

**Published Mark Schemes for  
GCSE Religious Studies**

**Summer 2010**



**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

**MARK SCHEMES (2010)**

**Foreword**

***Introduction***

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

***The Purpose of Mark Schemes***

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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## **Religious Studies**

Paper 1

The Christian Church through a Study of the  
Catholic Church and One Protestant Tradition

**[GRS11]**

**TUESDAY 18 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions

- 1 (a) (i)** God is always ready to listen to their prayers.
- Can tell God their problems.
  - Ask for help, thank God, pray for others.
  - Christians receive spiritual strength from prayer.
  - Praise, petition, confession, thanksgiving, etc
- (AO1) [1] & [1]
- (ii)** To hear the teaching of God/Jesus
- To get advice for different situations=
  - To prepare themselves spiritually for different festivals  
e.g. during Lent
- (AO1) [1] & [1]
- (iii)**
- Use a Bible commentary which explains background to the passage.
  - Go to church to hear the Scriptures being explained.
  - Use Bible reading notes.
- (AO1) [1]
- (b)** Answers may include:
- Reference to any Christian festival accompanied by an understanding of its importance.
  - Advent – a time of preparation for the coming of Jesus as a child and also to think about his second coming.
  - Christmas – celebration of the birth of Jesus; God entering the world in human form; Jesus is the saviour.
  - Lent – preparation for Easter; a period of time for reflection and sacrifice – think about Jesus’ time in the wilderness.
  - Easter – Resurrection of Jesus; proof that he was the Son of God; promise of eternal life.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c)** Answers may include:
- God is everywhere
  - Can concentrate better alone
  - Prefer informal methods of prayer
  - Church is where people are praising – not church building (bricks)
- On the other hand:
- Come together as a community (e.g. support)
  - Celebrate the Eucharist together
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

2 (a) (i) • It is when someone is officially made a minister/pastor/priest/elder in a church.  
 • Take Holy Orders  
 (AO1) [1]

(ii) They believe it is their vocation in life  
 They feel they have a calling to follow God  
 To follow Christ as a priest or religious  
 To follow Jesus to serve the church  
 To minister the Word of God through preaching and teaching.  
 To follow God by using our gifts and talents to help others.  
 (AO1) [2]

(iii) Celebrate sacraments e.g Baptism, Confession, Sacrament of the Sick, visit the sick, visit schools.  
 Accept valid alternatives  
 (AO1) [2]

(b) Answers may include:

- Women are equal in the eyes of God
- Women may have the qualities required to be a leader
- Some people may feel that a women can be a better listener than men
- Women are successful leaders in secular society. They could be just as successful in the church.

On the other hand:

- It is tradition in some traditions to ordain only men
- Jesus appointed men to be his closest disciples
- St Paul taught that men could not be taught by women (1 Tim 2:12) and that women should be silent in church (1 Cor 14: 34-35).

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 (a) Answers may include:

- Catholic Church – Only the bread is received. Wine is distributed on special occasions such as Holy Thursday The host is placed either on the tongue or on the hands of the communicant by the Eucharistic Minister or Priest. The communicant answers ‘Amen’ to the words ‘Body of Christ.’
- Church of Ireland – congregation kneel at communion rail, receive a piece of bread, and then take a sip from the chalice. Minister takes communion first.
- Presbyterian – congregation in their seats, elders bring plates with pieces of bread and these are passed along, followed by small individual glasses of wine. People receive bread and wine first, then the elders and finally the minister.
- Baptist – very similar to Presbyterian.
- Methodist – very similar to Church of Ireland.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Obeying the commands of Jesus “Do this in remembrance of me”.
- Remembering Christ and his death on the cross and its significance.
- Identifying with Jesus in his death and resurrection.
- Celebrating his resurrection and ascension.
- Anticipation of the coming of God’s kingdom.
- Being spiritually built up.
- Declaration in a public way for the communicants to declare their loyalty to Christ.
- Fellowship as they share from the same bread and wine.
- Thanksgiving for the death of Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Communion for some people is the single most important act in the life of the church and is so full of meaning and symbolism that it cannot be celebrated often enough.
- It is a continual reminder of the sacrifice and death of Jesus and without death and resurrection the Christian faith would be meaningless.
- Having it every Sunday helps young church members to understand its significance and to be able to participate more fully.

On the other hand:

- Because it is such a holy and very meaningful sacrament it could be abused if people become over familiar with it.
- There is the danger that the congregation go through the service giving no thought to what they are saying and what is happening.
- Celebrating communion only a few times a year, encourages people to think especially if there is a pre communion service which allows people to prepare themselves spiritually.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

- 4 (a) Mark in levels according to the knowledge and understanding shown about the chosen organisation/community e.g. Iona, Corrymeela.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Church leaders are still expected to give moral guidance.
- The Bible sets moral absolutes.
- Little guidance is given elsewhere on moral values.
- The church needs to be more involved in politics at a local and national level and not be afraid to speak out on issues like euthanasia, abortion and justice/injustice.

On the other hand:

- There is a drop in membership of the Christian Church, therefore the church is not seen as important.
- The church has no right to impose its views on secular society.
- Young people are more interested in following the examples of famous celebrities than the example of Jesus.
- The media have created a very negative picture of the church and highlighted its failings with the result that people no longer take the church seriously.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

5 (a) Candidates should select and describe the main events from Acts 2: 1-8

1 When the day of Pentecost came, all the believers were gathered together in one place.

2 Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. 3 Then they saw what looked like tongues of fire which spread out and touched each person there. 4 They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

5 There were Jews living in Jerusalem, religious people who had come from every country in the world. 6 When they heard this noise, a large crowd gathered. They were all excited, because each one of them heard the believers speaking in his or her own language. 7 In amazement and wonder they exclaimed, "These people who are talking like this are Galileans! 8 How is it, then, that all of us hear them speaking in our own native languages?"

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The creed is a summary of the key beliefs of Christians
- The creed helps unify all believers
- The creed gives factual clarity especially against heresy
- The creed gives information on the person of Jesus
- The creed emphasises the teaching about the Trinity
- By memorising and reciting the creed in church services the congregation reinforce what they believe.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians are expected to set a good example to others and it is a way of expressing their faith.
- It allows people to live within the laws of society and as a result keep out of trouble.
- In living a good life and obeying the commandments they will be helping others.

On the other hand:

- People need to think through the significance of what the key beliefs are.
- Only when you understand the beliefs can you truly put these into practice.
- People need a balance between faith and works.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 (a) Mark in levels based on the accuracy of the description. Reference should be made to key furnishings e.g. pulpit, font, communion table/altar (AO1) [5]

(b) Answers may include:

- The Bible readings can be explained and related to everyday life.
- To give guidance on how to live a Christian life.
- To challenge people to make a commitment to Christ.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Everyone knows what is happening and what to expect
- Worship has been the same for decades so why change now?
- Some people, especially the elderly, don't like change
- Set order can reinforce key teachings

On the other hand:

- Sunday worship can become too predictable, therefore boring
- Spontaneous worship can be more enjoyable and appeal to the younger members of the church

Accept valid alternatives

Mark in levels

(AO2)

[10]

20



7 (a) Answers may include:

- Anointing with chrism – Chosen/marked by God
- Walking down steps to water – leaving behind their old way of life
- Candle – Passing on the faith, 'receive the light of Christ'
- Water – Cleansing of sin
- Total immersion, e.g. baptism of Ethiopian official by Philip.
- Making a testimony – Profession of faith in Christ

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jesus was baptised through full immersion
- Jesus was baptised as an adult
- John the Baptist preached a baptism of repentance
- The water washed away sin
- A new beginning
- New converts were baptised in the New Testament, e.g. Philip and the Ethiopian

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- As an infant because the child is brought into the church family and will be nurtured until they take the promises for themselves at confirmation.
- Baptism is a sign of cleaning of original sin at an early age.
- Infant baptism focuses the family on thinking seriously about the child's spiritual development.
- To be brought up within the Christian faith
- Celebrate the sacraments
- To ensure that the child will enter heaven

On the other hand:

- Jesus was an adult when he was baptised
- The person will understand more about their faith when they are older
- The person makes the choice for themselves
- At an age when the person fully understands the full meaning and significant of the ceremony.
- When they can make a personal decision and give clear reasons why they want to be baptised and be prepared to give their testimony.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**



New  
Specification



General Certificate of Secondary Education  
2010

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## Religious Studies

Paper 2(a)

The Christian Church with a  
focus on the Catholic Church

[GRS21]

TUESDAY 18 MAY, AFTERNOON

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

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In marking the examination papers, examiners should be looking for a quality 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.

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### ***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 scheme***

Mark Schemes for 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.

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Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions

- 1 (a) (i)**
- God is always ready to listen to their prayers.
  - Can tell God their problems.
  - Ask for help, thank God, pray for others.
  - Christians receive spiritual strength from prayer.
- (AO1) [1] & [1]
- (ii)**
- To hear the teaching of God/Jesus
  - To get advice for different situations
  - To prepare themselves spiritually for different festivals  
e.g. during Lent
- (AO1) [1] & [1]
- (iii)**
- Use a Bible commentary which explains background to the passage.
  - Go to church to hear the minister explain the Scriptures.
  - Use Bible reading notes.
- (AO1) [1]
- (b)** Answers may include:
- The rosary is an important devotion to Mary
  - The rosary helps Catholics to meditate and learn about the life of Jesus and Mary
  - The beads help the person remain focused on their prayer
  - The rosary is seen as a traditional family prayer, 'A family that prays together stays together.'
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c)** Answers may include:
- Icons and statues helps to focus on prayer
  - They remind the person who they are praying to
- On the other hand:
- They can also be a distraction as some may actually pray to the statue
  - The money used to buy these can be substantial and would be better given to needy causes.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

- 2 (a) (i) The Pope [1]
- (ii) They believe it is their vocation in life  
They feel they have a calling to follow God  
To follow Christ as a priest or religious  
To follow Jesus to serve the church  
To minister the Word of God through preaching and teaching.  
To follow God by using our gifts and talents to help others.  
(AO1) [2]
- (iii) Celebrate sacraments e.g Baptism, Confession, Sacrament of the Sick.  
Visit the sick, visit schools.  
Accept valid alternatives  
(AO1) [2]
- (b) Answers may include:
- Women are equal in the eyes of God
  - Women may have the qualities required to be a leader
  - Some people may feel that a women can be a better listener than men
  - Women are successful leaders in secular society. They could be just as successful in the church.
- On the other hand:
- It is tradition in some churches to ordain only men
  - Jesus appointed men to be his closest disciples
  - St Paul taught that men could not be taught by women (1 Tim 2:12)  
and that women should be silent in church (1 Cor 14: 34-35)
- Accept valid alternatives  
Mark in levels  
(AO2) [10]

15



3 (a) Answers may include:

- I take thee to be my lawful wedded wife/husband
- To have and to hold from this day forward
- For better, for worse
- For richer, for poorer
- In sickness and in health
- To love and to cherish
- Until death us do part

Mark in levels  
(AO1)

[5]

(b) Answers may include:

An Annulment is a declaration that a marriage never existed for example through one of the partners not understanding the vows or not consummating the marriage.

A Divorce is a legal ending to a marriage allowing each partner free to remarry.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Yes, it may not have been the person's fault that the marriage ended.
- People should get a second chance if it didn't work out.
- If the marriage is annulled then the person can get remarried.

On the other hand:

- The Catholic Church teaches that marriage is life long/permanent.
- When a couple divorce they are considered to be still married in the eyes of the church.
- Jesus taught in the bible that you commit adultery if you remarry.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

15

4 (a) Mark in levels according to the knowledge and understanding shown about the chosen organisation/community e.g. Iona, Corrymeela Community.  
 Accept valid alternatives  
 Mark in levels  
 (AO1) [5]

(b) Answers may include:

- There is a drop in membership of the Christian Church; therefore the church is not seen as important.
- The church has no right to impose its views on secular society.
- People are more interested in following the examples of famous celebrities than the example of Jesus.
- The media have created a very negative picture of the church and highlighted its failings with the result that people no longer take the church seriously.

On the other hand:

- Church leaders are still expected to give moral guidance.
- The Bible sets moral absolutes.
- Little guidance is given elsewhere on moral values.
- The church needs to more involved in politics at a local and national level and not be afraid to speak out on issues like euthanasia, abortion and justice.

Accept valid alternatives  
 Mark in levels  
 (AO2) [10]

15

**Section A**

**60**

## Section B

5 (a) Candidates should select and describe the main events from Acts 2: 1-8

1 When the day of Pentecost came, all the believers were gathered together in one place.

2 Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. 3 Then they saw what looked like tongues of fire which spread out and touched each person there. 4 They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

5 There were Jews living in Jerusalem, religious people who had come from every country in the world. 6 When they heard this noise, a large crowd gathered. They were all excited, because each one of them heard the believers speaking in his or her own language. 7 In amazement and wonder they exclaimed, "These people who are talking like this are Galileans! 8 How is it, then, that all of us hear them speaking in our own native languages?"

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The creed is a summary of the key beliefs of Christians
- The creed helps unify all believers
- The creed gives factual clarity especially against heresy
- The creed gives information on the person of Jesus
- The creed emphasises the teaching about the Trinity
- By memorising and reciting the creed in church services the congregation reinforce what they believe.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians are expected to set out a good example to others and it is a way of expressing their faith.
- It allows people to live within the laws of society and as a result keep out of trouble.
- In living a good life and obeying the commandments they will be helping others.

On the other hand:

- People need to think through the significance of what the key beliefs are.
- Only when you understand the beliefs can you truly put these into practice.
- People need a balance between faith and works.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 (a) Answers may include:

- Altar
- Ambo
- Tabernacle
- Stations of the Cross
- Statues
- Confession Boxes
- Stained glass windows

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Re-enacting the Last Supper
- Sacrifice of Jesus (Offered in bread and wine)
- Eucharist – thanksgiving for the life of Jesus
- The Eucharist is spiritual food

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Set liturgical worship has been carefully constructed by holy, godly people and is Bible based.
- The congregation know what to expect and it makes them feel at ease because there are no surprises. They know what part they play in the worship.
- Set order helps younger Christians to learn about their faith.
- Within the overall structure there is still room for variety in that the readings, hymns or theme of the service can vary.
- It has been passed down from previous generations and should be treasured.
- It is orderly and respectful.

On the other hand:

- It can become boring, because it is the same structure every week.
- People go through the responses without thinking the significance and meaning.
- People like variety and flexibility and they prefer extemporary rather than set prayers.
- Set liturgical worship is minister dominated and there are fewer opportunities to use the spiritual gifts of other members of the church.
- It reduces the influence of the Holy Spirit in worship.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 (a) Answers may include:

- Anointing with chrism – Chosen/marked by God
- Candle – Passing on the faith, 'receive the light of Christ'
- Water – Cleansing of sin
- Godparents and parents making promises – Profession of faith in Christ

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- To become full members of the Catholic Church
- The completion of the sacraments of initiation
- Become better witnesses to Christ
- Given strength and courage to resist temptations

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- As an infant because the child is brought into the church family and will be nurtured until they take the promises for themselves at confirmation.
- Baptism is a sign of cleaning of original sin at an early age.
- Infant baptism focuses the family on thinking seriously about the child's spiritual development.
- Celebrate the sacraments
- To ensure that the child will enter heaven

On the other hand:

- Jesus was an adult when he was baptised
- The person will understand more about their faith when they are older
- The person makes the choice for themselves
- At an age when the person fully understands the full meaning and significance of the ceremony.
- When they can make a personal decision and give clear reasons why they want to be baptised and be prepared to give their testimony.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**



New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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## **Religious Studies**

Paper 2(b)

The Christian Church with a  
Focus on the Protestant Tradition

**[GRS22]**

**TUESDAY 18 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions**1 Christian Worship**

- (a) (i) To learn more about the life and teachings of Jesus; to see what the Bible has to say on contemporary moral issues; it is God's word.  
Accept valid alternatives  
(AO1) [2]
- (ii) A way of communicating with God; praying for the needs of others; following the example of Jesus who prayed when faced with important decisions in his life; seeking God's forgiveness; Giving thanksgiving for the blessings they have in life.  
Accept valid alternatives  
(AO1) [2]
- (iii) Use a Bible commentary which explains background to the passage; go to church to hear the minister explain the Scriptures; use Bible reading notes.  
Accept valid alternatives  
(AO1) [1]
- (b) Answers may include:
- An explanation of God's word as presented in the Bible which is seen as a guide to Christian living
  - The Bible sets out the beliefs of people and they need to be taught these through the sermon
  - To challenge people to review their lives and to give their lives to Christ and be served
  - To apply the Bible to moral issues facing society today
  - A way of winning others for the kingdom.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c) Answers may include:
- God is everywhere
  - Can concentrate better alone
  - Prefer informal methods of prayer.
- On the other hand:
- Come together as a community (e.g. support)
  - Celebrate the Eucharist together.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

**2 Role of the Pastor/Minister**

(a) (i) It is when a man or woman is officially made a minister in a church; take Holy Orders.  
(AO1) [1]

(ii) They believe it is their vocation in life; they are responding to the call of God; they are following in the footsteps of the early apostles; they want to serve the community in a spiritual way.  
(AO1) [2]

(iii) Marriages, funerals, hospital visitation, visiting people at home, parish administration, preparing sermons.  
(AO1) [2]

(b) Answers may include:

- Women are equal in the eyes of God.
- In today's society women have been very successful in other leadership roles in industry, retail and politics. They can be just as successful in leadership roles in the church
- Some traditions have already successfully used women in running a church and this model should be applied to all traditions.
- Women have successfully led holy orders and missionary work. They have the temperament and qualities to run a church.
- Women are better listeners than men.

On the other hand:

- The tradition of the Roman Catholic Church is to ordain only men.
- Jesus appointed men to be his closest disciples
- St Paul taught that men could not be taught by women (1Tim 2:12) and that women should be silent in church (1Cor 14:34-35).
- Could be very challenging for a married lady minister with a young family to fulfil the challenges of running a church on her own due to the irregular hours of the work.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

### 3 Communion

(a) Answers may include:

- Church of Ireland – congregation kneel at communion rail, receive a piece of bread, and then take a sip from the chalice. Minister takes communion first.
- Presbyterian – congregation in their seats, elders bring plates with pieces of bread and these are passed along, followed by small individual glasses of wine. People receive bread and wine first, then the elders and finally the minister.
- Baptist – very similar to Presbyterian.
- Methodist – very similar to Church of Ireland.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Obeying the commands of Jesus “do this in remembrance of me”.
- Remembering Christ and his death on the cross and its significance.
- Identifying with Jesus in his death and resurrection.
- Celebrating his resurrection and ascension.
- Anticipation of the coming of God’s kingdom.
- Being spiritually built up.
- Declaration in a public way for the communicants to declare their loyalty to Christ.
- Fellowship as they share from the same bread and wine.
- Thanksgiving for the death of Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Communion for some people is the single most important act in the life of the church and in so full of meaning and symbolism that it cannot be celebrated often enough.
- It is a continual reminder of the sacrifice and death of Jesus and without death and resurrection the Christian faith would be meaningless.
- Having it every Sunday helps young church members to understand its significance and to be able to participate more fully.

On the other hand:

- Because it is such a holy and very meaningful sacrament it could be abused if people become over familiar with it.
- There is the danger that the congregation go through the service giving no thought to what they are saying and what is happening.
- Celebrating communion only a few times a year encourages people to think especially if there is a pre communion service which allows people to prepare themselves spiritually.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15

**4 The Church in Contemporary Society**

(a) Answers may include:

Mark in levels according to the knowledge and understanding shown about the chosen organisation or community e.g. Corrymeela Community, Iona

Accept valid alternatives

Mark in levels (AO1)

[5]

(b) Answers may include:

- Some people still turn to the church for guidance and recognise its place in society
- Leaders in the church are more involved in community groups and forums which are dealing with social problems to put a Christian perspective
- The church needs to more involved in politics at a local and national level and not be afraid to speak out on issues like euthanasia, abortion and justice
- Individuals by their lifestyle and a genuine Christian love for others can make an impact on the lives of others and want them to change for the better
- They are following the example of Jesus who was concerned about how people behaved. The church aims to help people think about their behaviour and if they change it for the better then all of society benefits.

On the other hand:

- The media have created a very negative picture of the church and highlighted its failings with the result that people no longer take the church seriously.
- In today's secular society people have lost all contact with the church and are reluctant to listen to what the church has to say.
- There is a lack of committed Christian leaders to bring the Christian message to others.
- There have been examples of Church members being in trouble with the law and this creates a poor image.
- Young people are more interested in following the examples of famous celebrities than the example of Jesus.

Accept valid alternatives

Mark in levels (AO2)

[10]

15

**Section A**

**60**

## Section B

## 5 The History of the Church

(a) Candidates should select and describe the main features of Acts Ch 2 v 1-8.

**1** When the day of Pentecost came, all the believers were gathered together in one place.

**2** Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. **3** Then they saw what looked like tongues of fire which spread out and touched each person there. **4** They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

**5** There were Jews living in Jerusalem, religious people who had come from every country in the world. **6** When they heard this noise, a large crowd gathered. They were all excited, because each one of them heard the believers speaking in his or her own language. **7** In amazement and wonder they exclaimed, "These people who are talking like this are Galileans! **8** How is it, then, that all of us hear them speaking in our own native languages?"

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Refocused the church on the teaching of the Bible and the need for justification by faith
- Resulted in members of the church abandoning practices they were unhappy with and making a new start
- An opportunity to carry out worship in their native tongue rather than in Latin
- Focus on the priesthood of believers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians are expected to set a good example to others and it is a way of expressing their faith
- It allows people to live within the laws of society and as a result keep out of trouble
- In living a good life and obeying the commandments they will be helping others.

On the other hand:

- People need to think through the significance of what the key beliefs are
- Only when you understand the beliefs can you truly put these into practice
- People need a balance between faith and works.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Sunday Worship**

(a) Mark in levels based on the accuracy of the description. reference should be made to key furnishings, e.g. pulpit, font/tapestry, communion table/altar (AO1) [5]

(b) Answers may include:

- It is a method of praising God.
- It is a communal act and encourages people to participate in worship.
- Singing and music appeal to people and it is an opportunity to use their talents to God's glory.
- Words of hymns, choruses, psalms reinforce key Biblical messages.
- Lively music using contemporary instruments can attract people to come to church.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Set liturgical worship has been carefully constructed by holy, godly people and is Bible based.
- The congregation know what to expect and it makes them feel at ease because there are no surprises. They know what part they play in the worship.
- Set order helps younger Christians to learn about their faith and reinforces key teachings.
- Within the overall structure there is still room for variety in that the readings, hymns or theme of the service can vary.
- It has been passed down from previous generations and should be treasured.
- It is orderly and respectful.

On the other hand:

- It can become boring, because it is the same structure every week.
- People go through the responses without thinking the significance and meaning.
- People like variety and flexibility and they prefer extemporary rather than set prayers.
- Set liturgical worship is minister dominated and there are fewer opportunities to use the spiritual gifts of other members of the church.
- It reduces the influence of the Holy Spirit in worship.
- Spontaneous worship can be enjoyable and appeal to the younger members in the church

Accept valid alternatives

Mark in levels

(AO2)

[10]

20



**7 Baptism**

**(a)** Candidates may refer to any Protestant denomination.  
 Reference could be made to total immersion in the Baptist tradition, the role of godparents in the Church of Ireland, the importance of the testimony in the Baptist tradition, the part played by the congregation in the Presbyterian Church  
 Accept valid alternatives  
 Mark in levels  
 (AO1) [5]

**(b)** Answers may include:

- The church is fulfilling a command of Jesus to baptise and make disciples.
- Total immersion, e.g. baptism of Ethiopian official by Philip.
- Baptism by immersion is a symbol of the death, burial and resurrection of Christ. They leave the old ways behind and experience a second birth into a new kind of life.
- Baptism is part of God’s covenant with his people. Just as Jewish male children were circumcised to fulfil the promise which Abraham made with God and to become part of the wider Jewish family, so Presbyterian baptism brings a child into the family of God.
- Baptism was given by John the Baptist as a sign of repentance and a new start.

Accept valid alternatives  
 Mark in levels  
 (AO1) [5]

**(c)** Answers may include:

- An adult had a full understanding of the commitment they are making and it is a personal decision whereas the baby is completely unaware of what is happening
- Making a personal statement in front of others will make them more determined to adhere to the Christian lifestyle.
- It is a public witness to others that they are starting a new spiritual life.
- Being baptised as a baby does not guarantee that the infant will follow Christian teaching.

On the other hand:

- The baby is being welcomed into the church family at an early age and will have an opportunity through confirmation to renew the vows made on their behalf
- Through their godparents there are adults delegated with the responsibility of seeing to their spiritual development.
- Infant baptism removes original sin

Accept valid alternatives  
 Mark in levels  
 (AO2) [10]

**Section B**

20

**60**

**Total**

**120**



New  
Specification



General Certificate of Secondary Education  
2010

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## Religious Studies

Paper 3

The Revelation of God and  
the Christian Church

[GRS31]

MONDAY 24 MAY, MORNING

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions**1 The Life of Jesus**

- (a) (i) Bethlehem (AO1) [1]
- (ii) 'You are the Messiah (Christ), the Son of the living God.' (AO1) [1]
- (iii) Passover (AO1) [1]
- (iv) Blasphemy (AO1) [1]
- (v) 'This is Jesus, the King of the Jews' (AO1) [1]

(b) Answers may include:

- They knew they were chosen by Jesus for this experience.
- They saw Jesus in all his heavenly splendour.
- Moses and Elijah, two significant Old Testament figures, appeared with Jesus.
- They heard God's voice, confirming Jesus' identity: 'This is my own dear son, with whom I am pleased – listen to him.'

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- There are many individuals and organisations working overseas in missionary work.
- Many churches in society today try to spread the gospel to the wider community.
- Some Christians take this command seriously by trying to witness on a one to one basis with friends and neighbours.

On the other hand:

- Many individual Christians and churches do not put enough effort into missionary work.
- In our society, Christianity is declining in numbers and influence.
- More and more people nowadays are from a secular background
- With no church connections – Christians ought to be doing something about this.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

**2 The Christian Church**

- (a) (i) The visit of the Wise Men (Magi).  
(AO1) [1]
- (ii) Lent  
(AO1) [1]
- (iii) The crucifixion/death of Jesus.  
(AO1) [1]
- (iv) To remember the example of a particularly holy person.  
(AO1) [1]
- (v) Answers may include:  
  - A harvest thanksgiving service.
  - Food gifts brought to church and distributed to the needy.
  - Supporting an appeal in the developing world.
(AO1) [1]

(b) Answers may include:

- Consumerism has taken over Christmas; spending money on presents, food and drink is most people's main concern.
- Parties and social events are more important for most people than going to church over the Christmas period.
- Some traditional activities are pagan in origin and do not relate to Christianity at all (for example, mistletoe, evergreen decorations).

On the other hand:

- There are many popular activities which do remind people of events in the Bible and celebrate the birth of the Saviour (for example, carol singing, the Nativity play, displaying of crib scenes).
- Some Christians get involved in charity work at Christmas, or make a special effort for someone lonely or in need – this reflects the true spirit of Christmas.
- Some churches are active in their local area throughout the Christmas period, promoting special events and services in church to remind people of the message of Christmas.

Accept valid alternatives

Mark in levels

(AO2) [10]

15



**3 Jesus' dealings with the religious leaders**

- (a) Candidates should select and describe the relevant features of Matthew 23:1-12.

**1** Then Jesus spoke to the crowds and to his disciples. **2** “The teachers of the Law and the Pharisees are the authorized interpreters of Moses’ Law. **3** So you must obey and follow everything they tell you to do; do not, however, imitate their actions, because they don’t practise what they preach. **4** They tie on to people’s backs loads that are heavy and hard to carry, yet they aren’t willing even to lift a finger to help them carry those loads. **5** They do everything so that people will see them. Look at the straps with scripture verses on them which they wear on their foreheads and arms, and notice how large they are! Notice also how long are the tassels on their cloaks!  
**6** They love the best places at feasts and the reserved seats in the synagogues; **7** they love to be greeted with respect in the market places and to be called ‘Teacher’. **8** You must not be called ‘Teacher’, because you are all members of one family and have only one Teacher. **9** And you must not call anyone here on earth ‘Father’, because you have only the one Father in heaven. **10** Nor should you be called ‘Leader’, because your one and only leader is the Messiah. **11** The greatest one among you must be your servant. **12** Whoever makes himself great will be humbled, and whoever humbles himself will be made great.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Their words and actions were often inconsistent.
- They placed unnecessary religious obligations on the people which often they did not keep themselves.
- They were full of outward show and pretence.
- They went to great lengths to tithe herbs, yet neglected justice and mercy.
- They made a fuss about external cleanliness, but neglected what they were like on the inside.
- Jesus compared them to ‘whitewashed tombs’ – external appearance and internal reality were two different things.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Celebrities should be criticized because they influence people in the wrong way.
- The Church should represent Christian standards to others.
- The Church should be public about its commitments, even if it has to criticize certain forms of behaviour.

On the other hand:

- Church should put its own house in order before criticizing others.
- People have the ability to decide themselves how to live.
- Guidance rather than criticism is more likely to convince.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15

**4 The Teaching of Jesus**

(a) Answers may include:

- Wealth and possessions can be a distraction.
- All wealth comes from God.
- Followers of Jesus should give to the needy.
- Do not “make a show” of charity.
- Cannot serve God and money.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- In the Sermon on the Mount, Jesus taught about giving to charity as an important religious obligation.
- Jesus taught people not to be materialistic; there is a duty to help others and have the right attitude towards possessions.
- It is wrong to be greedy and selfish with money, as this can get in the way of worshipping God: ‘You cannot worship both God and money’.
- It is not just a Christian duty to help others financially, but to give up your time as well.
- Christians should follow the example of Jesus – he always had time for those in need (for example, when he healed the Canaanite woman’s daughter).

On the other hand:

- Good deeds on their own do not make a person a Christian; faith is essential as well.
- Some people in the world today live in such poverty and hardship that they may not have the resources to help others.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

## 5 Jesus' Baptism and Temptations

(a) Candidates should select and describe the main features of Matthew 3:13-17

**13** At that time Jesus arrived from Galilee and came to John at the Jordan to be baptized by him. **14** But John tried to make him change his mind. "I ought to be baptized by you," John said, "and yet you have come to me!"

**15** But Jesus answered him, "Let it be so for now. For in this way we shall do all that God requires." So John agreed.

**16** As soon as Jesus was baptized, he came up out of the water. Then heaven was opened to him, and he saw the Spirit of God coming down like a dove and alighting on him. **17** Then a voice said from heaven, "This is my own dear Son, with whom I am pleased."

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jesus' baptism marks the beginning of his public work.
- John has been preparing people for the 'greater' one; Jesus is now showing he is that person.
- God's voice is heard, confirming that Jesus is his son.
- God's Holy Spirit descends on Jesus, equipping him for the work that lies ahead.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians today can learn that it is not wrong to be tempted, as even Jesus had to face temptation.
- There are benefits to being tempted – it can make you stronger and less able to give in when facing similar temptations in the future.
- Resisting temptation can be a real struggle, but it is important to stick to what you know is right, as Jesus did.
- Christians can follow Jesus' example and look to the Bible for guidance when they are tempted.

On the other hand:

- Some people may find following the example of Jesus too difficult and unrealistic; he is God's son, whereas ordinary people are weak and sinful.
- Some people may feel that the temptations faced by Jesus are not as great as some of the temptations people face today (for example, the temptation to abuse an addictive substance or steal because you are in debt).

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Jesus' Dealings with Women**

(a) Candidates should select and describe the main features of John 8: 1-11

**1** Then everyone went home, but Jesus went to the Mount of Olives. **2** Early the next morning he went back to the Temple. All the people gathered round him, and he sat down and began to teach them. **3** The teachers of the Law and the Pharisees brought in a woman who had been caught committing adultery, and they made her stand before them all. **4** "Teacher," they said to Jesus, "this woman was caught in the very act of committing adultery. **5** In our Law Moses commanded that such a woman must be stoned to death. Now, what do you say?"

**6** They said this to trap Jesus, so that they could accuse him. But he bent over and wrote on the ground with his finger.

**7** As they stood there asking him questions, he straightened himself up and said to them, "Whichever one of you has committed no sin may throw the first stone at her."

**8** Then he bent over again and wrote on the ground. **9** When they heard this, they all left, one by one, the older ones first. Jesus was left alone, with the woman still standing there. **10** He straightened himself up and said to her, "Where are they? Is there no one left to condemn you?"

**11** "No one, sir," she answered.

"Well, then," Jesus said, "I do not condemn you either. Go, but do not sin again."

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- They thought Jesus ought to send the woman away; she was being annoying.
- The woman was a Gentile; Jesus was the Jewish Messiah sent for the people of Israel.
- The disciples were used to the idea that women were marginalised in their society.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Many women still face prejudice and discrimination in society today. For example, women are under-represented in politics, business and high-powered positions.
- Jesus treated women as equals to men. He does not regard them as unintelligent (e.g. his encounter with the Canaanite woman) or lacking in understanding (e.g. at his anointing in Bethany).
- In many churches women do not play leadership roles, so they could learn from the example of Jesus.

On the other hand:

- Most women do have equal opportunities nowadays when it comes to employment and education.
- It could be said that although Jesus was not prejudiced against women, he still followed the convention of his day by having only men as his closest followers.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 The Christian Church

(a) Candidates may refer to any Christian denomination

Answers may include:

- Readings from the Bible, which the congregation may follow in pew Bibles.
- Words used during the Liturgy of the Eucharist.
- Use of psalms, canticles and hymns.
- A Bible story/theme may be shown through drama.
- The sermon/homily/address may explain a passage of scripture.
- Use of PowerPoint to display key quotations.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Prayer is an important means by which Christians communicate with God, so it is an important part of worship.
- Some prayers are important because they have set words and follow the tradition of the church; sometimes these words are from the Bible (for example, the Nunc Dimittis, the Gloria)
- The main prayer types may be referred to and each one explained in relation to its importance in worship.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Set liturgical worship has been carefully constructed by holy, godly people and is Bible based.
- The congregation know what to expect and it makes them feel at ease because there are no surprises. They know what part they play in the worship.
- Set order helps younger Christians to learn about their faith and reinforces key teachings.
- Within the overall structure there is still room for variety in that the readings, hymns or theme of the service can vary.
- It has been passed down from previous generations and should be treasured.
- It is orderly and respectful.

On the other hand:

- It can become boring, because it is the same structure every week.
- People go through the responses without thinking the significance and meaning.
- People like variety and flexibility and they prefer extemporary rather than set prayers.
- Set liturgical worship is minister dominated and there are fewer opportunities to use the spiritual gifts of other members of the church.
- It reduces the influence of the Holy Spirit in worship.
- Spontaneous worship can be enjoyable and appeal to the younger members in the church

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**





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2010**

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## **Religious Studies**

Paper 4

Christianity through a Study  
of the Gospel of Matthew

**[GRS41]**

**MONDAY 24 MAY, MORNING**

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions**1 Kingdom of God and Parables**

- (a) (i)** A simple story with a heavenly meaning.  
A parable is a story or saying that uses an event from everyday life to explain something about the Kingdom of God.  
(AO1) [1]

**(ii)** Answers may include:

- Parables are easy to understand and easy to remember.
  - It was the traditional method of teaching at the time of Jesus.
  - They are interesting and caught the readers' attention.
- (AO1) [1]

- (iii)** The seed that fell on the path was eaten by birds.  
The seed that fell on rocky ground grew only for a short time until the sun came out and withered the plant as it had a shallow foundation.  
The seed that fell on the thorns grew but was soon choked by thorns.  
(AO1) [3]

**(b)** Answers may include:

This parable illustrates that everyone is equal in God's kingdom.  
The vineyard is thought to be God's kingdom and the owner is God.  
It is God who is in charge; he will decide who enters.  
It also points out that it doesn't matter when someone decides to follow Jesus' teaching early in life, in the middle or end.  
God is one who offers mercy and forgiveness.  
All who decide to take part in God's kingdom will receive the same reward eternal life.  
Accept valid alternatives  
Mark in levels  
(AO1) [5]

(c) Answers may include:

- Today's society is made up of different kinds of people who are influenced by certain things and situations. Some Christians live life striving towards spreading the good news and aiming to receive eternal life and there are others who do not.
- There are many Christians in society who continuously do good for the sake of others. Christians spread Jesus message via actions.
- Society has become very corrupt and materialistic causing people to lack faith and view material things to be more important than God.
- Other Christians believe it is essential to spread Jesus message by living a good Christian life, setting the right example for others to follow.
- Many Christians are baptised and live life centred on the principles of Jesus teaching, for example love one another as I have loved you.
- Christians gather together to share in the Eucharist, fellowship and prayer.
- Christians today continuously sin and so many may consider that such people do not care about spreading the message of Jesus.
- Famous examples of Christians who did or continue to spread message of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**2 Resurrection**

- (a) (i) Sunday (AO1) [2]
- (ii) Mary Magdalene and the other Mary; accept Salome and Mary the mother of James and Joanna. (AO1) [1]
- (iii) An angel rolled the stone away. (AO1) [1]
- (iv) An angel (AO1) [1]

**(b) Answers may include:**

- The empty tomb is a sign of the resurrection which shows victory over death.
- It identifies the triumph of good over evil, of hope over despair.
- It is a sign that death is not the end- there is hope of eternal life.
- Gives comfort to those who have lost loved ones knowing that they are safe with God and the separation of death is not final.
- It also highlights Jesus' true identity; he truly was the Son of God.
- The event proves that Jesus is eternal and will come again

On the other hand/ alternative view (candidate may include one of the following)

- The Crucifixion is the most important event as it signifies Jesus' suffering and death.
- It reminds Christians of the cross they must carry in order to be a follower of Christ.
- The Last Supper is an important event as it is re-enacted each time a Christian attends Mass/ Eucharist. It reminds Christians of Jesus' sacrificial death and love for each of us.
- The Sermon on the Mount is the most important event as it outlines Jesus teachings; His teaching was practical and challenging. The sermon gives Christians clear guidelines on how they should live their life according to God's will.
- Other events which are deemed important by the candidate from Matthew's Gospel – miracles events, transfiguration, triumphal entry.

Accept valid alternatives

Mark in levels (AO2)

[10]

15

### 3 Miracles

(a) Answers may include:

- Jesus' attitudes were very different to those of religious authorities.
- Crowds flocked to hear Jesus' teachings and experience healing.
- The religious leaders found Jesus' teaching offensive and often tried to trap him by asking difficult questions
- They were angry as they believed Jesus was breaking the Sabbath Law which they took very seriously.
- Jesus put human needs above religious rules.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- All Jewish people were expected to follow God's Law.
- The third/fourth Commandment states keep holy the Sabbath day. This means no work is allowed on the Sabbath according to Jewish law
- The law only allowed people to be healed on the Sabbath if their life was in danger otherwise it could wait until after the Sabbath.
- The Pharisees interpretation of the law was very strict
- Celebrates creation of the world. God rested on the seventh day.
- Thanksgiving to God for all that he has done.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians today have followed the example of Christ by caring for the sick, poor and needy.
- Some Christians devote their lives to working with the poor in a developing country, as an aid worker in a refugee camp e.g. nurse or doctor.
- Organisations have been set up to help people who suffer from drug and alcohol abuse.
- Christians may take care when buying products in supermarkets that they are fair trade. Avoid products that exploit the poor.
- Christians support outcasts and oppressed through constant prayer
- Christians support Charities such as Trocaire, Christian Aid, Salvation Army to help support those suffering poverty.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15



**4 Attitudes to wealth**

- (a) Candidate should select and describe the main events of Matthew Ch 19:16-26

**16** Once a man came to Jesus. "Teacher," he asked, "what good thing must I do to receive eternal life?"

**17** "Why do you ask me concerning what is good?" answered Jesus. "There is only One who is good. Keep the commandments if you want to enter life."

**18** "What commandments?" he asked.

Jesus answered, "Do not commit murder; do not commit adultery; do not steal; do not accuse anyone falsely; 19 respect your father and your mother; and love your neighbour as you love yourself."

**20** "I have obeyed all these commandments," the young man replied. "What else do I need to do?"

**21** Jesus said to him, "If you want to be perfect, go and sell all you have and give the money to the poor, and you will have riches in heaven; then come and follow me."

**22** When the young man heard this, he went away sad, because he was very rich.

**23** Jesus then said to his disciples, "I assure you: it will be very hard for rich people to enter the Kingdom of heaven. 24 I repeat: it is much harder for a rich person to enter the Kingdom of God than for a camel to go through the eye of a needle."

**25** When the disciples heard this, they were completely amazed. "Who, then, can be saved?" they asked.

**26** Jesus looked straight at them and answered, "This is impossible for human beings, but for God everything is possible."

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- There are many Christians who are not selfish and self centred.
- Many Christians provide for the needs of others by donating money and clothes to charities.
- Christians tend to put God first rather than money, this is evident through daily devotion to God.
- Christians are more concerned with family and health and so wealth and possessions are not top priorities.
- Media presents wealth and possessions as key factors in the lives of people however this is highly exaggerated.
- Christians follow the teachings of Christ; they understand that money is not needed in order to receive eternal life

On the other hand:

- Christians tend to worry about wealth on a daily basis.
- Wealth and possessions are needed in order to lead a basic standard of life, for example you need money to purchase food in order to survive.
- Media encourages consumerism and so Christians fall into temptation.
- Christians are human and human nature is weak and sinful.
- Society is corrupt and Christians feel they need to have wealth and power in order to succeed.
- Christians feel under pressure to keeping up with others.
- Christians believe wealth and possessions will make them happy.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

**AVAILABLE  
MARKS**

## Section B

## 5 Events at Gethsemane

- (a) Candidates should select and describe relevant sections from Matthew Ch 26 v 47 - 56.

**47** Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a large crowd armed with swords and clubs and sent by the chief priests and the elders. **48** The traitor had given the crowd a signal: "The man I kiss is the one you want. Arrest him!"

**49** Judas went straight to Jesus and said, "Peace be with you, Teacher," and kissed him.

**50** Jesus answered, "Be quick about it, friend!"

Then they came up, arrested Jesus, and held him tight. **51** One of those who were with Jesus drew his sword and struck at the High Priest's slave, cutting off his ear. **52** "Put your sword back in its place," Jesus said to him. "All who take the sword will die by the sword. **53** Don't you know that I could call on my Father for help, and at once he would send me more than twelve armies of angels? **54** But in that case, how could the Scriptures come true which say that this is what must happen?"

**55** Then Jesus spoke to the crowd, "Did you have to come with swords and clubs to capture me, as though I were an outlaw? Every day I sat down and taught in the Temple, and you did not arrest me.

**56** But all this has happened in order to make what the prophets wrote in the Scriptures come true."

Then all the disciples left him and ran away.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- The personal anguish of Jesus as he contemplated what lay ahead and the suffering he had to endure.
- The inability of his 3 closest disciples to support him in prayer during that time. The disappointment of finding them asleep on three occasions.
- The struggle to fulfil God's will but at the end he is prepared to do so.
- Despite his teaching about non violence the disappointment that one of the disciples attacked the High Priest's slave.
- At his arrest, he was abandoned by his closest followers, who feared for their lives.
- Throughout the events in the garden there was physical and mental suffering.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Religion provides inspiration and comfort
- Prayer to God is helpful
- Religion provides strength as we follow the good example of others

On the other hand:

- Religious teaching is not relevant to the difficulties young people face
- Friends & family provide support
- Many no longer believe in religion & God

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 Sermon on the Mount

(a) Candidates should select and describe relevant sections from Matthew Ch 5 v 21 - 26 and Matthew Ch 5 v 38 - 42.

**21** “You have heard that people were told in the past, ‘Do not commit murder; anyone who does will be brought to trial.’

**22** But now I tell you: whoever is angry with his brother will be brought to trial, whoever calls his brother ‘You good-for-nothing!’ will be brought before the Council, and whoever calls his brother a worthless fool will be in danger of going to the fire of hell. **23** So if you are about to offer your gift to God at the altar and there you remember that your brother has something against you, **24** leave your gift there in front of the altar, go at once and make peace with your brother, and then come back and offer your gift to God.

**25** “If someone brings a lawsuit against you and takes you to court, settle the dispute with him while there is time, before you get to court. Once you are there, he will hand you over to the judge, who will hand you over to the police, and you will be put in jail. **26** There you will stay, I tell you, until you pay the last penny of your fine.

**38** “You have heard that it was said, An eye for an eye, and a tooth for a tooth.’ **39** But now I tell you: do not take revenge on someone who wrongs you. If anyone slaps you on the right cheek, let him slap your left cheek too. **40** And if someone takes you to court to sue you for your shirt, let him have your coat as well. **41** And if one of the occupation troops forces you to carry his pack one kilometre, carry it two kilometres. **42** When someone asks you for something, give it to him; when someone wants to borrow something, lend it to him.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Private prayer was an individual thing between a person and God.
- People did not need to use lots of meaningless words.
- He gave a model for prayer which included the need to show adoration to God; to ask for daily needs; to seek his forgiveness as well as forgiving others; ask for his protection and support in life. This would help people to focus on what was needed, rather than have aimless long winded prayers.
- Wherever a person prays God is fully aware of their actions.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- A failure to control your anger could lead to even more serious actions being contemplated.
- Jesus taught about the need to show forgiveness and to try and settle problems in an amicable way.
- Sets a poor example of Christian living, especially to those who are non Christians.

On the other hand:

- It is sometimes good to show anger, and get something out of your system rather than let the hurt become a real burden in your life.
- There is justified anger, there are examples in the Bible, e.g. when Jesus cleansed the Temple; the prophets who spoke out against what they saw as an abandonment of God.
- Anger is permissible in the name of justice.
- In coping with very difficult circumstances in life, (e.g. bereavement, being diagnosed with a serious illness) anger can be one of the ways in which a person comes to terms with the situation, e.g. why does God let this happen to me?

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 John the Baptist

(a) Candidates should select and describe Matthew 3 V 1 - 17.

**13** At that time Jesus arrived from Galilee and came to John at the Jordan to be baptized by him. **14** But John tried to make him change his mind.

“I ought to be baptized by you,” John said, “and yet you have come to me!”

**15** But Jesus answered him, “Let it be so for now. For in this way we shall do all that God requires.” So John agreed.

**16** As soon as Jesus was baptized, he came up out of the water. Then heaven was opened to him, and he saw the Spirit of God coming down like a dove and alighting on him. **17** Then a voice said from heaven, “This is my own dear Son, with whom I am pleased.”

**(b)** Answers may include:

- The Pharisees thought because they were descendants of Abraham their Jewish ancestry assured them of a place in the kingdom of God.
- They thought they would be exempt from punishment.
- John emphasised the need for personal repentance and that salvation was a personal matter and the Pharisees and Sadducees needed to show that they had turned from their sins.
- Warned them that their lives needed to show godly living or else they would be excluded from God’s kingdom.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(c)** Answers may include:

- ‘Saying sorry’ is essential.
- Must be a change of lifestyle.
- Many will refer to relevant examples.
- The relationship of forgiveness & repentance.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**Total**

**100**

New  
Specification



General Certificate of Secondary Education  
2010

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## **Religious Studies**

Paper 5

Christianity through a Study  
of the Gospel of Mark

**[GRS51]**

**MONDAY 24 MAY, MORNING**

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# **MARK SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions**1 Jesus the miracle worker**

- (a) (i) Good News  
(AO1) [1]
- (ii) His daughter was ill and he begged Jesus to help her.  
(AO1) [1]
- (iii) The woman showed she had faith by touching Jesus' cloak.  
(AO1) [1]
- (iv) Jesus used 5 loaves and 2 fish  
(AO1) [1]
- (v) Son of David  
(AO1) [1]
- (b) Answers may include:
- In all of Jesus' miracle stories the key to healing was faith
  - The woman with the haemorrhage showed faith by touching Jesus cloak
  - In the paralysed man story, the four friends showed faith by bringing the man to Jesus
  - In the story of Bartimaeus, he showed faith by calling out for help.
  - The boy with the evil spirit, the father cried out for help.
  - Faith means trust- believing against all odds.
  - Faith is necessary for healing to take place. Christians believe that medical staff have received gifts from God to help cure patients.
  - When a person is ill they pray to God for help, showing faith.
  - The community pray for those who are sick, seeking God's love care and protection.
  - Christians show faith in Jesus as they believe he can help them through the problems they face in life.
  - Prayer strengthens a person's faith and helps them to overcome their illness. Prayer is regarded as a great support.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]

(c) Answers may include:

For/Agree

- Miracles are a product of superstitious society
- There is a need for concrete proof
- Miracles are rarely seen today- it is only by coincidence that people are cured. It is the medical treatment they receive.
- Both natural and social sciences will challenge miracles
- Any other reasonable explanation

On the other hand – disagree

- People on a daily basis use the phrase “that is a miracle”
- Miracles are based on belief
- Miracles are unexplainable events that are considered to be acts of God overpowering the laws of nature
- In Europe there is evidence of miracles and apparitions. e.g. Fatima and Lourdes.
- Not everything can be empirically proved
- Science can not give answers to everything
- Miracles can sometimes be personal, for example God works through us and gives us direction in life
- Power of faith.
- They may also give an example of a miracle which they personally know of.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## 2 Gethsemane and the Arrest of Jesus

(a) (i) The disciples fell asleep  
(AO1)

[1]

(ii) Jesus said “My Father! All things are possible for you. Take this cup of suffering away from me. Yet not what I want but what you want”.  
(AO1)

[1]

(iii) Judas (the Iscariot)  
(AO1)

[1]

(iv) A kiss  
(AO1)

[1]

(v) One of the disciples standing near drew his sword cutting off the servant’s ear.  
(AO1)

[1]

(b) Answers may include:

For/agree

- In times of trouble or suffering Christians seek help through prayer
- Some Christians never pray to thank God and they often wonder why prayers are not answered.
- Some Christians pray for strength and support- this is needed in times of desperation
- Some teenagers only pray when doing exams or if experiencing other types of trouble

On the other hand – disagree

- Prayer is an essential part of religious life
- Prayer is communication with God; this can be done by praying individually or as a community. It may even consist of reading or studying scriptures.
- Prayer was important for Jesus; he set an example to pray in the gospels. He showed that prayer is said in times of need as well as times of thanksgiving. For example, he thanked God and broke the bread both at last supper and feeding of the 5000. Christians follow this example
- It is a vital part of a Christian's relationship with God and many pray daily, morning, before meals and evening time before bed.
- Prayer has great power as it shows God's love and so Christians embrace this.
- Christians understand that their prayers may not always be answered in the way they expect but trust that God knows best.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 Kingdom of God

(a) Answers may include:

- The parable of the lamp teaches that the kingdom will be revealed and the good news should shine like a beacon of light- shared with others. A Christian should not be ashamed of their faith they should let it shine so others will follow and be part of the kingdom.
- The mustard seed also teaches that the kingdom starts off small and insignificant but grows into something large and significant for all people. The kingdom will be universal and all inclusive.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include some of the following:

- Jesus used a child as a model to his disciples because children are trusting and innocent.
- Adults can be very cynical and lack faith; this will hinder them in growing closer to the Kingdom.
- Children are also very good learners and possess a natural enthusiasm unlike adults.
- To enter the kingdom one must have faith in God just as young children trust their fathers.
- Jesus encourages his followers to have a child like openness towards the gift of the Kingdom
- Children were looked down upon in Jewish society; Jesus uses them as a model to highlight the Kingdom of God is for all.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jesus teaches about the dangers of wealth and materialism.
- Many people today are obsessed with money and status.
- People with power can be very abusive and corrupt
- However there is nothing wrong in desiring wealth and power providing the desire is controlled.
- It depends on how wealth and power is used.
- Wealth is only one of the costs of discipleship
- Self sacrifice is not just about giving money to the poor, it is about investing your time properly in helping others
- The key is to follow the greatest commandment – love God and love your neighbour. Wealth should never be a priority. The greatest command comes first. You sometimes need wealth in order to help show love and care to your neighbour e.g. donating to charities.
- A Christians must put the needs of others first.
- They must be willing to carry the cross, this means accepting all burdens and challenges which are placed on our paths.
- Showing mercy to others and working towards peace, fighting against injustice.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Resurrection

(a) Candidate should select and describe the main events from Mark Ch 16 v 1-8

**1** After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices to go and anoint the body of Jesus. **2** Very early on Sunday morning, at sunrise, they went to the tomb. **3-4** On the way they said to one another, "Who will roll away the stone for us from the entrance to the tomb?" (It was a very large stone.) Then they looked up and saw that the stone had already been rolled back. **5** So they entered the tomb, where they saw a young man sitting on the right, wearing a white robe — and they were alarmed. **6** "Don't be alarmed," he said. "I know you are looking for Jesus of Nazareth, who was crucified. He is not here — he has been raised! Look, here is the place where they put him. **7** Now go and give this message to his disciples, including Peter: 'He is going to Galilee ahead of you; there you will see him, just as he told you.' **8** So they went out and ran from the tomb, distressed and terrified. They said nothing to anyone, because they were afraid.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The empty tomb is a sign of the resurrection which shows victory over death.
- It identifies the triumph of good over evil, of hope over despair.
- It is a sign that death is not the end- there is hope of eternal life.
- Gives comfort to those who have lost loved ones knowing that they are safe with God and separation of death is not final.
- It also highlights Jesus' true identity; he truly was the Son of God.

On the other hand –alternative views

- The Cross is the most important symbol as it signifies Jesus suffering and death.
- It reminds Christians of the cross they must carry in order to be a follower of Christ.
- Jesus died for the sins of humanity and his death destroyed the barrier of sin.
- The cross marks the establishment of a new covenant- his death was the sacrifice that sealed it.
- The manner of his death on the cross reveals his true identity as recognised by the centurion.
- The cross is the symbol which is widely used today in order to identify ones religious beliefs.
- The bread and wine are important symbols as they remind Christians of Jesus’ sacrificial death and love for each of us.
- Christians re-enact the last supper each time they celebrate the Eucharist and share in the bread and wine as a reminder of the supreme example of self-sacrificial love. The wine/blood is the seal of the new covenant. The bread/body is the sacrificial lamb of God.
- Miracles are important symbols as they show Jesus’ identity as the Son of God. They are a sign of God’s power and love.
- Miracles are a sign of the arrival of God’s kingdom on earth. They also give hope that good will triumph over evil.
- Miracles are a sign that God is always there to help and save.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**



## Section B

## 5 Person of Jesus

(a) Candidates should select and describe the events of Mark Ch 8v 27-33.

**27** Then Jesus and his disciples went away to the villages near Caesarea Philippi. On the way he asked them, "Tell me, who do people say I am?"

**28** "Some say that you are John the Baptist," they answered; "others say that you are Elijah, while others say that you are one of the prophets."

**29** "What about you?" he asked them. "Who do you say I am?"

Peter answered, "You are the Messiah."

**30** Then Jesus ordered them, "Do not tell anyone about me."

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jesus wanted to keep his identity secret because he was not the type of Messiah the Jews were expecting.
- Jesus was a man of peace not war.
- Jews were waiting on a warrior type messiah.
- He did not want to attract a lot of unwanted attention
- He wanted to complete his mission before being put to death, danger of early arrest.
- Jesus wanted to fulfil scripture prophecy he was a suffering servant.
- He did not want to be seen as blasphemous.
- Did not want to be portrayed as a threat to religious orthodoxy.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The title is linked with the Old Testament prophecy that God would send a deliverer
- Jesus had the power to forgive sins on earth.
- Christians believe that Jesus saves people from their sins
- This title is easy to understand as it simply means the one who saves. Jesus saved people on a daily basis. It is a true reflection of Jesus
- The title saviour focuses on important points of Jesus' ministry.

On the other hand/alternative view

- The title presents only one aspect of the life and ministry of Jesus.
- Jesus calls himself by other titles, e.g. Son of Man
- Jesus is also Son of God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Discipleship**

- (a) Candidate should select and describe the call of the first four disciples Mark Ch1 v 16-20.

**16** As Jesus walked along the shore of Lake Galilee, he saw two fishermen, Simon and his brother Andrew, catching fish with a net. **17** Jesus said to them, "Come with me, and I will teach you to catch people." **18** At once they left their nets and went with him.

**19** He went a little farther on and saw two other brothers, James and John, the sons of Zebedee. They were in their boat getting their nets ready. **20** As soon as Jesus saw them, he called them; they left their father Zebedee in the boat with the hired men and went with Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- The 12 disciples let Jesus down on several occasions – Gethsemane, ran away at the arrest, unable to heal boy with evil spirit, and lacked faith at calming of the storm and so on.
- Frequent lack of faith shown throughout the gospel
- Judas betrayed Jesus.
- The disciples also abandoned Jesus during his hour of need and suffering.
- Constantly showed fear and inadequacy.
- Peter denied Jesus.

[5]

- (c) Answers may include:

- Jesus explained that discipleship involves making sacrifices, costs.
- Jesus led by example- he showed his disciples what exactly they must do in order to receive the rewards of eternal life.
- Forget (deny) self- put the needs of others first.
- Christians deny themselves on a daily basis by sacrificing their time to pray and also to put the needs of others first.
- Carry Cross – Christians today have no choice but to accept all hardships and challenges no matter how difficult. We live in a world of constant suffering and injustice.
- Be a servant – Christians today serve the needs of others.
- A readiness to give up material possessions and family. Priests, ministers and missionary workers give up all in order to live out their vocation.
- Also a willingness to show mercy and forgiveness. Christians openly show mercy and forgiveness to one another.

On the other hand/ alternative

- Christians today are not expected to die or face persecution for their beliefs in Christ.
- Christians today do not face the same hardships as the Early Christians.
- The gospels were written 2000 years ago and so the information is out dated, and does not apply to modern era.
- Christians who devote their life to Christ do not have to give up everything. Priest and ministers spend time with family and own possessions.
- Christians today have a choice in following Christ.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Crucifixion

- (a) Candidates should select and describe the main features of Mark Ch 15 v 16-20. 24-26.

The soldiers took Jesus inside to the courtyard of the governor's palace and called together the rest of the company. They put a purple robe on Jesus, made a crown out of thorny branches, and put it on his head. Then they began to salute him: "Long live the King of the Jews!" They beat him over the head with a stick, spat on him, fell on their knees, and bowed down to him. When they had finished mocking him, they took off the purple robe and put his own clothes back on him. Then they led him out to crucify him.

They tried to give him wine mixed with a drug called myrrh, but Jesus would not drink it. Then they crucified him and divided his clothes among themselves, throwing dice to see who would get which piece of clothing

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The celebration of the Last Supper is an important part of Christian worship
- The Passover festival is the most important Jewish festival.
- It is a time to think and remember what Jesus did and that his life was a sacrifice of love for others.
- Passover remembers how the slaves suffered in Egypt. Jews reenact the escape from slavery by sharing in the Seder meal.
- Christians re-enact the Last Supper during worship- Eucharist. The key words are "Do this in remembrance of me". They are following Jesus' command.
- Jesus is the sacrificial Lamb of God who saved us from sin.
- Jewish families sacrifice a lamb in remembrance of how the blood of the lamb was marked on the door posts & lintel.
- Both Last Supper and Passover share in a symbolic meal.
- Both last supper and Passover remembers an event from the past and brings it into the present.
- Jesus was celebrating Passover meal on the night of the Last Supper. He gave it a new meaning. The Eucharistic service is a new Passover.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christ's death on the cross was a symbol of God's sacrificial love for each and every human
- Jesus' death was a ransom for many- to save us from sin.
- Christians show devotion to God in order to give thanks.
- Christians who suffer, pray to God for help
- Jesus' obedience to God is an example to Christians when faced with difficulties and challenges.
- Christians compare their own suffering to that of Jesus in order to ease their pain.
- Christians believe Jesus was an innocent sufferer and therefore they show compassion.
- Christians accept that innocent victims suffer, in the same way Jesus was an innocent victim living in an world of evil and suffering.
- It gives comfort to Christians who struggle through hardships knowing that Christ also had to suffer on the cross.
- Jesus death and resurrection proved to Christians that death is not the end.
- Christians who are obedient to God the Father will receive life after death.

On the other hand/ alternative view

- Suffering can cause resentment. People often blame God for their suffering.
- Christians who suffer believe they are being punished by God.
- It is difficult to ease the pain of those who experience suffering and hardship.
- The gospel was written 2000 years ago therefore it is out dated.
- Some people consider Jesus to be God and so they do not compare themselves to him.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**

**AVAILABLE  
MARKS**



New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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## **Religious Studies**

Paper 6

World Religions: Islam

**[GRS61]**

**TUESDAY 8 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**

Answer **all** questions

**1 The Mosque**

(a) (i) Calls the faithful to prayer  
(AO1) [1]

(ii) Pulpit in the mosque  
(AO1) [1]

(iii) Remove footwear; ritual washing (in any order)  
(AO1) [1] + [1]

(iv) Imam  
(AO1) [1]

(b) Answers may include:

- Niche in the walls that point to Mecca, the place of pilgrimage
- No furniture so that people can bow to the ground before God
- Texts from the Qur'an on the walls to remind worshippers of their beliefs
- All worshippers are at the same level as all are equal before God.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- Men are required to attend the mosque on Fridays
- You need to meet with other members of the community
- You need to go to the mosque to learn about God.

On the other hand:

- You could pray privately at home
- You can study the Qur'an by yourself
- Religion is about practice and loving your neighbour.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

**2 The 'Rightly Guided' Caliphs**

- (a) (i) Abu Bakr (AO1) [1]
- (ii) Four (AO1) [1]
- (iii) Uthman (AO1) [1]
- (iv) Ali (AO1) [1]
- (v) Umar or Uthman or Ali (AO1) [1]

**(b) Answers may include:**

- Muhammad is an example to Muslims in all things
- God instructed Muhammad how to live and worship, consequently Muslims should model their lives on his life
- Muhammad practised the Five Pillars.

On the other hand:

- It is God who should be obeyed not Muhammad
- Muhammad lived in a different age and Muslims have to meet new challenges in new situations.
- Each Muslim is responsible to God for how he acts.

Accept valid alternatives

Mark in levels (AO2)

[10]

15

**3 The festival of Id-ul-Fitr**

(a) Answers may include:

- Marks the end of Ramadan
- Food is prepared and decorations are hung
- Cards, gifts and sweets
- Money collected for the poor
- Fast is broken with a drink or dates or a special food
- No work or school
- Bath, new or best clothes worn
- Special gatherings in mosques and parks
- Special extended family meal
- Reflection on religious themes.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Money given to the poor and to charity
- Rejoice at the end of the fast
- People make a new beginning
- Forgiveness and love
- The joy of religious community.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The commercialisation of festivals
- Religious festivals as occasions for eating and drinking to excess
- Most people do not attend places of worship but still “celebrate” the festival.

On the other hand:

- Many people still do attend places of worship
- Festivals should be joyous occasions
- One of the positive effects of religion is to bring people and families together.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15

**4 Sunni and Shi'a Islam**

(a) Answers may include:

- Shi'a Muslims believe that following the Prophet Muhammad's death, leadership should have passed directly to his cousin/son-in-law, Ali.
- Sunni Muslims make up the majority (85%) of Muslims all over the world.
- Shi'a Muslims believe that the Imam is sinless by nature, and that his authority is infallible as it comes directly from God.
- Shi'a Muslims often venerate the Imams as saints and perform pilgrimages to their tombs and shrines in the hopes of divine intercession.
- Sunni Muslims believe there is no basis for a hereditary privileged class of spiritual leaders, and no basis for the veneration or intercession of saints.
- Sunni Islam centres on Sharia, Sacred law.

Accept valid alternatives

Mark in levels (AO1)

[5]

(b) Answers may include:

- Reference to conflicts that have been caused by religion
- Conflict in Northern Ireland
- Religion is central to the identity of many people and of nations

On the other hand:

- Rival nationalities are the cause of conflict not religion
- Religion can be a source of reconciliation in society
- Religion is used for non-religious purposes to foment conflict.

Accept valid alternatives

Mark in levels (AO2)

[10]

15

**Section A**

**60**

## Section B

## 5 Burial and Life after Death

(a) Answers may include:

- Ritual washing of the body and prayers
- Body anointed with spices and scents
- Body wrapped in a shroud
- Special prayers
- Body normally carried to the cemetery
- Face turned to the right in the direction of Mecca
- Special prayers as the body is lowered in the grave.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- After death a period of waiting (barzakh)
- All appear before Allah to give an account of themselves
- Heaven and hell
- Judgement on the basis of actions and deeds
- Paradise for the blessed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- People behave better if they believe that they are held to account in the next life
- Reward and accountability are important factors in encouraging good behaviour.
- Religious people are more law abiding.

On the other hand:

- People who believe in life after death also behave badly
- It all depends on how better is interpreted
- You can behave morally and not believe in life after death.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Marriage**

(a) Answers may include:

- A Muslim marriage ceremony (called Al Nikah) begins with an address of a marriage sermon (khutba-tun-nikah) by the officiator, who can be any worthy Muslim
- The sermon invites the bride and groom, as well as their guests, to a life of piety, mutual love, kindness and social responsibility
- Begins with praise to Allah, his help and guidance is sought
- This is followed by the Muslim confession of faith that '*There is none worthy of worship except Allah, and Muhammad is His servant and messenger*' is declared
- Qur'anic verses (Qur'an 4:1, 3:102, 33:70-71) and one prophetic saying (hadith) forms the main text of the marriage
- The officiator concludes the ceremony with prayer for the bride, groom and their respective families, the local Muslim community and the Muslim community at large (Ummah).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- So that the Islamic faith is passed on to a new generation
- It would be difficult to have a marriage partner who did not support and follow all the rules and regulations of Islam.
- So that the children will have a proper example in the home.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Confining sex to marriage is traditional religious teaching
- God has set standards for people to follow
- God's rules do not change over time

On the other hand:

- Young people enjoy much more freedom today
- Women are no longer the property of men
- You need to find out if you are compatible sexually.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20



**7 Worship**

(a) Answers may include:

- The second pillar of Islam is Salat
- The requirement to pray 5 times a day at fixed times during the day
- The times of day to pray are at dawn, noon, mid-afternoon, sunset, and night
- Each Salat is performed facing towards the Ka'aba in Mecca
- All prayers should be conducted within the prescribed time period and with the appropriate number of units (*raka'ah*).
- Prescribed words to be used
- Description of postures adopted.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Salat is intended to focus the mind on Allah
- It is seen as a personal communication with Allah, expressing gratitude and worship
- According to the Qur'an, the benefit of prayer "restrains [one] from shameful and evil deeds"
- Obedience to God
- The prayers are essentially expressions of adoration of God, but the worshipper may add his own personal request.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- All society should follow the rules of Islam
- Non-Muslim societies encourage behaviour that is immoral according to Islam
- Public holidays, festivals and days off are ordered by the Christian calendar.

On the other hand:

- One can obey God in any society
- Religion has to do with one's thoughts and inner dispositions
- True religion has to do with goodness and loving your neighbour; you can practice this anywhere

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**



New  
Specification



General Certificate of Secondary Education  
2010

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## **Religious Studies**

Paper 7

World Religions: Judaism

[GRS71]

TUESDAY 8 JUNE, AFTERNOON

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**

Answer **all** questions

**1 History and Covenant**

**(a) (i)** Genesis (AO1) [1]

**(ii)** Father of a great nation; make your name great; a great many descendents; bless those who bless you. (AO1) [1] + [1]

**(iii)** Exodus (AO1) [1]

**(iv)** When he was called by God/At the burning bush (AO1) [1]

**(b)** Answers may include:

- Jerusalem is the “City of David”
- The Temple was built by Solomon in Jerusalem
- Pilgrim festivals required Jews to travel to Jerusalem.

Accept valid alternatives

Mark in levels

(AO1) [5]

**(c)** Answers may include:

- God treats all equally
- God accepts all who call upon his name and respond to him
- Nations that keep the commandments are accepted by God.

On the other hand:

- The Jews are special in the eyes of God
- Some nations have historically obeyed God.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

**2 The Law of God**

- (a) (i) Moses (AO1) [1]
- (ii) 1. Law (Torah) (AO1) [1]
- (iii) 2. Prophets (Nevi'im) (AO1) [1]
- (iv) 3. Writings (Ketuvim) (last three answers in any order) (AO1) [1]
- (iii) Rabbi Judah the Prince. (AO1) [1]

(b) Answers may include:

- Jews believe that the rules they follow come from God
- Obedience to God requires rules to know how God is to be obeyed
- The keeping of rules distinguishes those who follow God from those who do not.

On the other hand:

- Loving God is more important than following rules
- Rules in Judaism are important but not the most important thing
- Loving your neighbour is at the heart of religion
- A relationship cannot be codified in a set of rules.

Accept valid alternatives

Mark in levels (AO2)

[10]

15



**3 The Festival of Pesach (Passover)**

(a) Answers may include:

- Lettuce: sweetness then bitterness, from freedom to slavery.
- A roasted shankbone: in remembrance of the Passover lamb.
- An egg: a symbol of spring or a reminder of Temple offerings.
- Sprigs of parsley: a symbol of spring, are dipped in
- Maror (bitter herbs): a reminder of the bitter life in Egypt.
- Haroset: a mixture of apples, nuts, cinnamon and wine is served as a remembrance of the mortar made as Egyptian slaves.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marks the freedom that the Jews gained from Egypt and slavery
- Reveals God to be the liberator of his people
- The “passing over” of the Angel of death
- Looks forward to a future deliverance by God of his people.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Most festivals require people to participate and perform actions
- Festivals bring people of all ages together
- People feel a sense of togetherness in celebrating festivals
- A sense of community fosters acts of charity within the community.

On the other hand:

- The main purpose of festivals is to worship and celebrate God
- Celebrating festivals without the right attitude to God is worthless
- Religious festivals can divide a community as people from different religions celebrate different festivals.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15

**4 Orthodox and Reform Judaism**

(a) Answers may include:

- Prayers are shorter in Reform synagogues
- Some prayers in the native language of the country (English, not Hebrew) in Reform Judaism
- No mention of a return to Israel or of rebuilding the Temple in Reform Judaism
- Religious sacrifice is regarded as of historical significance only in Reform Judaism
- Men and women sit together in the synagogue in Reform Judaism
- Women may lead the prayers in Reform Judaism
- Women can be rabbis in Reform Judaism
- Less concern over dietary laws in Reform Judaism.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The truth of religion must be applied to new situations
- If a religion does not change it becomes irrelevant to people
- Religions need to change to be meaningful to different cultures.

On the other hand:

- Religions are based upon revelations from God
- The truth that God reveals does not change
- If a religion changes too much it loses touch with its traditional followers.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

## 5 Belief in God

(a) Answers may include:

- The people of Israel travel to Mount Sinai
- God's choice of Israel to be his people
- The ten commandments
- Moses as the spokesperson for God
- Some may refer to the notion of rewards and punishments.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- God is the Lord of history
- God reveals himself in history, particularly in the history of Israel
- God intervenes in history to guide and deliver his people
- God shows his mercy and character through his actions in history.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) 'It is not necessary to believe in God to be a good Jew.'

Answers may include:

- To be a Jew is to be part of the Jewish community
- The important thing is to identify with the community
- A Jew is someone who is born of a Jewish mother
- Behaviour is more important than belief in Judaism.

On the other hand:

- The regulations and rules make sense only if there is a God who exists
- Judaism is based on the Hebrew Bible, where belief in God is taught.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

20

**6 Marriage**

(a) Answers may include:

- Marriage takes place under a huppah
- Conducted by a rabbi
- Bride and groom fast until after the ceremony
- Initial blessings: one in celebration of the joy of marriage
- Giving of a ring and the sanctifying of the bride
- Reading of the marriage contract
- Final blessings
- Short private time together
- Celebratory feast.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- No grounds are needed for divorce in Judaism
- Application to a bet din (rabbinical court) and a date fixed for attendance
- A get (statement of divorce) is produced by a scribe in the presence of the couple and of religious judges
- The get is handed by the husband to his wife in front of two independent witnesses (though either partner can appoint representatives)
- A civil divorce has no validity for Orthodox Jews.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jews believe that it is commanded of God to marry and to 'multiply and replenish the earth'
- The family unit is beneficial to society
- Everyone needs a partner for support and with whom one shares both happiness and sadness.

On the other hand:

- You can share life with a partner without marriage
- You can have a fulfilled life without marriage and children
- Some people do not meet a suitable partner.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 Worship**

(a) Answers may include:

- Synagogues are always built facing Jerusalem
- Usually rectangular in shape
- Large cupboard at the front (Ark) containing the Torah scrolls covered by a screen
- Raised platform at the front called a bimah
- Above the Ark is a “continual light”, ner tamid
- Often a plaque with the ten Commandments engraved on it
- A seat for the rabbi.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The Torah is the most holy section of the Hebrew Bible
- The Torah contains the story of God’s choice of the Jews and God’s covenant with Israel
- The Torah contains the laws which Jews must obey
- God has commanded that the Torah be read in worship together.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- It is part of the religious life to pray
- Prayer gives us the opportunity to reflect on things
- In prayer human needs and requests are made known to God
- Prayer causes us to think of others.

On the other hand:

- People are too busy to pray
- People no longer believe in God or that he answers prayer
- Prayer does not change things in the world.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**



New  
Specification



General Certificate of Secondary Education  
2010

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## **Religious Studies**

Paper 8

An Introduction to Christian Ethics

**[GRS81]**

**TUESDAY 15 JUNE, MORNING**

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**MARK  
SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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**

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 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.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**Answer **all** questions**1 History and Covenant**

**(a) (i)** 'Premature and deliberate removal of the foetus from the womb.'  
(AO1) [1]

**(ii)** Answers may include:

- Too young
- She is unmarried
- Already has children; cannot cope with another
- She has been raped
- The baby may have a disability

Accept valid alternatives

(AO1) [1]

**(iii)** Answers may include:

- Human life is sacred
- Humans created by God
- Humans made in God's image
- Only God has the right to decide when life should end

Accept valid alternatives

(AO1) [1]

**(iv)** Answers may include:

- Adoption
- Choosing single parenthood

Accept valid alternatives

(AO1) [2]

**(b)** Answers may include:

- There is no direct teaching on abortion in the Bible; Christian attitudes can be based on the biblical principles of sanctity of life and the uniqueness of the foetus.
- The Bible teaches that humankind is made to resemble God, so human life is unique (Genesis 1: 26).
- The sixth commandment is 'Do not commit murder' (Exodus 20:13); for many Christians this means that all taking of human life is wrong – including abortion.
- When Jeremiah was called by God to be a prophet he was told 'I chose you before I gave you life' (Jeremiah 1:5). God knows everybody from the moment they are conceived.
- This is supported in the New Testament: 'For as soon as I heard your greeting, the baby within me jumped with gladness' (Luke 1:44).

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- Northern Ireland has no adequate abortion legislation and needs the same laws as the rest of the UK.
- Thousands of young women travel from Northern Ireland to England for an abortion each year making a farce of the current law.
- Access to safe, legal abortion is every woman's right.
- Abortion is a lesser evil than forcing a woman to have a child she does not want or cannot care for.
- A religious minority should not impose their opinions on the rest of society.

On the other hand:

- The UK abortion law has been widely abused and there is virtually 'abortion on demand'.
- Making it difficult to obtain an abortion could make a woman think very carefully about whether it is the right choice.
- The NHS should not carry out procedures which many people in society view as immoral.
- Many doctors and nurses in NHS hospitals would be unhappy at having to carry out abortions.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## 2 Capital Punishment

(a) (i) A court of law gives the death penalty.  
(AO1)

[1]

(ii) Answers may include:

- Egypt; Libya; Sudan; Nigeria; Zimbabwe; Cuba; Barbados; Jamaica; Iran; Iraq; Jordan; Lebanon; Saudi Arabia; China; India; Pakistan; Japan; Malaysia; USA.

Accept valid alternatives

(AO1)

[1]

(iii) Answers may include:

- It is barbaric
- Mistakes can be made
- Killing is always wrong

Accept valid alternatives

(AO1)

[1]

(iv) Answers may include:

- An effective deterrent
- Protects society
- Cheaper than life imprisonment

Accept valid alternatives

(AO1)

[1]

(v) Answers may include:

- A problem solving approach to crime
- A way for offenders to face up to their anti-social behaviour
- An opportunity for mediation

Accept valid alternatives  
(AO1)

[1]

(b) Answers may include:

- Jesus taught the need to show mercy to others (e.g. The Parable of the Unforgiving Servant; The Lord's Prayer).
- It is possible for everyone to receive forgiveness from God whatever they have done so they should also receive forgiveness from society.
- Jesus taught that the principle of 'An eye for an eye and a tooth for a tooth' should be replaced with a policy of no revenge; justice should be based on reform, not retribution.
- Prison sentences can result in negative attitudes and more hardened criminals; restorative justice and community service schemes are alternatives to prison which local churches could become involved with.

On the other hand:

- Christianity teaches justice; the victims of crime need to see that justice has been done.
- Laws are for the good of all in society and those who break the law must pay the penalty.
- Society has a responsibility to protect its members; it must protect those active in the fight against crime, such as police officers, and those who are weak and vulnerable, such as the elderly.
- Some offenders show no remorse, so attempts at reforming them may seem a waste of time.

Accept valid alternatives  
Mark in levels  
(AO2)

[10]

15

### 3 Equality

(a) Answers may include:

- Ignorance and misunderstanding of the culture and customs of those of another race.
- Fear and suspicion of those from different ethnic backgrounds.
- Fear of change in communities.
- Some people have been brought up with prejudices learnt from their parents.
- 'Scapegoating' – wanting to blame others for problems in society, such as unemployment.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- In Genesis, humankind is created in the image of God; all humans share a spiritual likeness to God.
- In the New Testament, Paul taught that race, colour and national identity were irrelevant in the church.
- Jesus seemed to be in favour of racial equality; in the parable of the Good Samaritan, a member of the hated race helps a man in need.
- Jesus broke the barriers of sex and race by talking to a Samaritan woman.
- Jesus also showed no prejudice when he healed the servant of the Roman Centurion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians believe in one God, the creator of humankind; Christianity teaches that any discrimination based on physical differences is wrong.
- The church should be putting this teaching into practice and be at the forefront of those working to bring harmony to a divided society.
- Churches should follow the example of Jesus who himself broke down barriers of gender, race and religion.
- In the past, some of the key people campaigning for equality have been Christians (for example, Martin Luther King) so churches today should follow this example.

On the other hand:

- Many people in society today are not Christians and would not look to the church for moral guidance.
- We live in a multi-cultural society where the church's voice is just one among many; community groups would probably have more of a role to play than the church.
- Some people would accuse the church of discrimination (for example, attitudes towards women) so the church may not have a lot of credibility on this issue.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15

**4 Euthanasia**

(a) Answers may include:

- Human beings should not be kept alive against their will.
- A sick animal is not left to die slowly and painfully, so why should humans be treated in this way?
- Voluntary euthanasia can put an end to a person’s suffering quickly and humanely.
- Voluntary euthanasia can shorten the grief and suffering of a patient’s loved ones.
- If the law was changed, doctors could help terminally ill patients to die without fear of legal consequences.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The Bible teaches that all life is sacred and comes from God.
- It is clear from the Bible that human beings cannot choose when they will die: ‘Everything that happens in this world happens at the time God chooses. He sets the time for birth and the time for death’ (Ecclesiastes 3:1-2).
- The New Testament teaches ‘Your body is the temple of the Holy Spirit’ (1 Corinthians 6:19)
- Hospices show that people can die with dignity and almost painlessly.
- God gives life and he alone should decide when it should end.

On the other hand:

- Some Christians would say that terminally ill patients should not be strenuously kept alive when they are suffering intolerable pain or have no quality of life.
- Nowadays, people can be kept alive when in the past they would have died a natural death; there is a time to let a person go.
- Doctors should not try to ‘play God’.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

## 5 War and Peace

(a) Answers may include:

- The ideas were developed by Thomas Aquinas and are still used by Christians today.
- The conditions are as follows:
  1. The war must be declared by a legal authority.
  2. The cause of the war must be just.
  3. The war must be a last resort.
  4. The principle of proportionality must be observed.
  5. The war must have a reasonable chance of success.
  6. Only sufficient force must be used.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The life and teaching of Jesus support a pacifist approach to life.
- If killing is wrong, then war must be wrong as war is basically a matter of killing.
- At his arrest, Jesus said 'All who take the sword will die by the sword' (Matthew 26:52)
- In the Sermon on the Mount Jesus taught that violence should not be repaid with more violence (Matthew 5:39)
- Some Christians believe that in wartime their efforts should be in helping the wounded rather than killing the 'enemy'.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Lessons should be learnt from past conflicts about the cost of war – lives lost, economic cost and widespread destruction.
- Resources spent on war could be better deployed for healthcare and education.
- There is no such thing as a 'just war' – there are always innocent victims.
- Peace treaties, negotiations and economic sanctions should replace armed conflict.
- Non-violent action is the way forward, following the examples given by people such as Martin Luther King and Mahatma Gandhi.



On the other hand:

- Wars were fought in the Bible; there is the idea of a 'Holy War' carried out on God's authority.
- In Islam, there is the concept of Jihad, which could involve armed struggle.
- Sometimes war is an unfortunate necessity to overcome evil and tyranny.
- A country has a duty to protect its citizens from attack, or to protect a weaker country.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 Environment

(a) Answers may include:

- At creation God put humankind 'in charge' of the other things he had created (Genesis 1:26-28).
- This idea is reinforced in the psalms (Psalm 8:6).
- In Exodus 23:10, the Israelites are told to let their agricultural land rest every seventh year.
- Animals are to be cared for: 'A good man takes care of his animals but wicked men are cruel to theirs' (Proverbs 12:10).
- In the Sermon on the Mount, Jesus taught how God shows concern for all creation, even small birds and wild flowers (Matthew 6:26-28).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- All creatures are part of God's creation and therefore deserve respect.
- Animals have the right not to be abused or treated cruelly by humans (for example, they should not be used in a laboratory for cosmetics testing).
- Many Christians are concerned about blood sports, factory farming and circuses – they believe animals have the right not to be treated in these ways.

On the other hand:

- Humans are the only species created to resemble God, so they are the only species that has rights.
- The official teaching of the Roman Catholic Church is that animals do not have a soul and so do not have 'rights' as such.
- However, even though animals do not have rights, humans have a God-given responsibility to look after them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- A discussion of some of the ways in which humans have damaged the earth, its animals and resources, for example -
  1. Pollution
  2. Deforestation and desertification
  3. Damage to the ozone layer
  4. Species extinction
  5. Climate change
  6. Overpopulation
- A consideration of whether God's instructions at creation have been carried out.

On the other hand:

- Some churches have started to take environmental concerns seriously.
- There are many initiatives to try and balance the damage caused by previous generations, for example –
  1. Reforestation
  2. Recycling
  3. Renewable energy
- Many Christians are vegetarians and avoid products tested on animals.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Personal and Family Issues

(a) Answers may include:

- They may have been put off by a bad experience of marriage in the past.
- They do not want to make a commitment, or do not feel ready to do so.
- Nowadays, there are no financial incentives to marry (the government recognises 'common law' relationships for tax or benefits).
- The couple cannot afford to get married.
- Perhaps legally they cannot marry (one of them is already married; same sex relationship)

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marriage is the correct place for sex; Jesus taught ‘The two will become one’ (Mark 10:8)
- Marriage is a commitment and the couple should stay together no matter what happens; Jesus spoke against divorce (Matthew 5:32)
- The marriage bond is exclusive; there is to be no adultery (Exodus 20:14)
- Marriage should be permanent and last a lifetime; Jesus taught ‘Man must not separate, then, what God has joined together’ (Mark 10:9)
- Paul taught that wives are to submit to their husbands, who are to love their wives as much as Christ loves the church (Ephesians 5:22-25)

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- People live longer nowadays, so marriage for life is not as realistic as it was in the past.
- Pressures of everyday living may put too much strain on the marriage – debt, unemployment, or bereavement for example.
- Some people may simply ‘fall out of love’ or meet someone else.
- The media and society place a lot of pressure on marriages as divorce may be seen as acceptable, or even inevitable.

On the other hand:

- Marriage is a commitment; with effort put into a relationship there is no reason why it should not be lifelong.
- If the couple have realistic expectations of the relationship and of each other, there is no reason why it should not last.
- The Bible teaches that marriage should be permanent; this teaching should be taken seriously by Christian couples.
- Many marriages are long-lasting and successful; we should focus on these rather than the divorce statistics.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**100**



New  
Specification



General Certificate of Secondary Education  
2010

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## **Religious Studies**

Paper 9

An Introduction to Philosophy of Religion

**[GRS91]**

**THURSDAY 17 JUNE, MORNING**

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# **MARK SCHEME**

## **General Marking Instructions and Mark Grids**

### ***Introduction***

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### ***Assessment objectives***

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme***

Mark Schemes for 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.

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### **Levels of response**

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.

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Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

### **AO1: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

#### **Level 1 (Limited) ([1])**

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### **Level 2 (Satisfactory) ([2]–[3])**

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] Marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.



**Section A**

Answer **all** questions

**1 The Existence of God**

(a) (i) Six days  
(AO1) [1]

(ii) Genesis  
Accept valid alternatives  
(AO1) [1]

(iii) The Theory of Evolution  
Accept valid alternatives  
(AO1) [1]

(iv) The First Cause Argument / The Cosmological Argument  
/ The Five Ways  
Accept valid alternatives  
(AO1) [1]

(v) William Paley  
Accept valid alternatives  
(AO1) [1]

(b) Answers may include:

- Everything in the universe has been brought into being or caused by something else
- Something must have started this chain of cause and effect. When we trace everything back the universe must have had a **first cause**
- This first cause must be eternal (has no beginning), otherwise it too would have needed something to cause it to exist. Aquinas calls this **first cause** the '**uncaused cause**'. The uncaused cause is God.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- Atheists remain unconvinced by any historic attempt to put forward a proof for the existence of God
- If God exists, then God as the creator of the universe is transcendent and unknowable. Such a God cannot be reduced to scientific/human means of investigation or proof

On the other hand:

- Many people have attempted to put forward proofs of the existence of God, e.g. Thomas Aquinas, William Paley
- Some would argue with William Paley that the universe has set rules and patterns which imply an intelligent designer (God), e.g. seasons, orbit of planets around the sun.
- A great number of religious believers claim to have experienced God directly through miracles, visions, dreams, etc. They cannot all be dismissed as fantasy or illusion.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## 2 Experiencing God

- (a) (i) Special revelation is when God communicates directly with an individual. Candidates might give an example, but this is not necessary. Accept valid alternatives (AO1) [1]
- (ii) General revelation is when God reveals himself through things which anyone can see and experience if they are interested. Candidates might give an example, but this is not necessary. Accept valid alternatives (AO1) [1]
- (iii) Answers may include, for example, charismatic worship, sacramental worship, prayer, hymn singing, meditation. Accept valid alternatives. (AO1) [1]
- (iv) Answers may include, for example, The Bible, The Qur'an, The Torah, Vedas, Guru Granth Sahib. Accept valid alternatives (AO1) [1]
- (v) Answers may include, for example, Imam, Rabbi, Pope, Priest, Vicar, Minister, Pastor. The mark should also be awarded if candidates give the name or title of an individual leader, e.g. Muhammad, the Apostle Paul, Pope Benedict XVI. Accept valid alternatives (AO1) [1]
- (b) Answers may include:
- Experiencing God through the lives of religious believers limits our understanding of God to human terms. We anthropomorphise God
  - Human beings, as part of God's creation, are always going to fall short of God's standards. Candidates might refer to high profile scandals involving religious leaders
  - Many religious believers think of God as transcendent and unknowable

On the other hand:

- The behaviour of religious believers can in some ways reflect the standards of the God they serve. Candidates may refer to examples, e.g. Muhammad, the Dalai Lama, Mother Teresa, the lives of saints
- For Christians, Jesus was at once completely human and completely divine. He is the perfect example of experiencing God through humanity
- The lives of religious believers cannot give us a complete picture of God, but coupled with other forms of revelation (sacred texts, the design of the world, etc) they can form a part of our wider understanding

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 Creation and Science

(a) Candidates may refer to any religious tradition

Answers may include:

- **Judaism/Christianity** – Reference to the Genesis account of creation in six days.
  - Day 1** light and darkness
  - Day 2** sky
  - Day 3** sea, dry land, vegetation
  - Day 4** sun and moon
  - Day 5** sea creatures and birds
  - Day 6** animals, humans made in the image of God and given power to rule over the whole of creation
  - Day 7** God rested
 Genesis 1:31 states, '*God saw all that he had made, and it was very good.*'
- **Hinduism** – The universe is many millions of years old. This is not the first universe, nor will it be the last. Like humans, the universe is caught up in the cycle of birth, life, death and re-birth.
- The universe is created through Brahma (the Creator), who creates out of himself. Everything that exists is a part of Brahma (and so a part of Brahman, the Great Power).
- Once created, the universe is preserved by Vishnu and will ultimately be destroyed by Shiva so that Brahma can begin the creative process once again.
- Humans have no special place in the created order. Everything is interconnected and all living things are equal.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Genesis suggests that God made the distinct species on different days, e.g. Day 5 sea creatures and birds, Day 6 animals and humans. Evolution suggests that there is no such distinction between species – all species are ultimately derived from single celled amoeba.
- Evolution challenges the idea that humans were made in the image of God because like everything else they have evolved from other species, e.g. apes.
- Evolution challenges the idea that humans were placed by God as stewards over creation because humans are a relatively recent development in the evolutionary chain.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Religious texts create more questions than answers. There is no physical evidence to back up creation stories from different religious traditions
- The creation myths from different religious traditions cancel one another out
- Science is often able to support theories with physical evidence, e.g. the study of ancient fossils suggests that the universe is many millions of years old
- Many people choose to live their lives without God, confident in the findings of science.

On the other hand:

- Scientific theories do not provide all the answers, e.g. who/what caused the Big Bang?
- The truth of Genesis is that God was/is in control of creating the universe. Evolution & Big Bang theories do not necessarily challenge this
- Many religious believers argue that scientific skills are God given – God may use the findings of science to bring people deeper understanding about the origins of the universe.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15

#### 4 The Afterlife

(a) Candidates may refer to any religious tradition

Answers may include:

- **Christianity** – Reference to New Testament teaching on resurrection, judgement, heaven, hell, etc. For example:
  - The Parable of the Sheep and Goats (Matthew 25:31–46). The dead will be raised to life. People will be separated into ‘righteous’ and ‘unrighteous’ based on their behaviour towards others in need.
  - The Parable of the Rich Man and Lazarus (Luke 16:19–31). Heaven and Hell are described as physical places and eternal states. After death the rich man is sent to a place of fire and eternal punishment. Lazarus is sent to the bosom of Abraham, a place of comfort. The two are separated and the gulf cannot be crossed.
  - Revelation Chapter 21 refers to a new heaven and a new earth. God will live among his people. There will be no more death, mourning, crying or pain.
- **Islam** – ‘Akhirah’ – Life after death  
The end of time will be marked by the sound of a trumpet. The dead will be raised to life and judgement will take place according to how people have lived their lives (Qur’an 39:70). Account will be given of the deeds recorded by the two ‘recording angels’ who note each person’s good and bad deeds.  
Surah 56 of the Qur’an gives descriptions of heaven and hell. Heaven is a paradise, a place of peace and eternal youth. Hell is a place of fire, boiling water and black smoke.
- **Hinduism** – Candidates may describe the Hindu system of reincarnation and explain that there is no idea of ‘physical’ resurrection or afterlife. The soul (‘atman’) is eternal and is ‘re-born’ into another living being. Eventually a soul may break out of the cycle of re-birth and achieve ‘moksha’ (oneness with Brahman).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Belief in an afterlife does bring comfort to the dying and to people who have lost loved ones. Belief that the soul lives on gives people hope for the future and provides a sense of purpose in difficult times.
- There is no scientific evidence to support religious beliefs in life after death or reincarnation.
- Humanists deny the idea of an afterlife and of heaven and hell. They believe this life is all there is. There is value in living an ethical life; not because it will influence an afterlife; but because it improves life here and now for ourselves, for others and for future generations.

On the other hand:

- There are many examples of people who claim to have had ‘Near Death Experiences’. Such people have been near death, or have died and been resuscitated. Many claim to have briefly experienced an afterlife, a sense of peace, or even to have spoken with dead friends or relatives. Many see such experiences as evidence of an afterlife.
- People claim to have seen ghosts and view such experiences as evidence of a spiritual world and an afterlife. Mediums claim to be able to communicate with people who have died.
- Most religious traditions teach that there is an afterlife and that our behaviour in this life will have an impact on our eternal destination.
- Christians would consider the resurrection accounts in the Gospels as evidence that there is life after death. Through his resurrection Jesus defeated death and Christians believe they will also be raised to eternal life at the end of time. Many would argue that the accounts in the gospels cannot be dismissed out of hand. The accounts suggest that many people witnessed the risen Christ.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

## 5 The problem of Evil/Suffering

(a) Candidates may refer to any religious tradition.

Answers may include:

- Belief in a devil/Satan tempting people to do wrong
- The idea of 'Free Will'. Humans have the choice to do good or to do evil
- Suffering/evil is a test from God, e.g. the Judeo-Christian account of 'Job'.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The existence of natural suffering suggests that the universe is not well designed, e.g. the plates of the earth's crust do not fit together and move causing earthquakes and volcanoes
- Extremes of weather make some parts of the world uninhabitable
- Nietzsche looked at the world and saw no natural order or pattern. He observed that the world was imperfect and concluded that there was no designer – 'God is dead'
- People who accept the theory of evolution might suggest that the world is not well designed. The universe as we know it is the result of random chance and survival of the fittest – there is no need for a designer

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Epicurus argued that the existence of evil/suffering in the world brought into question the goodness and the power of God
- If God was good he would want to stop suffering. If God was all powerful he could stop it. The fact that suffering exists, therefore, brings into question the existence of such a God
- Even if we blame the inequality in the world on the greed of human beings, God must have created/allowed the possibility of evil/suffering within his creation
- Many people find it difficult to believe that a loving and powerful God could allow suffering on the scale of events like the Holocaust, and so conclude that there is no God

On the other hand:

- Many would argue that there is enough food in the world to feed everyone. Human greed is the cause of poverty and starvation in the developing world; it is not God's fault
- God created human beings with 'Free-will'. Human beings are free to choose to good or to choose evil. The starving millions of the world are evidence that many choose evil rather than good

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 The Nature of God

(a) Answers may include:

- Christianity is a monotheistic religion – there is only one God
- This one God is made up of three distinct persons, in the same way that one triangle is made up of three distinct sides, or one shamrock has three distinct leaves
- The three persons of the Trinity are God the Father, God the Son and God the Holy Spirit
- The three persons of the Trinity are eternal
- Reference may be made to passages from the Bible which refer to the three persons of the Trinity, e.g. The Great Commission of Matthew 28:16-20

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) The question does not specify a religious tradition. Candidates may refer to more than one in their answer.

Answers may include:

- **Christianity** – The concept of the Trinity enables Christians to think of God as being both transcendent and immanent. God the Father is the transcendent creator of the universe. God the Son took human form in the person of Jesus – an immanent God. Christians believe God is active (immanent) in the world through the work of the Holy Spirit.
- **Islam** – The Qur'an teaches that God is transcendent, "*Say He is Allah the One. Allah is eternal and absolute. None is born of Him, nor is He born. And there is none like Him.*" (Surah 112). At the same time, however, Muslims pray five times a day believing that Allah hears and answers their prayers (immanence). Allah is active in the world.

Accept valid alternatives

Mark in levels

(AO1)

[5]



(c) Answers may include:

- For some people God is so utterly transcendent and ‘other’ that it is difficult to know how to worship or respond to God appropriately
- A transcendent God is distinct and removed from creation and so human worship is irrelevant. It will make no difference to God
- It is not possible for human beings to have any kind of relationship with a transcendent God and so worship is meaningless
- It is difficult to worship something which has no physical or definable form

On the other hand:

- The Christian idea of God taking human form in the person of Jesus Christ means that people can identify with God and so worship appropriately
- Within Hinduism religious believers can learn about Brahman (The Great Power) through the many different gods and goddesses who represent different aspects of Brahman’s personality. They are also able to direct worship to Brahman through these gods and goddesses
- The fact that we cannot fully understand God does not mean that God does not receive our worship and respond to it.
- Some form of religious worship is considered valuable and appropriate by all the major faiths of the world

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 The Revelation of God

(a) Credit should be given for any valid example of a miraculous event from any religious tradition. Candidates may also focus on either historical or contemporary figures

Answers may include:

- Descriptions of divine visitations, e.g. The Virgin Mary at Knock or Lourdes
- An account of one of Jesus’ miracles from the Gospels
- The revelation of the Qur’an to Muhammad by the angel Jibrail
- Saul’s conversion on the road to Damascus
- The vision of the prophet Isaiah
- Contemporary or historical accounts of miracles

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- People can know/experience how God wants them to live, e.g. The Book of Exodus contains the '10 Commandments' which is a guide to living for Jews and Christians.
- Religious texts might contain instructions on how to worship God appropriately, e.g. Surah 5 of the Qur'an contains information for Muslims on the ritual washing required before prayer.
- The Qur'an contains 'The 99 Beautiful Names of God'. Many Muslims would reflect on these names as part of their religious worship
- In many religious traditions sacred texts are described as 'The Word of God'. In this sense, many religious believers feel God speaks directly to humans through the sacred text
- Many people believe God can inspire or guide them in their lives through the information contained in a holy book

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Personal and private experiences of God, e.g. divine visitations, miraculous healings, do not stand up to scientific scrutiny and so cannot prove the existence of God
- People may be mistaken, e.g. a dreaming about God is not the same as God speaking to someone in a dream
- People who claim to have experienced a divine visitation may have been hallucinating. Hallucinations can often seem very real
- It does not make logical sense that God would choose to reveal himself to some people and not to others
- How do people know it is God they have experienced? It could be some other supernatural force

On the other hand:

- Whilst science may question the validity of people's claims to religious experience, not all such claims can be scientifically disproved
- The sheer number of people who claim to have had some kind of religious experience means such claims cannot be dismissed out of hand
- In some cases scientific/medical experts cannot offer credible alternatives to claims of miraculous healings
- Religious experience on its own may not prove the existence of God; but coupled with other arguments (e.g. the design of the universe) many are convinced that there is a God

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**60**

**Total**

**120**



