



**General Certificate of Secondary Education
2023**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

TUESDAY 23 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark schemes

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

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

Levels of response

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

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

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

Quality of written communication

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

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

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

AO2 (10 mark responses):

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

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

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

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

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

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 The Christian Church

(a) (i) What occasion in Jesus' life is remembered by Christians during Lent?

Jesus' temptations in the wilderness / 40 days in the desert
(AO1)

[1]

(ii) What name is given to the first day of Lent?

Ash Wednesday
(AO1)

[1]

(iii) Name the festival that celebrates the resurrection of Jesus.

Easter Sunday
(AO1)

[1]

(iv) On what day do Christians remember Jesus' return to heaven?

Ascension day
(AO1)

[1]

(v) When did the apostles receive the Holy Spirit in Jerusalem?

The day of Pentecost
(AO1)

[1]

(b) Explain how some Christians celebrate the events of Holy Week.

**AVAILABLE
MARKS**

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

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:

- During Holy Week, Christians remember the last events in the life of Jesus. In some Churches there are daily services, while others just focus on the main events.
- Palm Sunday remembers Jesus' triumphant entry into Jerusalem; palm crosses or branches may be given to worshippers.
- Maundy Thursday recalls Jesus washing his disciple's feet before the Last Supper. The Pope washes people's feet at a special Maundy Thursday service.
- Good Friday remembers Jesus' death on the cross. Some Christians will attend church or spend time in private prayer between 12 noon and 3 pm, the time Jesus was on the cross. A tradition in Roman Catholic churches is to visit the fourteen Stations of the Cross. These are statues or pictures representing the last events of Jesus' life and his journey to 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.

Accept valid alternatives
(AO1)

[5]

(c) “During Lent it is more important to help others than to give things up.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the importance of helping others during Lent.

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:

- Giving to others is an important part of Lent for many Christians. The Catholic charity Trócaire run a campaign every year during Lent, where families and schools collect money and get involved in fundraising.
- In some churches, worshippers are encouraged to give something up and help others at the same time, perhaps by saving the money not spent on treats or luxuries. This money might be donated to a charity such as Christian Aid.
- Lent is a time for remembering Jesus’ sacrifice on the cross for humanity, so it is important to make sacrifices for others.

On the other hand:

- Many Christians choose to fast or give something up for Lent. This is a way of identifying with Jesus and his period of temptation and denial in the wilderness.
- It is part of the tradition of Lent to give something up; this is the reason behind pancakes on Shrove Tuesday.
- Giving things up during Lent encourages Christians to appreciate all the things they might otherwise take for granted.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

2 The teaching of Jesus

**AVAILABLE
MARKS**

(a) (i) Name the parable Jesus told to answer Peter’s question about forgiveness.

The Parable of the Unforgiving Servant.

(AO1)

[1]

(ii) In Jesus’ parable about prayer, which *two* men went to the temple to pray?

- The Pharisee
- The Tax Collector

(AO1)

[2]

(iii) Give *two* of Jesus’ teachings on wealth.

Answers may include any two from:

- Do not worry about possessions as God will provide.
- Put God first before money and possessions.
- Be prepared to give to those in need.
- A specific teaching may be named, e.g. The Rich Young man.

Accept valid alternatives

(AO1)

[2]

(b) Do you think Jesus' Parable of the Sower has a relevant message for today?

Give reasons for your answer.

Target: Analysis of the continuing relevance of Jesus' Parable of the Sower.

**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:

- Jesus explained that his parable was about the different responses that people have to hearing the Gospel message. These responses can vary from no response at all, to a very good result. This is still relevant today as there is still a range of reactions when Christianity is preached.
- A relevant message of the parable is that varying responses can be the result of different pressures people are under. This is still relevant today as many people might find it difficult to make time for regular worship and prayer.
- All of Jesus' parables are relevant for today as he is the Son of God, preaching an eternal message.

On the other hand:

- Many of Jesus' parables, like this one, reflect the background of his first century listeners and have limited relevance now. Stories set against a background of farming or fishing are no longer appropriate for most people today.
- The message of the parable might have something to say to Christians, but it is not relevant for much of the population, who may be atheists, agnostics or followers of other world faiths.

Accept valid alternatives

(AO1)

[5]

(c) “Followers of Jesus must always be prepared to make sacrifices.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of whether followers of Jesus should always be prepared to make sacrifices.

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

Answers may include:

- When Jesus taught about the characteristics of discipleship, he made it clear that half-hearted followers were of little use (Matthew 5:13–16) and people may have to make sacrifices in order to be ‘salt and light’.
- Many people used to a comfortable lifestyle would find Jesus’ teaching on wealth and poverty might require them to make personal sacrifices (Matthew 6:24–34).
- The parable of the sower emphasises some of the distractions people might have to contend with that are part of everyday life; would-be followers need to be prepared to avoid these and put Jesus first (Matthew 13: 1–9).

On the other hand:

- Jesus wants his followers to make a commitment and genuinely put him first in their lives. This does not have to involve making personal sacrifices as long as other concerns are not allowed to get in the way.
- Being a follower of Jesus requires priorities to be sorted out, but this does not necessarily involve sacrifice.
- Being a Christian is more about what God has given to believers, such as forgiveness of sins and eternal life, rather than making sacrifices.

Accept valid alternatives
(AO2)

[5]

15

3 Sacraments and ordinances

AVAILABLE
MARKS

(a) Describe the celebration of a communion/eucharist service in a church of your choice.

Target: Knowledge of the main features of a communion/eucharist service.

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:

Roman Catholic ceremony of the Eucharist

- People recall their sins and express sorrow in the Penitential Rite.
- The priest or a member of the congregation reads from the Bible in the Liturgy of the Word. The priest will give a homily/sermon.
- The Creed is said followed by the Prayers of the Faithful
- If it is a Sunday a collection of money will be taken, and offered up with bread and wine in the offertory procession;
- The priest will read the Preface and the Eucharistic Prayer. The central part of this is the Consecration of the bread and wine to become the Body and Blood of Christ.
- The Our Father is said followed by the Lamb of God prayer which emphasises Christ's sacrifice for the forgiveness of sin.
- The congregation process to the altar to receive the body and blood of Christ under the appearance of bread and wine. Usually only the bread is distributed to the congregation.
- The priest ends the Mass with a blessing and a command to go out "to love and serve the Lord".

The Church of Ireland ceremony of the Holy Communion/ Eucharist

- After the greeting the rector says a preparation prayer, which is followed by a hymn of praise.
- A member of the congregation will read from the Bible and the rector will give the sermon.
- The congregation recites the Apostles' Creed. Followed by prayers of intercession, a reading from the commandments, prayers of confession

and absolution.

- The prayer of humble access prepares people's hearts and minds to receive the sacrament.
- The congregation will share/exchange the sign of peace.
- An offering of money is taken to the altar where bread and wine for communion are also placed.
- The rector takes the bread and wine in his hands and blesses them. He says a Prayer of Thanksgiving and the congregation respond by saying the Lord's Prayer.
- The rector breaks the bread and says, "The bread which we break is a sharing in the body of Christ".
- The people come forward to the altar rails to receive the bread and wine.
- The rector says to each person, "The body of Christ keep you in eternal life" and "The body of Christ keeps you in eternal life".
- There is a prayer of thanksgiving and commitment to serve Christ.
- The rector ends the service with a blessing: "Go in peace to love and serve the Lord". The congregation answers, "In the name of Christ, Amen".

The Baptist Church: The Lord's Supper

- After the morning worship service ends there is a time of quietness for people to reflect and think about the communion service they are about to participate in.
- The pastor will invite all present to share in an informal time of worship. Those present may choose a hymn for everyone to sing together.
- A member of the congregation may choose a Bible reading or pray to focus in the death and resurrection of Jesus.
- Someone will say a prayer of thanks for the bread.
- Then bread is passed around by the deacons so that everyone present can take a piece. Once everyone has been served, they all eat their bread at the same time.
- The same procedure is carried out for the wine.
- A period of quietness follows for people to reflect.
- Finally, the pastor prays and gives a word of blessing.

The Methodist Church: A ceremony of Holy Communion

- Holy Communion takes place following the Ministry of the Word (Bible readings and Sermon).
- The congregation will recite the Nicene Creed together. This shows they are united with other churches.
- The congregation will share the peace by hand shaking.
- Cloths are removed from the bread and wine which are already on the communion table.
- The congregation says a Prayer of Thanksgiving for what Christ has done and to look forward to his return.
- The minister takes the bread, breaks it and invites the congregation to come forward, out of their seats, to receive the bread and wine.
- The people kneel at the communion rail and receive the elements of bread and wine from the minister and his stewards.
- After everyone has received, the bread and wine are covered up again by the cloths.
- The minister prays and after a hymn, announces the Benediction – a word of blessing.

The Presbyterian Church – A Ceremony of Communion

- Communion takes place in a normal Sunday service, morning or evening after the sermon.
- The minister opens in prayer.
- The minister reads an appropriate passage from the New Testament.
- The minister stands in front of the communion table and prays a blessing on the bread and wine.
- Bread and wine are given out to the congregation by elders.
- The bread is usually in small pieces served on plates that is passed around the pews.
- The wine is non-alcoholic, served in small individual glasses to each person.
- In some churches everyone waits until all people have been served and then take communion together.
- The minister says a Prayer of Thanksgiving.
- Everyone stands to sing a hymn.
- The service ends with the Benediction – a word of blessing.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

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

**AVAILABLE
MARKS**

Target: Knowledge and understanding of different Christian beliefs about the bread and wine in Communion/Eucharist.

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

Answers may include:

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

Accept valid alternatives
(AO1)

[5]

(c) “You cannot be a good Christian unless you celebrate Communion/Eucharist regularly.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether being a good Christian involves regular attendance at Communion/Eucharist.

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 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 and also to be strengthened in their faith.
- Many Communion/Eucharist services end with the words telling people to go in peace to love and serve God.
- For many, Communion/Eucharist is a spiritual experience that can enrich their lives and bring spiritual benefits.

On the other hand:

- 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.
- Taking Communion does not make a person a good Christian; it is a person’s faith which is important.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

15

4 The death and resurrection of Jesus

AVAILABLE
MARKS

(a) Describe what happened when Jesus arranged to celebrate the Passover Meal with his disciples.

Target: Knowledge of Matthew 26:17–25.

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 Last Supper (Matthew 26:17–25)		
GNB	NIV	RSV
<p>¹⁷ On the first day of the Festival of Unleavened Bread the disciples came to Jesus and asked him, “Where do you want us to get the Passover meal ready for you?”</p> <p>¹⁸ “Go to a certain man in the city,” he said to them, “and tell him: ‘The Teacher says, My hour has come; my disciples and I will celebrate the Passover at your house.’”</p> <p>¹⁹ The disciples did as Jesus had told them and prepared the Passover meal.</p> <p>²⁰ When it was evening, Jesus and the twelve disciples sat down to eat.</p> <p>²¹ During the meal Jesus said, “I tell you, one of you will betray me.”</p>	<p>¹⁷ On the first day of the Festival of Unleavened Bread, the disciples came to Jesus and asked, “Where do you want us to make preparations for you to eat the Passover?”</p> <p>¹⁸ He replied, “Go into the city to a certain man and tell him, ‘The Teacher says: My appointed time is near. I am going to celebrate the Passover with my disciples at your house.’”</p> <p>¹⁹ So the disciples did as Jesus had directed them and prepared the Passover.</p> <p>²⁰ When evening came, Jesus was reclining at the table with the Twelve.</p> <p>²¹ And while they were eating, he said, “Truly I tell you, one of you will betray me.”</p>	<p>¹⁷ Now on the first day of Unleavened Bread the disciples came to Jesus, saying, “Where will you have us prepare for you to eat the passover?”</p> <p>¹⁸ He said, “Go into the city to a certain one, and say to him, ‘The Teacher says, My time is at hand; I will keep the passover at your house with my disciples.’”</p> <p>¹⁹ And the disciples did as Jesus had directed them, and they prepared the passover.</p> <p>²⁰ When it was evening, he sat at table with the twelve disciples; ²¹ and as they were eating, he said, “Truly, I say to you, one of you will betray me.”</p>

<p>²² The disciples were very upset and began to ask him, one after the other, “Surely, Lord, you don’t mean me?”</p> <p>²³ Jesus answered, “One who dips his bread in the dish with me will betray me. ²⁴ The Son of Man will die as the Scriptures say he will, but how terrible for that man who will betray the Son of Man! It would have been better for that man if he had never been born!”</p> <p>²⁵ Judas, the traitor, spoke up. “Surely, Teacher, you don’t mean me?” he asked.</p> <p>Jesus answered, “So you say.”</p>	<p>²² They were very sad and began to say to him one after the other, “Surely you don’t mean me, Lord?”</p> <p>²³ Jesus replied, “The one who has dipped his hand into the bowl with me will betray me. ²⁴ The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born.”</p> <p>²⁵ Then Judas, the one who would betray him, said, “Surely you don’t mean me, Rabbi?”</p> <p>Jesus answered, “You have said so.”</p>	<p>²² And they were very sorrowful, and began to say to him one after another, “Is it I, Lord?” ²³ He answered, “He who has dipped his hand in the dish with me, will betray me. ²⁴ The Son of man goes as it is written of him, but woe to that man by whom the Son of man is betrayed! It would have been better for that man if he had not been born.” ²⁵ Judas, who betrayed him, said, “Is it I, Master?” He said to him, “You have said so.”</p>
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(AO1)

[5]

AVAILABLE MARKS
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**(b) Do you think Pilate is to blame for the death of Jesus?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of whether Pilate is to be blamed for the death of Jesus.

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

Answers may include:

- It was the Jewish leaders who brought Jesus to Pilate for trial as they wanted him to receive the death penalty; they found him a constant challenge to their authority. They should be blamed for the death of Jesus.
- Some may argue that Judas should also be blamed as he was the one who handed Jesus over to the Jewish leaders.
- Pilate should not be blamed as he showed he was not responsible for the death of Jesus by publicly washing his hands; the Jewish people accepted responsibility.
- It was God's plan for Jesus to die; Pilate was not responsible for Jesus' death but helping God's will to happen.

On the other hand:

- Pilate should be blamed for the death of Jesus; he gave the order for Jesus to be crucified.
- Although Pilate thought Jesus was not deserving of the death penalty, he sentenced him to death because of pressure from the Jewish leaders.
- Pilate was the Roman Governor, so he had the power to release Jesus if he wanted to.

Accept valid alternatives
(AO2)

[5]

(c) “The discovery of the empty tomb proves beyond doubt that Jesus is the Son of God.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether the empty tomb proves Jesus is the Son of God.

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:

- Various suggestions have been made to account for the empty tomb, but none of these have any credibility. The empty tomb proves Jesus’ divinity as it is the greatest miracle of all.
- The tomb was sealed and guarded by Roman soldiers, so it would not have been possible for anyone to steal the body of Jesus; nor could Jesus have left the tomb if somehow he escaped death and managed to recover from his ordeal.
- When the disciples started preaching that Jesus rose from the dead, proving he was God’s son, no-one was able to produce a body to prove them wrong.
- The most likely explanation for the empty tomb is that God raised Jesus showing his power over death.

On the other hand:

- The empty tomb does not prove anything about the identity of Jesus. The most likely explanation for the tomb being discovered empty is that someone removed the body before the women’s visit.
- An account of the resurrection is given by all the Gospel writers, but this is not sufficient evidence. It could be argued that their accounts are biased as they wished to try and portray Jesus as God’s son.
- There is evidence from Jesus’ life that he was a great human teacher and social reformer, but no evidence that he was the Son of God.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

**AVAILABLE
MARKS**

5 The encounters of Jesus with others

(a) Retell the story when Jesus met Zacchaeus the tax collector.

Target: Knowledge of Luke 19:1–10

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' encounter with a tax collector (Luke 19:1–10)		
GNB	NIV	RSV
<p>Jesus went on into Jericho and was passing through. ² There was a chief tax collector there named Zacchaeus, who was rich. ³ He was trying to see who Jesus was, but he was a little man and could not see Jesus because of the crowd. ⁴ So he ran ahead of the crowd and climbed a sycamore tree to see Jesus, who was going to pass that way. ⁵ When Jesus came to that place, he looked up and said to Zacchaeus, "Hurry down, Zacchaeus, because I must stay in your house today."</p>	<p>Jesus entered Jericho and was passing through. ² A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy. ³ He wanted to see who Jesus was, but because he was short he could not see over the crowd. ⁴ So he ran ahead and climbed a sycamore-fig tree to see him, since Jesus was coming that way. ⁵ When Jesus reached the spot, he looked up and said to him, "Zacchaeus, come down immediately. I must stay at your house today."</p>	<p>He entered Jericho and was passing through. ² And there was a man named Zacchae'us; he was a chief tax collector, and rich. ³ And he sought to see who Jesus was, but could not, on account of the crowd, because he was small of stature. ⁴ So he ran on ahead and climbed up into a sycamore tree to see him, for he was to pass that way. ⁵ And when Jesus came to the place, he looked up and said to him, "Zacchae'us, make haste and come down; for I must stay at your house today."</p>

<p>⁶ Zacchaeus hurried down and welcomed him with great joy. ⁷ All the people who saw it started grumbling, "This man has gone as a guest to the home of a sinner!"</p> <p>⁸ Zacchaeus stood up and said to the Lord, "Listen, sir! I will give half my belongings to the poor, and if I have cheated anyone, I will pay back four times as much."</p> <p>⁹ Jesus said to him, "Salvation has come to this house today, for this man, also, is a descendant of Abraham.</p> <p>¹⁰ The Son of Man came to seek and to save the lost."</p>	<p>⁶ So he came down at once and welcomed him gladly.</p> <p>⁷ All the people saw this and began to mutter, "He has gone to be the guest of a sinner."</p> <p>⁸ But Zacchaeus stood up and said to the Lord, "Look, Lord! Here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount."</p> <p>⁹ Jesus said to him, "Today salvation has come to this house, because this man, too, is a son of Abraham.</p> <p>¹⁰ For the Son of Man came to seek and to save the lost."</p>	<p>⁶ So he made haste and came down, and received him joyfully.</p> <p>⁷ And when they saw it they all murmured, "He has gone in to be the guest of a man who is a sinner." ⁸ And Zacchae'us stood and said to the Lord, "Behold, Lord, the half of my goods I give to the poor; and if I have defrauded any one of anything, I restore it fourfold." ⁹ And Jesus said to him, "Today salvation has come to this house, since he also is a son of Abraham. ¹⁰ For the Son of man came to seek and to save the lost."</p>
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(AO1)

[5]

AVAILABLE MARKS
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Sources for Bible quotations:

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

NIV - THE HOLY BIBLE, NEW INTERNATIONAL VERSION®, NIV® Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.® Used by permission. All rights reserved worldwide

RSV - "Revised Standard Version of the Bible, copyright 1952 [2nd edition, 1971] by the Division of Christian Education of the National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved."

(b) Explain what Christians can learn from Jesus' encounter with the woman caught in adultery.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of what Christians can learn from Jesus' encounter with the woman caught in adultery.

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:

- Christians learn that Jesus treated women with greater love and respect than the teachers of the law and Pharisees.
- Christians learn that Jesus is reluctant to judge anyone and is willing to give people a second chance.
- Although Jesus didn't condemn the woman, he made it clear that her behaviour was unacceptable and that she wasn't to sin again.
- Christians learn that Jesus' interpretation of the Old Testament wasn't as legalistic as some of his contemporaries.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Forgiveness is the most important message from Christianity.”**
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 whether forgiveness is the most important message in Christianity.

**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:

- Showing forgiveness can be a good witness to others and can help people to move on and cope with loss or grief.
- Revenge can lead to a cycle of self-destruction and does not produce closure.
- 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’(Matthew 6:9–15).
- Jesus taught forgiveness, for example, in the Parable of the Unforgiving Servant (Matthew 18:21–35). Jesus also gave people an example to follow when he forgave those who had crucified him.

On the other hand:

- The Bible does stress the need for repentance and a genuine desire to change. Some Christians may not feel inclined to forgive if they feel a person is not sorry for what they have done.
- Some acts are so horrendous, it is not realistic to expect victims to forgive.
- ‘Turning the other cheek’ may be interpreted as a sign of weakness.
- Candidates may argue that there are equally important messages in Christianity, such as teaching on discipleship and wealth.

Accept valid alternatives
(AO2)

[10]

20

6 The identity of Jesus

**AVAILABLE
MARKS**

(a) Describe what happened when the angels visited the shepherds to announce the birth of Jesus.

Target: Knowledge of Luke 2:8–20.

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 Shepherds and the Angels (Luke 2:8–20)

GNB	NIV	RSV
<p>⁸ There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. ⁹ An angel of the Lord appeared to them, and the glory of the Lord shone over them. They were terribly afraid, ¹⁰ but the angel said to them, “Don’t be afraid! I am here with good news for you, which will bring great joy to all the people. ¹¹ This very day in David’s town your Savior was born—Christ the Lord! ¹² And this is what will prove it to you: you will find a baby wrapped in cloths and lying in a manger.”</p>	<p>⁸ And there were shepherds living out in the fields nearby, keeping watch over their flocks at night. ⁹ An angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were terrified. ¹⁰ But the angel said to them, “Do not be afraid. I bring you good news that will cause great joy for all the people. ¹¹ Today in the town of David a Savior has been born to you; he is the Messiah, the Lord. ¹² This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger.”</p>	<p>⁸ And in that region there were shepherds out in the field, keeping watch over their flock by night. ⁹ And an angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were filled with fear. ¹⁰ And the angel said to them, “Be not afraid; for behold, I bring you good news of a great joy which will come to all the people; ¹¹ for to you is born this day in the city of David a Savior, who is Christ the Lord. ¹² And this will be a sign for you: you will find a babe wrapped in swaddling cloths and lying in a manger.”</p>

<p>¹³ Suddenly a great army of heaven's angels appeared with the angel, singing praises to God: ¹⁴ "Glory to God in the highest heaven, and peace on earth to those with whom he is pleased!" ¹⁵ When the angels went away from them back into heaven, the shepherds said to one another, "Let's go to Bethlehem and see this thing that has happened, which the Lord has told us." ¹⁶ So they hurried off and found Mary and Joseph and saw the baby lying in the manger. ¹⁷ When the shepherds saw him, they told them what the angel had said about the child. ¹⁸ All who heard it were amazed at what the shepherds said. ¹⁹ Mary remembered all these things and thought deeply about them. ²⁰ The shepherds went back, singing praises to God for all they had heard and seen; it had been just as the angel had told them.</p>	<p>¹³ Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, ¹⁴ "Glory to God in the highest heaven, and on earth peace to those on whom his favor rests." ¹⁵ When the angels had left them and gone into heaven, the shepherds said to one another, "Let's go to Bethlehem and see this thing that has happened, which the Lord has told us about." ¹⁶ So they hurried off and found Mary and Joseph, and the baby, who was lying in the manger. ¹⁷ When they had seen him, they spread the word concerning what had been told them about this child, ¹⁸ and all who heard it were amazed at what the shepherds said to them. ¹⁹ But Mary treasured up all these things and pondered them in her heart. ²⁰ The shepherds returned, glorifying and praising God for all the things they had heard and seen, which were just as they had been told.</p>	<p>¹³ And suddenly there was with the angel a multitude of the heavenly host praising God and saying, ¹⁴ "Glory to God in the highest, and on earth peace among men with whom he is pleased!" ¹⁵ When the angels went away from them into heaven, the shepherds said to one another, "Let us go over to Bethlehem and see this thing that has happened, which the Lord has made known to us." ¹⁶ And they went with haste, and found Mary and Joseph, and the babe lying in a manger. ¹⁷ And when they saw it they made known the saying which had been told them concerning this child; ¹⁸ and all who heard it wondered at what the shepherds told them. ¹⁹ But Mary kept all these things, pondering them in her heart. ²⁰ And the shepherds returned, glorifying and praising God for all they had heard and seen, as it had been told them.</p>
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(AO1)

[5]

(b) Explain what the gifts brought by the visitors from the East teach about the future life of Jesus.

AVAILABLE
MARKS

Target: Knowledge and understanding of what the gifts brought by the visitors from the East teach about the future life of Jesus.

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

Answers may include:

- Gold – A precious metal and represents kingship; it emphasises Jesus' role as ruler over God's kingdom.
- Frankincense – A resin burnt in the temple to worship God; it represents that Jesus is to be worshipped as God. This gift can also symbolise Jesus' priestly role as intercessor with God on behalf of humankind.
- Myrrh – An oil used to anoint the dead; indicated Christ's humanity and death.

Accept valid alternatives
(AO1)

[5]

- (c) “The birth stories show that the best title for Jesus is Son of David.”
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 whether the birth stories show that the best title for Jesus is Son of David.

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:

- King David was regarded as the greatest king of Israel. Most Jews expected that their future Messiah would be a descendant of King David, chosen by God to rule as king. There are many references in the Birth Stories, as recorded by Matthew and Luke, to show that Jesus was the Son of David.
- Matthew describes how an angel appeared to Joseph in a dream, informing him of Mary's pregnancy. The angel addresses him as 'Joseph, descendant of David' (Matthew 1:20) showing Jesus' connection to King David.
- Matthew also records how the Magi arrive in Jerusalem asking, 'Where is the baby born to be the king of the Jews?'. This also shows that Jesus is the Son of David.
- Luke also describes Joseph as a descendant of David (Luke 2:4). When the angel announces the birth of Jesus, Mary is told 'The Lord God will make him a king, as his ancestor David was' (Luke 1:32).
- Jesus was born in Bethlehem, in the town of David.

On the other hand:

- There are other titles used for Jesus such as Son of God and Saviour, which are just as appropriate for Jesus. References to these titles can also be found in the Birth Stories.
- Both Matthew (1:20) and Luke (1:35) record that Mary's child has been

conceived by the Holy Spirit. Therefore, Son of God is the best title for Jesus, not Son of David.

- The Birth Stories also show that Saviour is also an appropriate title for Jesus. Matthew writes the baby is to be called Jesus 'Because he will save his people from their sins' (Matthew 1:21).
- In Luke's account, the angel announces to the shepherds that their Saviour has been born in Bethlehem (Luke 2:11). There are other fitting titles for Jesus in the Birth Stories as well as Son of David.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20

7 The Christian Church

AVAILABLE
MARKS

- (a) Describe some ways in which churches can contribute to the local community.

Target: Knowledge of how churches can contribute to the local community.

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:

- Churches can make a contribution in practical ways by supporting initiatives which help the needy, such as food banks, or by supporting local charities.
- Churches could encourage volunteers from the congregation to take part in a community scheme, such as the Good Morning Project.
- Use of church premises, such as church halls could be offered to voluntary local groups to use during the week.
- Churches could run their own schemes aimed at helping or befriending people in the community, such as a Job Club or 'drop-in' centre.

Accept valid alternatives

(AO1)

[5]

(b) Explain why the preaching of the sermon/homily is important in church worship.

AVAILABLE
MARKS

Target: Knowledge and understanding of why the sermon/homily is important 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:

- Preaching is central to any worship service as through the words of the minister or priest, God is communicating with his people.
- The Bible is the word of God and the words of the sermon/homily may be inspired by the Holy Spirit.
- The sermon/homily is often based on the Bible readings and can help people to understand them more fully.
- Through the sermon/homily, Christians can learn how to apply Christian teaching to their everyday lives and can help Christians live out the demands of the gospel message.
- The sermon/homily can be used to highlight important issues in society, e.g. poverty.

Accept valid alternatives
(AO1)

[5]

- (c) **“Christian worship should not follow the same routine each week.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of whether Christian worship should follow the same routine each week.

**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:

- Some worshippers feel that a set liturgy can make worship dull and predictable because it uses the same structure each week.
- People go through the responses without thinking about the significance and meaning of what they are saying.
- People like variety and flexibility and they prefer extemporary worship rather than set prayers.
- Set liturgical worship is minister dominated and there are fewer opportunities to use the spiritual gifts of other members of the church.

On the other hand:

- Set liturgical worship has been carefully constructed by holy, godly people and is Bible based.
- The congregation know what to expect and it makes them feel at ease because there are no surprises. They know what part they play in the worship.
- Set order helps younger Christians to learn about their faith and reinforces key teachings.
- The liturgy has been passed down from previous generations and should be treasured.

Accept valid alternatives
(AO2)

[10]

20