



General Certificate of Secondary Education

Religious Studies 3063/3068

Specification C

Paper 2 Christianity

Mark Scheme

2008 examination – June series

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 then **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 Church Leadership

Give two religious duties of a priest or minister.

Target: Knowledge and understanding of the role of a priest.

- To lead regular Sunday worship
- To conduct rites of passage e.g. weddings & funerals
- To provide pastoral care for the members of the Church
- To play an active part in the wider community
- To visit the sick/elderly/housebound of the parish
- To act as a spiritual guide & confessor

One mark per idea

(2 marks) AO1

A2 Beliefs and Matters of Life and Death

(a) *Explain one reason why some Christians accept abortion.*

Target: Knowledge and understanding of the range of Christian ethical beliefs

One mark should be awarded for a simple response. Elaboration of that response should be awarded two marks.

Candidates may mention:

- In certain circumstances, e.g. risk to the life of the mother, rape or incest, abortion may be the lesser of two evils.
- Degree of handicap to the foetus may mean that quality of life is a relevant factor
- Free will debate
- Every baby should be a wanted and loved baby

(2 marks) AO2

(b) Explain why Christians believe suicide is wrong.

Target: Knowledge and understanding of the range of Christian ethical beliefs

Candidates may mention:

- God decides when life should end
- Nothing is so dreadful it cannot be brought to God in prayer
- It is a form of murder & would lead to punishment in the next world
- Committing suicide puts one beyond the Christian community & may lead to exclusion from certain rites
- Their families who have to deal with the aftermath

Candidates must have two different ideas, or one idea developed, to gain both marks

(2 marks) AO2

A3 Rites of Passage

(a) Some Christians hold a ceremony of dedication for infants. Why do they do this?

Target: Knowledge and understanding of a technical term

Candidates may mention:

- Ritual to name and bless the baby.
- Practiced in the churches who do not practise infant baptism e.g. Baptists & some Independent Methodist Churches.
- Way of saying thank you to God for the gift of a baby.
- It welcomes the child into the Church family.

Candidates must have two different ideas, or one idea developed, to gain both marks

(2 marks) AO1

(b) What is believers' baptism?

Target: Knowledge and understanding of a technical term

Candidates may mention:

- The believer makes a personal commitment to God.
- This can happen at any point when they are mature enough to make the commitment.
- The candidate is totally immersed in a baptism which is usually set into the floor of the church.
- Candidates are sufficiently mature to testify to their own beliefs in Christianity

Candidates must have two different ideas, or one idea developed, to gain both marks

(2 marks) AO1

(c) *What is chrismation?*

Target: Knowledge and understanding of a technical term

Candidates may mention:

- In the Orthodox Church the newly baptised child receives the Holy Spirit through being anointed with holy oil (chrism) either by a bishop or priest.
- It is an integral part of the baptism ceremony in the Orthodox tradition.
- It can also apply to the anointing with oil by a bishop which happens in the confirmation service.

Candidates must have two different ideas, or one idea developed, to gain both marks

(2 marks) AO1

Part B

B4 Worship

(a) *i) What is liturgical worship?*

Target: Knowledge of liturgical worship

Any **one** from:

- Canon law requires the use of set prayers and orders of service as given by Church authorities, such as a lectionary.
- Liturgical worship can be very formal.
- Liturgical worship can make full use of ritual & vestments
- Liturgical worship is priest led.
- Liturgical worship uses service book/prayer book/missal.
- Candidates may give examples of liturgical worship by way of explanation

ii) What is non-liturgical worship?

Target: Knowledge of non-liturgical worship

Any **one** from:

- Non-liturgical worship has no set form and is often spontaneous.
- Non-liturgical worship is informal and can take account of current events
- Non-liturgical worship is frequently led by the congregation, or members of it in turn.

(1+1=2 marks) AO1

(b) Describe a service of Holy Communion

Target: To show knowledge & understanding of what happens during a service of Holy Communion.

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 & understanding	2 marks
Level 3	A clear knowledge & understanding with good development.	3 marks

Candidates should provide a clear description of what takes place in any of the traditions studied.

Candidates may include some of the following:

- Service happens every Sunday, Holy Day & at notified times in the week.
- Service may be sung (with hymns) or said (typically early morning services). Both types will include prayers.
- A choir may lead the singing
- There will be readings from the Bible, including a Gospel passage.
- Often there will be a sermon
- Bread & wine are blessed & shared by those present
- A collection may be taken & blessed by the priest
- Candidates may highlight practical differences, e.g. Orthodox use of a spoon, Methodists collecting elements and then consuming together

(3 marks) AO1

(c) Explain the importance of prayer for Christians.

Target: Knowledge and understanding of why prayer is an important act for Christians.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy or relevant of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear application of knowledge & understanding with sound development.	3 marks

Candidates may include some of the following:

- Communication with God
- Can take many forms, e.g. confessional, thanksgiving
- Allows for a personal relationship with God
- Can take place anywhere

(3 marks) AO2

(d) ‘Holy Communion is the most important service for Christians.’

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 Holy Communion to believers.

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. N.B. Candidates who make no religious comment should not achieve more than Level 3	3 marks
Level 4	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

Agree

- Re-enactment of the Last Supper
- Jesus told believers to do it
- Brings believers closer to the sacred
- Provides comfort for believers, particularly in times of stress
- Shows one’s personal commitment to the faith.

Other Views

- Faith is very personal
- Some denominations do not celebrate communion
- Practical action is as, or more important than attending church services
- Public events e.g. festivals & rites of passage, bring people into the faith.
- No one service is more important, they all are.

(5 marks) AO3

B5 Death Rites and Christian Belief**(a) Describe what happens at a Christian funeral service.**

Target: Knowledge and understanding of the religious practices which happen at a funeral service

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 & understanding	2 marks
Level 3	A clear knowledge & understanding with some development	3 marks
Level 4	A clear knowledge & understanding with good development	4 marks

Candidates may include some of the following:

- Coffin is met at the door by the priest
- Priest recites relevant parts of the Bible
- Immediate family will follow the coffin
- Candles may be placed around the coffin & flowers (or tokens) on top
- Favourite music played or sung
- The coffin will be blessed
- A eulogy will be given.
- May be buried or cremated
- Processes of committal.

(4 marks) AO1

(b) Explain the importance for Christians of the Resurrection of Jesus.

Target: Knowledge and understanding of the significance of the Resurrection

Candidates may include some of the following:

- Those who follow Jesus will be resurrected.
- Jesus conquered death.
- This resurrection may be immediately after death or at the second coming
- Those who are resurrected are the Elect in Heaven

Candidates must have two different ideas, or one idea developed, to gain both marks

(2 marks) AO2

(c) Explain Christian teachings about judgement and the world to come.

Target: Knowledge of Christian belief about life after death.

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 & understanding	2 marks
Level 3	A clear knowledge & understanding with some development	3 marks
Level 4	A clear knowledge & understanding with good development	4 marks

Candidates may include some of the following:

- There is an afterlife
- Christians are accountable for their actions when they die & will be judged in some way.
- Jesus told parables about how God will ask people about how much care they have shown for others; this will be the criteria for the judgement
- Candidates may give parables such as 'The sheep & goats' or 'The rich man & Lazarus' or 'The ten virgins'
- If deemed good go to Heaven
- If deemed bad go to Hell
- Will be resurrected, like Jesus, at the Second Coming

(4 marks) AO1

(d) 'The most important duty for a Christian is to love God.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the most important duties for a Christian believer.

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

Agree

- Greatest commandment given by Jesus
- Basic tenant of Christian faith
- Jesus taught Christians to address God as father, it is a natural human response to love one's father
- Many of Jesus' parables stress God's love and care for his creation
- If one loves God, one's behaviour and attitudes should always be beyond reproach and therefore acceptable to God.

Other Views

- Love your neighbour. Knowledgeable candidates may argue that God is in all humans & by caring for them one is showing love for God.
- All characteristics as given in The Beatitudes are equally important & it is a Christian's duty to adopt them i.e. peacemaker
- Some would say that following the example of Jesus and using him as a role model is most important for Christians

(5 marks) AO3

Part C

C6 Prejudice and Discrimination, and Wealth and Poverty

(a) Explain Christian teachings about prejudice.

Target: Knowledge of Christian teachings about prejudice

Levels of Response

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

Candidates may include some of the following:

- All humans are equal in the eyes of God.
- Human beings are created in the image of God
- The Bible teaches that God will judge people on how they treat others
- Examples of teachings about prejudice from famous Christians such as Martin Luther King
- Candidates may give any of a number of teachings on this issue such as 'The Good Samaritan' Luke 10
- Galatians 3 – "There is neither Jew nor Greek, slave or free, male nor female, for you are all one in Christ."
- Colossians 3 – "Here there is no Greek or Jew ... but Christ is all, and is in all.
- Leviticus 19 – "When an alien lives with you in your land, do not ill-treat him."
- Deuteronomy 24 – "Do not take advantage of a hired man who is poor & needy, whether he is a brother Israelite or an alien living in one of your towns."

(8 marks) AO2

(b) Explain Christian attitudes to wealth and poverty.

Target: Knowledge and understanding of Christian attitudes to wealth and poverty.

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

Candidates should address **both** issues to access Levels 3 and 4.

Candidates may include some of the following:

- People should be prepared to give up all they have for God, e.g. Rich Young Ruler
- Too much importance placed on money may mean that people are not prepared for Heaven; 'The love of money is the root of all evil', 'It is easier for a camel to go through the eye of a needle...'
- Money should not be more important than God
- Biblical teaching is to care for the poor
- God will judge people on how much care they have shown for the poor
- If people do not care for the poor they cannot claim to love God
- Jesus' teaching e.g. Dives & Lazarus; Lilies of the Field etc.
- Money itself is not wrong, but it is important for Christians how they use it

(7 marks) AO2

(c) 'Women are not equal to men in Christianity.'

Do you agree? Give reasons for your answer, showing you have thought about more than one point of view.

Target: Evaluation of the application of Christian teaching on gender

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

Agree

- Women cannot be priests in some denominations, and do not hold higher offices such as bishops in others
- Historically women are the responsibility of their father & then husband; they have no individual respect
- St. Paul says that women should be silent in church & do as their husband commands. "As God is to man, so man is to woman."

Other Views

- Women have made great strides in equality issues in the last 50 years, the push for women priests was part of this.
- With time women will reach the higher levels of the priesthood
- Women play a vital role in the life of many parishes e.g. Serving as church wardens on the PCC etc.
- Changes in society have been reflected in many denominations.

(5 marks) AO3

C7 The Bible, Festivals and Prayer

- (a) ***Explain the importance for Christians of both public and private use of the Bible.***

Target: Understanding of how the Bible may be used in both public and private worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1-2 mark
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

Candidates should address both usages to access Levels 3 and 4.

Candidates may include some of the following:

- Word of God so is central to all forms of worship
- May use it for private study at a time and place of their choosing
- May be used to inform decision making by opening at random
- May choose to read a set portion every day
- May provide comfort for the distressed
- Basis of liturgy
- Used for reading portions aloud during services e.g. gospel readings
- Members of the congregation may follow the reading in a pew Bible
- Used for singing of Psalms for praise
- Used as basis for hymns
- Used for services such as Nine Lessons and Carols at Christmas time.

(7 marks) AO2

(b) Explain the religious preparations that Christians make:

EITHER before Christmas
OR before Easter.

Target: Knowledge and understanding of the preparations for made by Christians for the festivals of Christmas and Easter

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

Candidates may include some of the following:

Before Christmas

- Advent is the period of prayer and preparation for the arrival of the incarnation.
- Christians may attend prayer or Bible reading groups (house groups).
- Christians may read a set portion of the Bible each day.
- Christians will make every effort to attend a service on each of the Sundays in Advent leading up to Christmas Eve.
- During these Advent services an Advent candle may be lit and a special Advent carol sung.
- In the home they may light a candle or keep an Advent calendar to count down to Christmas.
- They will select and send greetings cards which have Christian messages of goodwill.
- They may give money or buy presents for those in need, in addition to those they buy for their family; & many charities benefit in this way.
- Some Christians choose to attend special services at which presents are given for children who will receive none
- Some Christians will chose to spend time caring for the homeless or hungry at Christmas, rather than feast in their own home.

Before Easter

- Lent is the forty day preparation period for Easter
- Lent is remembering Jesus' time in the wilderness
- They may choose to fast in imitation of Jesus' lack of food in the desert.
- Christians may choose to go without something to mark their denial & may give the money to charity instead.
- Bishops or local religious leaders may organise this kind of appeal.
- Many Christians will join study (house) groups to deepen their faith & these may be multi-denominational.
- They may choose to attend special services such as the one held on Maundy Thursday to mark the institution of Holy Communion or the Walk of Witness on Good Friday.

- A range of services for all ages will be held on Good Friday. There may be special children's services when hot cross buns are given out, or activities such as role play takes place.
- Pilgrimage may be undertaken as part of the preparations made for Easter
- The key service will be held from 12 noon till three when Christians will reflect on the sacrifices made by Jesus. This may take the form of a prayer vigil.
- Holy Saturday may be spent in quiet prayer and reflection or on an organised retreat.
- Holy Saturday may be used to prepare the church building for the celebratory services the next day.

(8 marks) AO1**(c) 'Praying to God is more important than celebrating festivals.'**

Do you agree? Give reasons for your answer showing you have thought about more than one point of view. You must refer to Christianity in your answer.

Target: Evaluation of the role of prayer compared to the celebration of festivals.

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

Agree

- Prayer is about communicating with God, candidates may even refer to it as a conversation.
- The faithful should do this on a regular basis.
- Jesus gave instructions about how Christians should pray.
- True faith calls for constant action and should be a natural part of everyday life for the believer.
- Prayer can take many forms other than the traditional one e.g. practical action of Christians in a disaster zone, as well as words said in the UK.
- This is important as Jesus stressed the implementation of the spirit of the law, rather than the letter of the law
- Festivals are about a public celebration of key events and these can deepen the faith of the believer, but will always involve prayer as a part of that event. Thus prayer is the ingredient the believer can not be without.

Other Views

- Festivals allow Christians to draw others into their faith and to spread the word of God.
- They provide opportunities for the faithful to celebrate and reflect on their faith.
- This could lead to a number of outcomes; particularly a strengthening of belief and a growing confidence in their faith.
- Festivals frequently follow a period of preparation which develop prayer and reflection. The joy of reaching the festival will make the believer feel good and provide positive feedback.
- Festivals provide a way of recharging one's faith
- Jesus did not say that faith should be unexciting or lacking in celebration, in fact his stress on the human face of religion could be seen to support the role of festivals within faith.

(5 marks) AO3