



Rewarding Learning

**General Certificate of Secondary Education
2024**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRE31]

THURSDAY 16 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark schemes

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

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

Levels of response

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

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

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

Quality of written communication

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

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

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

AO2 (10 mark responses):

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

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

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

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

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

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 Peter's declaration and Jesus' transfiguration

(a) (i) In Peter's declaration, which town were Jesus and the disciples near?

- Caesarea Philippi (Mt 16:13)
(AO1)

[1]

(ii) Who did Peter say Jesus was?

- The Messiah/Christ
- The Son of the living God (Mt 16:16)
(AO1)

[1]

(iii) How long after Peter's declaration about Jesus did the transfiguration take place?

- Six days (Mt 17:1)
(AO1)

[1]

(iv) Name the *two* Old Testament figures that appeared with Jesus at his transfiguration.

- Moses
- Elijah (Mt 17:3)
(AO1)

[2]

(b) Explain the importance of Jesus' transfiguration for the disciples.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of Jesus' transfiguration for the disciples.

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:

- It allowed the disciples to see Jesus as more than an ordinary man; Peter, James and John are given the opportunity to see Jesus in his heavenly glory, they were specifically chosen to witness this event, so it must have had an impact on them.
- God's voice speaking from heaven, "This is my own dear Son, whom I love; with him I am well pleased. Listen to him", would have left them in no doubt about Jesus' identity.
- Jesus appeared with two of the greatest Jewish figures of the Old Testament; Moses and Elijah, he is shown to be greater than them. Jesus fulfilled the Law and the Prophets.
- It revealed Jesus' concern for the disciples, he tells them "Get up, don't be afraid."
- They learnt about the type of Messiah Jesus would be – a suffering servant who will rise from the dead.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Son of Man is the best title for Jesus.”

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

AVAILABLE
MARKS

Target: An evaluation of Son of Man as the best title for Jesus.

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

Answers may include:

- Jesus often used this title Son of Man, to refer to himself. He used it when he referred to his death and ascension into heaven, e.g. at the transfiguration.
- Like the Old Testament prophet Ezekiel, Jesus may have called himself Son of Man to remind his disciples that he was a person like them, people could relate to him.
- This title tells people that the Son of Man would suffer, and they might find it comforting when they are going through difficult times and so find this title useful.
- In the prophecy of Daniel 7:13, Son of Man was used to describe a figure with authority from God. This title therefore reveals Jesus as a figure with power and authority from God and the long-awaited Messiah.

On the other hand:

- Most people today are not familiar with this title. It is a Jewish title used in the Old Testament.
- Nobody ever called Jesus the Son of Man in the Gospels, so you could argue it is irrelevant today.
- Son of God is a better title because it shows clearly who he was, God's son. God confirmed he was his son at his baptism and at the transfiguration.
- At various points in the Gospels, the writers make it very clear to the reader that Jesus is the Messiah, e.g. Jesus' entry into Jerusalem.
- Son of David is a better title for Jesus because Jesus was a descendant of King David (seen through Joseph's bloodline).
- Saviour is also a good title because his name Jesus means this (God saves). Christians believe that Jesus offers salvation to humankind (saves them) through his death and resurrection.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 The role of the church in contemporary society

**AVAILABLE
MARKS**

(a) (i) Name *one* organisation that works towards reconciliation between communities in Northern Ireland.

Answers may include:

- Corrymeela Community
- Peace and Reconciliation Group (PRG)
- REACT
- NICIE

Accept valid alternatives

(AO1)

[1]

(ii) Give *two* examples of Christian outreach that benefit the local community.

Answers may include:

- Charity
- Youth Clubs
- Scouts and Guides
- Boy's Brigade and Girl's Brigade
- Football clubs
- Drop-in centres
- Church Schools
- Church clubs, e.g. bowling
- Family planning or counselling
- Homeless shelters

Accept valid alternatives

(AO2)

[2]

(iii) Give *two* moral challenges faced by Christians today.

Answers may include:

- Abortion
- Euthanasia
- Same-sex marriage

Accept valid alternatives

(AO1)

[2]

**(b) Do you think Church teaching on moral issues is out of date?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of challenges to the Church of changing moral values.

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:

- Sacred texts written thousands of years ago can give general standards about moral behaviour but are not always relevant today, e.g. laws regarding food, hygiene, and clothing.
- Many moral issues that are controversial today are not directly mentioned in the Bible, e.g. abortion.
- Our society today is becoming increasingly secular and pluralistic; attitudes towards issues such as sexual relationships, same sex marriage, divorce, abortion, and euthanasia have all faced change, and this is a challenge for the Christian church.
- Many people no longer attend church or look to the church for guidance on moral issues.

On the other hand:

- Church teaching on moral issues is based on Bible teaching; for Christians this is the word of God and does not go out of date.
- Candidates may give specific examples of contemporary church teaching, such as references to the sanctity of human life, the permanence of marriage or the proper place for a sexual relationship.
- In an age where there are many different attitudes and often conflicting opinions, there needs to be permanence and consistency of standards; churches should not change their teaching to try and reflect secular society.
- The Church continues to grow and is the biggest religion in the world with approx. 2.3 billion followers, showing that there is an element of support for church teaching on moral issues.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) “The Church is doing enough to include young people today.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of how well the Church involves young people in the community.

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

Answers may include:

- Many churches try to appeal to young people, with youth services and events, Youth Fellowship groups.
- Some churches nowadays have the use of technology, such as PowerPoint and may use modern instruments as an alternative to the piano or organ.
- Some young people are not interested in going to church no matter what the service is like; churches must spread the word of God rather than trying to appeal to one section of the population.
- An increasing number of churches are now taking the approach of ‘come as you are’, promoting a more relaxed environment for young people, e.g. casual clothing.
- Many churches do a lot to make all people feel welcome in churches, being inclusive to all regardless of their gender, disability, sexual orientation, ethnicity and age.

On the other hand:

- Many teenagers find church boring and choose not to go; even young people brought up to attend church stop going when they are older.
- Most of the population in churches seems to be older people and most of the service seems to be more relevant for them.
- Jesus set an example by including all people, e.g. tax collectors, so churches should do the same.
- With religion in decline in the UK, engaging young people in the church has never been more important for the Christian community. Young people are the future, and with just 5% of young people currently in church (Scripture Union, 2017), the future is looking bleak for the Christian faith.

Accept valid alternatives

Mark in levels
(AO2)

[5]

AVAILABLE
MARKS

15

3 The death and resurrection of Jesus

(a) Retell the rest of this story.

Target: Knowledge of Jesus' trial before the Sanhedrin (Matthew 26: 57–59).

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

Matthew 26:60–68

GNB	NIV	RSV
<p>⁶⁰...but they could not find any, even though many people came forward and told lies about him. Finally two men stepped up ⁶¹ and said, "This man said, 'I am able to tear down God's Temple and three days later build it back up.'" ⁶² The High Priest stood up and said to Jesus, "Have you no answer to give to this accusation against you?" ⁶³ But Jesus kept quiet. Again the High Priest spoke to him, "In the name of the living God, I now put you under oath: tell us if you are the Messiah, the Son of God."</p>	<p>⁶⁰ But they did not find any, though many false witnesses came forward. Finally two came forward ⁶¹ and declared, "This fellow said, 'I am able to destroy the temple of God and rebuild it in three days.'" ⁶² Then the high priest stood up and said to Jesus, "Are you not going to answer? What is this testimony that these men are bringing against you?" ⁶³ But Jesus remained silent. The high priest said to him, "I charge you under oath by the living God: Tell us if you are the Messiah, the Son of God."</p>	<p>⁶⁰...but they found none, though many false witnesses came forward. At last two came forward ⁶¹ and said, "This fellow said, 'I am able to destroy the temple of God, and to build it in three days.'" ⁶² And the high priest stood up and said, "Have you no answer to make? What is it that these men testify against you?" ⁶³ But Jesus was silent. And the high priest said to him, "I adjure you by the living God, tell us if you are the Christ, the Son of God."</p>

AVAILABLE
MARKS

<p>⁶⁴ Jesus answered him, "So you say. But I tell all of you: from this time on you will see the Son of Man sitting at the right side of the Almighty and coming on the clouds of heaven!"</p> <p>⁶⁵ At this the High Priest tore his clothes and said, "Blasphemy! We don't need any more witnesses! You have just heard his blasphemy!"</p> <p>⁶⁶ What do you think?" They answered, "He is guilty and must die." ⁶⁷ Then they spat in his face and beat him; and those who slapped him ⁶⁸ said, "Prophecy for us, Messiah! Guess who hit you!"</p>	<p>⁶⁴ "You have said so," Jesus replied. "But I say to all of you: From now on you will see the Son of Man sitting at the right hand of the Mighty One and coming on the clouds of heaven." ⁶⁵ Then the high priest tore his clothes and said, "He has spoken blasphemy! Why do we need any more witnesses? Look, now you have heard the blasphemy. ⁶⁶ What do you think?" "He is worthy of death," they answered. ⁶⁷ Then they spit in his face and struck him with their fists. Others slapped him ⁶⁸ and said, "Prophecy to us, Messiah. Who hit you?"</p>	<p>⁶⁴ Jesus said to him, "You have said so. But I tell you, hereafter you will see the Son of man seated at the right hand of Power and coming on the clouds of heaven." ⁶⁵ Then the high priest tore his robes, and said, "He has uttered blasphemy. Why do we still need witnesses? You have now heard his blasphemy. ⁶⁶ What is your judgment?" They answered, "He deserves death." ⁶⁷ Then they spat in his face, and struck him; and some slapped him, ⁶⁸ saying, "Prophecy to us, you Christ! Who is it that struck you?"</p>
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Mark in levels
(AO1)

[5]

(b) Explain how Jesus' trials were unfair.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Jesus' treatment before the Sanhedrin and Pilate.

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

Answers may include:

- A court was not usually held in the High Priest's house; however, Jesus' trial took place in Caiaphas' house. The High Priest asked Jesus direct questions and did not remain objective.
- Trials that could result in an execution could not take place at night. Jesus' trial was at night.
- The chief priests and the whole Sanhedrin were looking for false evidence against Jesus so that they could put him to death.
- At Jesus' trial two witnesses accused Jesus of threatening to destroy the Temple and rebuild it in three days. The stories of the witnesses did not add up.
- Pilate had no real reason to charge him and later washed his hands of any responsibility for the life of Jesus; "I am not responsible for the death of this man! This is your doing" (Matthew 27:24).

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Jesus’ death is the most important event for Christians.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: An evaluation of the importance of Jesus’ death and other important events in the Gospels.

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’ death is the most important event for Christians because it is an example of unconditional love – God shows selfless love for humanity by sacrificing his son. Death is the ultimate sacrifice. “God so loved the world that He gave His only Son, that whoever believes in Him shall never perish but have eternal life”.
- Jesus’ death is more important because, in order to resurrect, he had to die first of all. His ministry may appear to have ended in failure but Jesus’ death on the cross proclaims victory.
- Because of Jesus’ death, humanity can have a relationship with God.
- Old Testament prophecies would not have been fulfilled if Jesus had not died.
- Christians receive hope when reflecting on the suffering and death of Jesus and accept that they too, like Jesus, will have to suffer and die.

On the other hand:

- The resurrection is the most important event because it reveals to all Christians that death is not the end, there is life after death.
- Jesus conquered death through his resurrection.
- Jesus’ resurrection is more important because it means Jesus did not cease to exist when he died. Christians believe that when they die, they will not cease to exist. They believe there will be life in heaven for those who love and serve Jesus.
- The words “he has risen” are proof that Jesus was resurrected from the dead which is at the heart of the Christian faith. If Jesus did not rise from the dead, they would have no foundation for belief.
- The teachings and work of Jesus is what is most important to Christians as they are examples of how God wants them to live on earth.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Christian worship

AVAILABLE
MARKS

(a) Describe how singing and music are used in worship.

Target: Knowledge of the various types of songs and musical instruments used in 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:

Singing:

- Traditional hymns: a song sung to praise God. Many churches have a strong tradition of singing hymns.
- Psalms: songs of praise and worship found in the Old Testament. They have been put into verse form in a book called the Psalter and can be easily set to music.
- Choruses: songs that use everyday language and mainly appeal to younger Christians. They often accompany hymn singing and are collected in books, e.g. Mission Praise.
- Contemporary worship: in many churches today, worship is led by a band, made up of many different styles and with many new songs being written all the time.
- Choir: many churches have a choir to lead the congregation in worship, they may be used in special events and often work hard on their music for special occasions, e.g. Christmas.

Musical instruments:

- Organ: one of the oldest musical instruments in western society, it uses wind moving through pipes to produce sounds. Often an organist will lead singing as well as the choir.
- Band: in some churches, worship is almost always led by a band. In other denominations instruments appear on particular occasions. Church bands tend to be guitar-based but can also feature drums, violins, flutes, or trumpets. Some churches now have DJs and VJs.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Do you think people prefer liturgical worship to non-liturgical worship? Give reasons for your answer.

AVAILABLE MARKS

Target: Evaluation of liturgical worship and why some people prefer it to non-liturgical, spontaneous worship.

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

Answers may include:

- Some people prefer liturgical worship because it is based on the Bible. In the Old Testament the Israelites were commanded to recite special words when making offerings (Deut. 26:3–15) and in the New Testament Jesus used the Lord’s Prayer as an example of how to pray, this prayer is frequently used during liturgy in churches today.
- Some people feel that it is a more respectful way to speak to God as words are pre-written and thought out.
- It is Church tradition, passed down through generations.
- Through the recitation of words and responding to prayers, members of the congregation can take an active role in worship services. Rather than sit passively, they have the opportunity to stand, sit, kneel and go to the front to receive communion.

On the other hand:

- Some people prefer non-liturgical worship because it is similar to the style of worship used in the Early Church.
- It follows the example of worship in the Psalms, e.g. Psalm 149:1–3 “Praise the Lord. Sing to the Lord...”
- Some Christians believe worship should be joyful, exciting and uplifting, not boring and restrictive.
- Non-liturgical worship allows more people to get involved and contribute to worship.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) “Christians only pray when they are in trouble.”
Do you agree with this statement? Give reasons for your answer.

Target: An evaluation of the different types and purpose of prayer.

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 human nature, even for those who are sceptical about God to pray during times of difficulty as people may be desperate for any kind of help.
- Life today can be very busy for many Christians, they may forget or have less time to pray until times of need, e.g. if they become ill or are worried about something.
- Christians may pray to ask God for things that they need (physical or spiritual needs), e.g. a student praying for help with an examination.
- A young Christian, growing in their faith may be easily distracted by everyday life, e.g. school, friends and clubs and turn to God when things are tough, e.g. examinations, bullying.
- A Christian may feel that their prayers are not often answered and so only turn to prayer when things become too difficult to handle alone, sometimes as a last resort.

On the other hand:

- Prayer is a way of communicating with God and there are different types of prayer, each with a different purpose. Christians will pray for different reasons in different situations.
- Prayers of adoration: Christians pray to praise or worship God.
- Prayers of confession: Christians pray to admit their own sinfulness and ask for God’s forgiveness, e.g. the Penitential rite.
- Prayers for thanksgiving: a prayer to thank God, e.g. saying Grace before a meal or the Eucharistic prayer in Mass.
- Prayers for intercession: prayers that are said for others, most commonly said when someone is ill or experiencing a period of difficulty in their life.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

Section B

**AVAILABLE
MARKS**

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

5 The Identity of Jesus

(a) Describe the announcement of Jesus’ birth to Mary.

Target: Knowledge of Luke 1:26–38

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

Luke 1:26–38		
GNB	NIV	RSV
<p>²⁶ In the sixth month of Elizabeth’s pregnancy God sent the angel Gabriel to a town in Galilee named Nazareth. ²⁷ He had a message for a young woman promised in marriage to a man named Joseph, who was a descendant of King David. Her name was Mary. ²⁸ The angel came to her and said, “Peace be with you! The Lord is with you and has greatly blessed you!” ²⁹ Mary was deeply troubled by the angel’s message, and she wondered what his words meant. ³⁰ The angel said to her, “Don’t be afraid, Mary; God has been gracious to you.</p>	<p>²⁶ In the sixth month of Elizabeth’s pregnancy, God sent the angel Gabriel to Nazareth, a town in Galilee, ²⁷ to a virgin pledged to be married to a man named Joseph, a descendant of David. The virgin’s name was Mary. ²⁸ The angel went to her and said, “Greetings, you who are highly favoured! The Lord is with you.” ²⁹ Mary was greatly troubled at his words and wondered what kind of greeting this might be. ³⁰ But the angel said to her, “Do not be afraid, Mary; you have found favour with God. ³¹ You will conceive and give birth to a son, and you are to call him Jesus.</p>	<p>²⁶ In the sixth month the angel Gabriel was sent from God to a city of Galilee named Nazareth, ²⁷ to a virgin betrothed to a man whose name was Joseph, of the house of David; and the virgin’s name was Mary. ²⁸ And he came to her and said, “Hail, O favoured one, the Lord is with you!” ²⁹ But she was greatly troubled at the saying and considered in her mind what sort of greeting this might be. ³⁰ And the angel said to her, “Do not be afraid, Mary, for you have found favour with God. ³¹ And behold, you will conceive in your womb and bear a son, and you shall call his name Jesus.</p>

<p>³² He will be great and will be called the Son of the Most High God. The Lord God will make him a king, as his ancestor David was, ³³ and he will be the king of the descendants of Jacob forever; his kingdom will never end!"</p> <p>³⁴ Mary said to the angel, "I am a virgin. How, then, can this be?" ³⁵ The angel answered, "The Holy Spirit will come on you, and God's power will rest upon you. For this reason the holy child will be called the Son of God.</p> <p>³⁶ Remember your relative Elizabeth. It is said that she cannot have children, but she herself is now six months pregnant, even though she is very old.</p> <p>³⁷ For there is nothing that God cannot do." ³⁸ "I am the Lord's servant," said Mary; "may it happen to me as you have said." And the angel left her.</p>	<p>³² He will be great and will be called the Son of the Most High. The Lord God will give him the throne of his father David, ³³ and he will reign over Jacob's descendants forever; his kingdom will never end." ³⁴ "How will this be," Mary asked the angel, "since I am a virgin?" ³⁵ The angel answered, "The Holy Spirit will come on you, and the power of the Most High will overshadow you. So the holy one to be born will be called the Son of God.</p> <p>³⁶ Even Elizabeth your relative is going to have a child in her old age, and she who was said to be unable to conceive is in her sixth month. ³⁷ For no word from God will ever fail." ³⁸ "I am the Lord's servant," Mary answered. "May your word to me be fulfilled." Then the angel left her.</p>	<p>³² He will be great, and will be called the Son of the Most High; and the Lord God will give to him the throne of his father David, ³³ and he will reign over the house of Jacob for ever; and of his kingdom there will be no end." ³⁴ And Mary said to the angel, "How shall this be, since I have no husband?" ³⁵ And the angel said to her, "The Holy Spirit will come upon you, and the power of the Most High will overshadow you; therefore the child to be born will be called holy, the Son of God. ³⁶ And behold, your kinswoman Elizabeth in her old age has also conceived a son; and this is the sixth month with her who was called barren. ³⁷ For with God nothing will be impossible." ³⁸ And Mary said, "Behold, I am the handmaid of the Lord; let it be to me according to your word." And the angel departed from her.</p>
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Mark in levels
(AO1)

[5]

(b) Explain how angels and visions were important in the story of the birth of Jesus.

AVAILABLE
MARKS

Target: Knowledge and understanding of the role played by angels and visions in the events surrounding the birth 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:

- Angels appear to both Joseph and Mary, telling them that Mary will be the mother of God's son.
- An angel tells the shepherds that the saviour has been born and that they must go to Bethlehem.
- The wise men learnt in a dream that they should not return to Herod; they went home by another route.
- Angels and visions play an important part in the birth of Jesus as they show that God is communicating with people and guiding events. The visions are sent from God and angels are used as God's messengers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“People find it difficult to accept the miracle of the virgin birth.”**
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 difficulties surrounding the belief in the virgin birth.

**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:

- We live in an age where scientific knowledge and facts are all-important; many people cannot accept something that is miraculous or spiritual and therefore cannot be proved.
- Matthew and Luke wrote their birth stories many years after the actual events which undermines their historical reliability.
- Some people believe they were telling these stories as being symbolic not literal events.
- Some people accept that Jesus was a great teacher but do not believe in the miracles; the virgin birth is one such example.

On the other hand:

- Many people today take the virgin birth very seriously as it emphasises that Jesus was the Son of God and not the son of Joseph, or any other man.
- The Bible is seen by many as a factual account and if it says there was a virgin birth, then this is accurate.
- God is all-powerful and capable of performing any miracle, such as the virgin birth.
- The supernatural elements in the stories are evidence of God's miraculous power at work in the world.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 The teaching of Jesus

(a) Outline Jesus' teaching on forgiveness.

Target: Knowledge of Jesus' teaching on forgiveness.

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 called on his followers to live by an even higher standard than that of the Old Testament. Christians should not take revenge at all.
- Jesus taught that all revenge is wrong. He taught his followers “If someone strikes you on the right cheek, turn to him the other also”. It is not a sign of weakness to avoid revenge.
- Leviticus 19:18 states “love your neighbour as you love yourself.” Jesus taught his followers, “love your enemies and pray for those who persecute you” (Matthew 5:44). Loving your enemies was a radical view that would have shocked Jesus' listeners, e.g. teaching Jews to love the Romans who took their land from them.
- Peter asked Jesus how many times he should forgive a man who keeps sinning against him. Jesus replied, “No, not seven times but seventy times seven” (Matthew 18:22).
- Jesus explained his teaching on forgiveness through the Parable of the Unforgiving Servant. The parable means that because Christians have been forgiven so much themselves, they must always be willing to forgive others.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain how Christians are influenced by the teaching of Jesus.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how Christians are influenced by the teachings 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:

- There are many Christians who follow the teachings of Jesus on forgiveness, Martin Luther King Jr was one example of a Christian who believed that humans should always show forgiveness towards others.
- Some Christian believers, despite suffering personal tragedy, have chosen to forgive those who have sinned against them as part of their faith, e.g. Gordon Wilson.
- Christians should be good, even to people who treat them badly and avoid retaliation. This might shame people who have wronged them into doing the right thing. They lead by example.
- Christians can pray for those who have wronged them, e.g. the Lord's Prayer.
- Christians can teach young people to show forgiveness towards others through reconciliation, e.g. peace groups or becoming involved in restorative justice.
- Jesus' teaching has influenced people to not put wealth before God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Christians can learn more from what Jesus did than from what he said.”

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 a Christian can learn more from Jesus’ actions or His words.

AVAILABLE
MARKS

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

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

AVAILABLE MARKS

Answers may include:

- Jesus practised what he preached and shows Christians that forgiveness is possible in reality, it is not just an ideal, e.g. Jesus' reaction to his arrest in the Garden of Gethsemane.
- Jesus gives Christians practical demonstrations of how to live out forgiveness in their everyday lives, e.g. the woman caught in adultery.
- A good teacher/leader will always lead by example, and this will cause people to have greater respect for them, 'no empty words', e.g. his treatment of outcasts shows Christians today how to treat those who are marginalised in our society.
- The miracles of Jesus can encourage Christians to take up a career/vocation that involves helping others, such as a nurse, doctor, youth worker or social worker. Miracles offer physical proof of who Jesus is, the Messiah and Son of God.
- Jesus often used parables, a short story with a hidden spiritual meaning, to teach his followers about forgiveness. It may be difficult to put these teachings into practice when faced with a difficult situation, e.g. someone has harmed a member of your family.
- The words of Jesus are open to interpretation and may be interpreted differently depending on a Christian's knowledge and understanding of scripture and their faith.

On the other hand:

- Jesus' words can be interpreted and applied to many different situations today, e.g. warfare.
- The Gospels show a relatively short part of Jesus' life, therefore not all people may feel they can relate to Jesus and his actions, e.g. his trials and crucifixion.
- Jesus' words help to reveal to Christians, his true identity as the Son of God as he often spoke of his father.
- Not everyone has been able to witness Jesus' actions first hand, however, he often taught large crowds, his teachings spread by word of mouth and were later recorded by men in the Bible for people to read and learn from.
- Christians believe that Jesus was without sin, it may feel like an impossible task to try and follow his actions and be exactly like him. Trying to learn and follow his teachings may be a more realistic task for believers.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 Sacraments and ordinances

AVAILABLE
MARKS

- (a) Describe the ceremony of baptism in a Christian Church you have studied.

Target: Knowledge of the baptismal service in a denomination of choice.

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

Answers may include:

The Catholic Church

- The priest welcomes the baby, the parents and godparents to the church.
- The parents tell the priest the child's name and the priest outlines the responsibilities of the parents and godparents.
- The parents and godparents then take vows to renounce Satan. They profess their faith and the faith they want their child to be brought up in. The baptismal vows are made on behalf of the child.
- The priest will baptise the child by pouring water over the child's head three times saying, "*I baptise you in the name of the Father and of the Son and of the Holy Spirit.*"
- The child is anointed with the oil of Chrism and a candle is lit and given to someone from the child's family, usually the godparents.
- A white garment is placed on the child.
- Someone from the child's family lights the child's baptismal candle from the Easter candle as the parents and godparents are entrusted to keep the flame of faith alive in the baby's life.

Church of Ireland

- At the baptism of infants, parents and godparents are required to make promises on behalf of the child and to undertake *to encourage them in the life and faith of the Christian Community*. As they are answering on behalf of the child, they must also affirm their own Christian faith.
- Those being presented for baptism will then have water poured on their head and the words "I baptise you in the name of the Father, Son and

- Holy Spirit” are said.
- The sign of the cross is made on the forehead and the minister says *‘Christ claims you for his own. Receive the sign of the cross. Live as a disciple of Christ’*.
 - A lighted candle may be presented with the words *‘You have received the light of Christ; walk in this light all the days of your life. Shine as a light in the world to the glory of God the Father’*.

The Baptist Church

- The service begins with a scripture reading and time is devoted to worship through singing.
- The candidate will publicly confess their faith in God and outline the reasons why they want to be baptised.
- The pastor will give a sermon explaining the importance of baptism.
- Following this, the candidates are prayed for and are asked question about accepting Jesus as their Saviour and turning away from sin.
- After they respond ‘I do’ to the questions they go into the water to be baptised. A song is sung to conclude the service.

Accept valid alternatives

Mark in levels

(AO1)

[5]

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

**AVAILABLE
MARKS**

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

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:

- Eucharist or Communion refers to a symbolic meal of bread and wine which is the most important ceremony in the Christian Church. It remembers Jesus' last meal with his disciples.
- In the Gospels we have the words of Jesus at the Last Supper commanding his followers to celebrate communion in remembrance of him, therefore for it is right that it is the most important part of worship; "...take and eat; this is my body." Then he took a cup, and when he had given thanks, he gave it to them, saying, "Drink from it, all of you."
- The bread and wine taken during communion are symbols of his death and remind Christians of the sacrifice Christ made for them, so that they may have a second chance and experience forgiveness; "This is my blood of the covenant, which is poured out for many for the forgiveness of sins."
- The word Eucharist is a Greek word which means 'thanksgiving.' When Christians celebrate the Eucharist, they are thanking God for all he has done for them, therefore it is important for Christians as they have a lot to be thankful for.
- The practice of Christian denominations, often weekly, shows the importance of communion in church worship. As well as that, the altar/communion table are often in a focal position in the church, emphasising the centrality of communion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Being baptised as an infant is better than being baptised as an adult.”**
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 it is better to be baptised as an adult or infant.

**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:

- Infant baptism allows families to celebrate the birth of a new baby and welcome him/her into the family of the Church, part of a community. It is the start of a person's Christian life.
- It is a commitment for the parents to bring the child up in the Church – parents want to make promises on the child's behalf.
- Infant baptism means the child will have the support and prayers of the congregation as it he/she grows up.
- During the baptism service, parents ask God and the Church for help in bringing their child up wisely.
- Some Christians believe that infant baptism allows Original Sin to be removed.
- It is the tradition of most churches to baptise infants, e.g. Catholic Church and Church of Ireland. In the New Testament, whole households were baptised.

On the other hand:

- Adult baptism gives people a chance to make the promises for themselves – just like Jesus chose to do in the River Jordan. Adult baptism follows the example of Jesus.
- The person being baptised fully understands what it means and makes the choice themselves because they are an adult and so would make a

- stronger commitment to God.
- Jesus' baptism marked a turning-point in his life. Baptism today should also be a choice to change your life, and this can only happen through adult baptism.
 - Adult baptism gives people the chance to explain what Jesus means to them by giving a personal testimony during the service.
 - Baptism is more memorable and significant as an adult because they will remember it – allows them to make a stronger commitment to God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20