

GCSE 2004
June Series



Mark Scheme

Religious Studies Specification C

Option 2: *Christianity*

(Subject Code 3063/3068)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Dr. Michael Cresswell Director General

Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and the **allocated to the level** it best fits.

The **assessed level** or response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

3 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
2 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
0 mark	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Paper 2: Christianity

Part A

A1 Marriage

- (a) *Explain one reason why many Christian couples get married instead of living together.*

Target: Understanding of Christian attitudes to marriage

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Reason, but little or no understanding.	1 mark
Level 2	Reason plus explanation.	2 marks

E.g. it is a sign of commitment to each other; marriage is not just a piece of paper. The vows make a bond between the two people.

They believe in Church teaching that sex outside if marriage is wrong. They should be prepared to make new life which should be within a stable relationship, i.e. marriage.

(2 marks) AO2

- (b) *State two reasons why Christian couples choose to get married in a church.*

Target: Knowledge of one aspect of Christian marriage

One mark for each reason:-

e.g. marriage is believed by some to be a sacrament, Gods’ house;
 God is part of their marriage;
 marriage is another stage in the life cycle of rituals (e.g. baptism) which can be described as traditional – the girl gets married where she was baptised and confirmed.

Do not credit secular ideas such as “good for photos”.

(2 marks) AO1

A2 Christian Beliefs

What do Christians believe about life after death?

Target: Knowledge of a key Christian belief

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple statement, some relevance.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks

E.g. they believe there is new life after death, with Jesus in Heaven. He will judge people not by how much wealth they amass but by what they do to help those in need, without seeking praise.

Credit ideas of forgiveness and punishment.

(2 marks) AO1

A3 The Bible and Worship

- (a) Why do many Christians read the Bible every day?**

Target: Knowledge of use of the Bible**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Reason given, little understanding shown.	1 mark
Level 2	Reason plus valid explanation, or two simple reasons.	2 marks

E.g. they might study the Bible, using study notes to help them understand the background, the context and what it means. They feel “open” to God speaking to them through the written word. Christians believe the Bible is the Word of God, so it is God’s guidance about how to live your life. There are verses for all situations, and some topics were updated by Jesus.

(2 marks) AO1

- (b) What do fundamentalists believe about the authority of the Bible?**

Target: Understanding of different interpretations of the Bible**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple answer.	1 mark
Level 2	Clear definition.	2 marks

E.g. they believe the Bible was completely inspired by God and thus cannot contain errors. Some fundamentalists are also called “literalists”; they believe in the exact literal interpretation of the Bible in every detail. It is God’s words directly.

(2 marks) AO2

- (c) Explain the differences between liturgical and non-liturgical worship.**

Target: Knowledge of key styles of worship**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks

E.g. liturgical means that a set order of service will be followed: set prayers, readings and order of service.

Non-liturgical means the leader may note down the order they want but there is more freedom in the manner of worship, e.g. Holy Spirit, no use of a prayer book.

(2 marks) AO1

A4 Church and Leadership

State two duties of a priest or a minister.

Target: Knowledge of duties of the clergy

- E.g. celebrating Holy Communion / breaking bread
- preaching sermon
- visiting the sick in the parish
- sits on committees such as a building fund raiser
- Chair of Governors at a Church school
- leading school assembly
- leading confirmation classes
- leading services other than Holy Communion on Sundays and weekdays
- conducting baptisms, weddings and funerals
- giving Communion to the sick (some will anoint with oil)
- arranging orders of services including hymns etc.

(2 marks) AO1

Part B

B5 Wealth and Poverty and the Created World

(a) Explain two things that Jesus taught about concern for the poor.

Target: Understanding of key teaching by Jesus Christ

Levels of Response

0	Nothing relevant or worthy of credit	0 marks
Level 1	Attempt at reason and explaining	1 mark
Level 2	Clear understanding shown	2 marks

Mark this question as 2 + 2, thus two levels are to be shown. If the candidate does not begin a new line for the second teaching, draw a red line across the page to indicate break between point 1 and point 2.

E.g. actually having wealth was never the issue with Jesus; how you use it and your attitude are what matters (do you give willingly?). In the parable of the Sheep and Goats, Jesus spoke about showing concern to the poor: those in prison, those with no clothes, or no food, for example. Showing concern was not enough: Jesus said action was needed; thus those who visited prisoners, gave clothes or fed the hungry were actually helping Jesus himself. The parable also tells us that we will be judged and separated on merit, just as sheep and goats are separated. According to the Beatitudes those in need are blessed and earn their reward: the poor enter God’s Kingdom; the hungry and thirsty are fed. In the Sermon on the Mount Jesus said, “when someone asks you for something, give it to him; when someone wants to borrow something, lend it to him.”

Allow biblical quotes e.g. Jesus’ advice to the rich young ruler etc.

(2 + 2 = 4 marks) AO2

(b) Explain why Christians show respect and concern for the created world.**Target: Understanding of concept of stewardship****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

E.g. According to Genesis God created the world and then gave humans the task of looking after the world on behalf of God; the idea of stewardship means that the world should be handed back in the same or better condition. The task has been handed from parents to children throughout history so it is the older generation's duty to pass the task on to the next: the young adults.

(4 marks) AO2

(c) “Christians should look after the poor in their own countries and not worry about the poor in developing countries.”
Do you agree? Give reasons for your answer, showing you have thought about more than one point of view.

Target: Evaluation of a key question regarding poverty**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reasons.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Yes

E.g. Even without modern technology, you cannot avoid the sight of poverty in the United Kingdom. In cities there are people begging in doorways, subways, stations; but the problem extends beyond the city into the countryside. The television news often has stories about people living in awful housing, so it's no wonder that people, including Christians, feel that if you want somewhere to start then you should start locally. Churches in run-down estates see poverty and deprivation all around them; for many the local church is a life-line. Jesus was amongst the poor in his local town, reminding Gentiles who asked for healing that his own people (the Jews) came first (e.g. the Syro-Phoenecian woman).

No

E.g. Global technology brings disasters such as famine and floods into our sitting rooms – nobody can claim they do not know about these things. Jesus did heal Gentiles. In the story, the Syro-Phoenecian woman made a witty reply “even dogs can eat well under the table”. Jesus also sent his disciples out into the world, and did not instruct them to stay local. He reminded his followers that when they help someone in need they actually help him.

The solution is to determine which skills are available, where those skills are needed and actually send workers where they will be most useful. For example, a scientist has produced a corn seed which can survive for weeks without water. She is needed in India not in the UK. Other people may not be able to go abroad, but may be able to help at home for example, by listening to people in need.

Maximum three marks if only one point of view given.

(5 marks) AO3

B6 The Apostles’ Creed

- (a) *Give four statements about Jesus from the Apostles’ Creed.*

Target: Knowledge of the content of the Apostles’ Creed

One mark per statement – make sure that candidate is not rewording one statement.

- Jesus Christ (God’s) only Son
- Our Lord
- Conceived by the Holy Spirit
- Born of the Virgin Mary
- Suffered under Pontius Pilate
- Crucified
- Died
- Was buried
- On the third day he rose again
- Ascended into heaven
- Seated at the right hand of the Father
- He will come again to judge the living and the dead

(4 marks) AO1

- (b) *Explain the meaning of the following statements in the Apostles’ Creed:
I believe in the Holy Catholic Church;
I believe in the Communion of Saints.*

Target: Understanding of two key elements in the Apostles’ Creed**Levels of Response**

- | | |
|----------------|---|
| 0 | Nothing relevant or worthy of credit |
| Level 1 | A minimal explanation, worthy of credit. |
| Level 2 | Clear understanding of one of the statements. |

I believe in the Holy Catholic Church

The Church is dedicated to serving God (thus “holy”); catholic here means “universal”. Christians belong to one church founded by Christ himself.

I believe in the communion of saints

“Communion” here means “fellowship together”. Saints are holy people. Christians on earth or in heaven are all members of God’s family. We can all be holy as we are dedicated to serving God.

(2 + 2 = 4 marks) AO2

- (c) ***“To be a Christian you must believe everything in the Apostles’ Creed.”***
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of the Apostles’ Creed

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Yes

E.g. The Apostles’ Creed is a tidy summary of the main Christian beliefs. Most Christians say that it summarises their beliefs. Unless you believe it all, how can you make promises and state beliefs on behalf of the baby at Baptism? Or make your own commitment in Confirmation or Adult Baptism? You need a basis (foundation) on which to build, so everyone uses the Creed as a good foundation.

No

E.g. There are some beliefs that are hardly credible, such as Mary conceiving without sex. Some Christians try to pick out the beliefs they find difficult. Some church leaders acknowledge the difficulties and try to explain these beliefs away; the belief, it is argued, is the same however it is explained. When in private worship and Bible study, it doesn't matter if you “leave bits out” in your thoughts.

Credit will be given to candidates who talk about what else makes a good Christian.

Maximum three marks if only one point of view is given.

(5 marks) AO3

Part C

C7 Festivals

- (a) ***Explain why Advent is called a season of “waiting and preparation”.***

Target: Understanding of Advent

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

E.g. Advent means “coming” and is a time of preparation for the birth of Jesus, thus some Christians prepare themselves spiritually for Christmas by a variety of ways such as Bible study. Christians also prepare for Jesus’ second coming (Parousia). There is a sense of anticipation but Christians must be ready and waiting for him, not caught out, as told in the parable of the Ten Bridesmaids. Candles are lit to represent Jesus, light of the world. The advent candle is lit each Sunday before Christmas giving a sense of getting nearer the date.

(7 marks) AO2

(b) Describe how Christians celebrate Christmas.

Target: Understanding of the true meaning of Christmas

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 - 8 marks

E.g. carol services often attract non-church goers because singing carols and maybe watching a nativity play is regarded as tradition but at least it recognises the true meaning of Christmas.

Christingle reminds Christians of events from Christmas to Easter, and that Jesus would die for our sins. Carol services are popular. Everyone can have a part to play.

For many, Christmas begins with the Midnight Communion and careful timing ensures everyone shares God’s peace and Happy Christmas on the stroke of midnight. Others, maybe with children, go to church on Christmas morning. A few weeks before they may have brought gifts to church, gifts to give to under privileged children, thinking of others.

The giving of presents and cards to family and friends. In the UK gifts are opened on Christmas Day. This represents the gifts given to Jesus by the Wise Men; on a deeper level it reminds us of God’s gift of his son, the greatest gift of all. Families try to get together.

Candidates must write about more than one way in which Christmas is celebrated to reach Level 3.

(8 marks) AO2

**(c) “Easter is the most important festival in the Church’s year.”
Do you agree? Give reasons for your answer, showing you have thought about more than one point of view.**

Target: Comparing festivals, as to the most important

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Yes

E.g. It is the most important festival because it is the climax of Holy Week; Jesus died and that was the end as far as his followers were concerned. However, it was not the end of the story; Jesus came back to life. The whole of Christianity is based on the fact that the founder is alive. This is why people risk their lives to tell others.

No

E.g. Christmas is more important because Jesus claimed to be God’s son. Without Christmas there would have been nothing, Christmas formed the foundation on which to build Christianity.

Maximum three marks if only one point of view is given.

(5 marks) AO3

C8 Christian Living

(a) Describe what Jesus taught in the Sermon on the Mount about

- (i) prayer**
- (ii) marriage and divorce.**

Target: Knowledge of key teaching of Jesus

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

Prayer

Jesus said that prayer was a private matter, not an opportunity to show off in public. Jesus suggested a room on your own, and not to use meaningless words. Long prayers do not impress God. Jesus then taught the Lord’s Prayer as an example of how to pray. (Expect some detail here.) All this is just as relevant today as it was in Jesus’ time.

Marriage and Divorce

Jesus deals firstly with a cause of divorce: lust leading to adultery. He says just thinking about it is wrong. If a divorced man or woman gets married again both couples commit adultery. In Matthew’s version the only valid reason for divorce, according to Jesus, was adultery. In Mark’s version there is no reason accepted for divorce. For many Christians, this is still the case, although some try to tone down the teaching, for example by allowing divorced people to remarry in church.

(2 × 4=8 marks) AO2

(b) Explain different Christian attitudes to

***EITHER the role and status of women
OR racial prejudice and discrimination.***

Target: Knowledge and understanding of Christian attitudes to two sensitive issues

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Role of Women

The traditional view was that women were homemakers; they did the flowers and cleaned in church. Later, women went to work and wanted a role in church. Women have gradually been allowed to do more, such as being a lay reader in the Anglican church. Ultimately, some churches now have women priests, but some Christians are still against this. The Roman Catholic Church still does not allow women priests, thus will not ordain them; there is no prospect of change in the near future. When women were first ordained in the Anglican Church some Anglican priests felt so strongly that they considered becoming Roman Catholic.

Racism

Jesus taught non-prejudice; Parable of Good Samaritan – Jesus made a Samaritan the hero of the story, praising the faith of non-Jews (Gentiles); Paul’s statement re. neither Jew nor Gentile etc.; can lead to breaking of Commandments; all created equal in God’s sight; ‘love your neighbour’; Jesus’ example – no prejudice; discrimination incompatible with God’s design – Vatican 2. From this, it can be surmised that Christianity will look to protect minority rights, since all are equal, and especially since Jesus can be seen to have worked with the equivalents in his day. However, a dilemma exists where one religious group may hold beliefs in conflict with Christianity. Many Christians persecuted Jews, both actively and passively, because they blamed them for Christ’s death. Those who supported Apartheid in South Africa quoted the Bible. Others try to educate people to get rid of prejudicial thoughts, but can only legislate against discrimination (prejudice in action).

(7 marks) AO2

**(c) “The Bible tells Christians what to do in every situation in their lives.”
Do you agree? Give reasons for your answer, showing you have thought about more than one point of view.**

Target: Application / use of Bible in everyday life

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 marks
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Yes

E.g. There are Old Testament rules, many of which Jesus updated. If the actual situation is not named in the Bible then there are principles to follow. Jesus' teaching is quite clear on issues such as marriage and revenge; his teaching is just as applicable today as it was 2000 years ago. There is also teaching from the apostles in letters to the early church.

No

E.g. Jesus' teaching can be confusing, e.g. in Mark he says "no divorce" but in Matthew he says "no divorce except in cases of adultery". Laws in the UK make Jesus' words out of date. Jesus does not teach on issues such as voluntary euthanasia, nuclear war, abortion, contraception, IVF and capital punishment. People can twist principles to fit their beliefs.

Maximum three marks if only one point of view is given.

(5 marks) AO3