in the judgment hall, his wife sent him a message: “Have nothing to do with that innocent man, because in a dream last night I suffered much on account of him.”</p>	<p>¹⁵ Now it was the governor’s custom at the festival to release a prisoner chosen by the crowd. ¹⁶ At that time they had a well-known prisoner whose name was Jesus Barabbas. ¹⁷ So when the crowd had gathered, Pilate asked them, “Which one do you want me to release to you: Jesus Barabbas, or Jesus who is called the Messiah?” ¹⁸ For he knew it was out of self-interest that they had handed Jesus over to him. ¹⁹ While Pilate was sitting on the judge’s seat, his wife sent him this message: “Don’t have anything to do with that innocent man, for I have suffered a great deal today in a dream because of him.”</p>	<p>¹⁵ Now at the feast the governor was accustomed to release for the crowd any one prisoner whom they wanted. ¹⁶ And they had then a notorious prisoner, called Barab’bas. ¹⁷ So when they had gathered, Pilate said to them, “Whom do you want me to release for you, Barab’bas or Jesus who is called Christ?” ¹⁸ For he knew that it was out of envy that they had delivered him up. ¹⁹ Besides, while he was sitting on the judgment seat, his wife sent word to him, “Have nothing to do with that righteous man, for I have suffered much over him today in a dream.”</p>

<p>²⁰ The chief priests and the elders persuaded the crowd to ask Pilate to set Barabbas free and have Jesus put to death. ²¹ But Pilate asked the crowd, “Which one of these two do you want me to set free for you?” “Barabbas!” they answered.</p> <p>²² “What, then, shall I do with Jesus called the Messiah?” Pilate asked them. “Crucify him!” they all answered.</p> <p>²³ But Pilate asked, “What crime has he committed?” Then they started shouting at the top of their voices: “Crucify him!”</p> <p>²⁴ When Pilate saw that it was no use to go on, but that a riot might break out, he took some water, washed his hands in front of the crowd, and said, “I am not responsible for the death of this man! This is your doing!”</p> <p>²⁵ The whole crowd answered, “Let the responsibility for his death fall on us and on our children!”</p> <p>²⁶ Then Pilate set Barabbas free for them; and after he had Jesus whipped, he handed him over to be crucified.</p>	<p>²⁰ But the chief priests and the elders persuaded the crowd to ask for Barabbas and to have Jesus executed.</p> <p>²¹ “Which of the two do you want me to release to you?” asked the governor. “Barabbas,” they answered.</p> <p>²² “What shall I do, then, with Jesus who is called the Messiah?” Pilate asked. They all answered, “Crucify him!”</p> <p>²³ “Why? What crime has he committed?” asked Pilate. But they shouted all the louder, “Crucify him!”</p> <p>²⁴ When Pilate saw that he was getting nowhere, but that instead an uproar was starting, he took water and washed his hands in front of the crowd. “I am innocent of this man’s blood,” he said. “It is your responsibility!”</p> <p>²⁵ All the people answered, “His blood is on us and on our children!”</p> <p>²⁶ Then he released Barabbas to them. But he had Jesus flogged, and handed him over to be crucified.</p>	<p>²⁰ Now the chief priests and the elders persuaded the people to ask for Barab’bas and destroy Jesus. ²¹ The governor again said to them, “Which of the two do you want me to release for you?” And they said, “Barab’bas.” ²² Pilate said to them, “Then what shall I do with Jesus who is called Christ?” They all said, “Let him be crucified.” ²³ And he said, “Why, what evil has he done?” But they shouted all the more, “Let him be crucified.”</p> <p>²⁴ So when Pilate saw that he was gaining nothing, but rather that a riot was beginning, he took water and washed his hands before the crowd, saying, “I am innocent of this man’s blood; see to it yourselves.” ²⁵ And all the people answered, “His blood be on us and on our children!” ²⁶ Then he released for them Barab’bas, and having scourged Jesus, delivered him to be crucified.</p>
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(AO1)

[5]

(b) Explain how Jesus suffered during the events of his crucifixion.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the suffering faced by Jesus at his crucifixion.

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 was mocked by the Romans. (Matthew 27:28-30).
- Jesus had to carry his cross. (Matthew 27:32).
- When Jesus was on the cross, the people passing by, Jewish leaders and criminals being crucified all mocked and insulted him: 'He saved others, but he cannot save himself.' (Matthew 27:42).
- Jesus had to face the physical pain of crucifixion, a slow death that lasted for 3 hours. (Matthew 27:46). At one point during this time, he had the mental anguish of feeling abandoned by God: 'My God, My God, why have you forsaken me?' (Matthew 27:46).

Accept valid alternatives
(AO1)

[5]

- (c) “You can only call yourself a Christian if you believe that Jesus rose from the dead.”
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 importance of the resurrection for Christians.

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

AVAILABLE
MARKS

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

AVAILABLE MARKS

Answers may include:

- Belief in the resurrection is central to Christianity as it shows that God is more powerful than sin and death. When the women discover the empty tomb, an angel tells them that Jesus has been raised from the dead (Matthew 28:7).
- The resurrection shows that Jesus was who he claimed to be, the son of God and promised Messiah. This aspect of Jesus' identity was revealed to his disciples at Caesarea Philippi then later at the Transfiguration. The disciples were told not to speak of this until after Jesus had been raised from the dead (Matthew 17:5, 9).
- The resurrection gives hope to Christians as it proves that there is life after death.

On the other hand:

- Some people do claim to be Christians and follow the teachings of Jesus but find belief in the resurrection difficult.
- What is most important is that Jesus died on the cross, paying the ultimate price for the sins of the world.
- Jesus' resurrection could be thought of as happening in a spiritual, rather than in a physical way – Jesus lives on in the hearts and minds of his followers.

Accept valid alternatives
(AO2)

[10]

20

7 The Christian Church

AVAILABLE
MARKS

- (a) Describe the use and location of the key furnishings in a church you have studied.

Target: Knowledge of the purpose and location of key items of church furniture.

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

Candidates may refer to any Christian church.

Answers may include:

- **Pulpit:** used for preaching; located centrally in some denominations (such as Presbyterian or Methodist) or located to one side of the church (Church of Ireland or Roman Catholic).
- **Altar/Communion table:** Used during a celebration of the Eucharist/ Mass/Holy Communion; located centrally in some denominations (such as Church of Ireland or Roman Catholic) or located to one side of the church (Presbyterian or Methodist).
- **Reading desk/Ambo:** Used for readings from scripture; located in a prominent position at the front of the church.
- **Baptismal Font:** Used for the baptism of infants; located at the front of the church (Presbyterian or Methodist) or at the back near the door (Church of Ireland or Roman Catholic).

Accept valid alternatives

(AO1)

[5]

(b) Explain how the Bible is used in church worship.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the role of the Bible 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:

- In church worship, there will be at least one reading from the Bible; in some churches there may be three readings, one from the Old Testament, one from the Gospels and one from Paul's Letters.
- The Priest or minister will often base their sermon or homily on the Bible as they explain the scriptures that have been read out and help people to apply the message to their lives.
- In some churches, parts of the service are based on the Bible. Prayers, psalms and canticles from the Bible may be recited or sung by the congregation.
- Sometimes hymns and songs are based on passages or teachings from the Bible.

Accept valid alternatives
(AO1)

[5]

(c) “Changing moral and social trends are the biggest challenge facing churches today.”

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

Target: Analysis and evaluation of challenges facing churches 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
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AVAILABLE MARKS

Answers may include:

- Changing moral and social trends present a challenge to churches, for example, the right of individuals to marry the person they love regardless of gender. This presents a challenge to churches up-holding the Bible view of relationships between a man and a woman.
- Another changing social trend is couples who decide to live together rather than getting married, or who choose not to commit to one person for life. This trend is a challenge to the traditional Christian view of marriage.
- For many people in society, Sunday is no longer a special day for worship, but for leisure activities or work. Some churches are seeing their numbers on Sunday morning decrease as this trend also affects Christians.
- An increasing acceptance by society of abortion and euthanasia, and campaigns to have these legalised in Northern Ireland, are another social trend presenting a challenge to churches.

On the other hand:

- Changing moral and social trends are not the biggest challenge. A far greater challenge is presented by lack of money, repairs to ageing buildings and the need for new equipment, such as audio-visual resources.

- Many churches today face a huge challenge in reaching out to young people in their congregations, to make worship meaningful for them, so they do not drift away in their teenage years or early twenties.
- The increase in the practice of other religions in society also presents more of a challenge to churches than social trends, as churches now have to cope with being one religious voice among many.

Accept valid alternatives
(AO2)

[10]

Total

**AVAILABLE
MARKS**

20

100

Sources:

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