

**GCSPE**

**Religious Studies**

**Summer 2010**

**Mark Schemes**

Issued: October 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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*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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## **Religious Studies**

**Paper 1  
Foundation Tier**

**[G8001]**

**TUESDAY 18 MAY, AFTERNOON**

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**MARK  
SCHEME**

**Section A**

**AVAILABLE  
MARKS**

- |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <p><b>(a)</b> River Jordan [1]</p> <p><b>(b) (i)</b> Matthew/Levi [1]</p> <p style="padding-left: 20px;"><b>(ii)</b> Zacchaeus [1]</p> <p><b>(c) (i)</b> Paralyse Man [1]</p> <p style="padding-left: 20px;"><b>(ii)</b> Simon [1]</p> <p style="padding-left: 20px;"><b>(iii)</b> Ten lepers/Ten men with dreaded skin disease [1]</p> <p style="padding-left: 20px;"><b>(iv)</b> Jairus [1]</p> <p style="padding-left: 20px;"><b>(v)</b> The crowd that came to arrest Jesus [1]</p> <p><b>(d)</b> Two from gold, frankincense, myrrh [2]</p> <p><b>(e) (i)</b> You are the Messiah, the Son of the Living God [1]</p> <p style="padding-left: 20px;"><b>(ii)</b> They fell asleep [1]</p> <p><b>(f)</b> The answer may include some of these points:</p> <ul style="list-style-type: none"> <li>• Pilate was Roman governor</li> <li>• the Sanhedrin could not put Jesus to death so they brought him to Pilate</li> <li>• Pilate asked a political question “Are you King of the Jews?”</li> <li>• Pilate set Barabbas and Jesus in front of the people</li> <li>• they cried out that Jesus be crucified</li> <li>• Pilate was afraid of the people, of his position and of a riot</li> <li>• he washed his hands of the situation and passed Jesus over to be crucified</li> </ul> <p style="padding-left: 20px;">Mark in <b>five</b> level descriptors [5]</p> <p><b>(g)</b> Simon of Cyrene/Jesus [1]</p> <p><b>(h) (i)</b> The answer may include some of these points:</p> <ul style="list-style-type: none"> <li>• Christians must put love of God before money and wealth/<br/>give your all/be generous/show charity [1]</li> </ul> <p style="padding-left: 20px;"><b>(ii)</b> The answer may include some of these points:</p> <ul style="list-style-type: none"> <li>• Jesus was tempted so Christians can be tempted</li> <li>• temptation can be all around in simple things and important things</li> <li>• Christians must resist temptation</li> <li>• Christians can use Jesus as an example [1]</li> </ul> |
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20



2 Read the text below and answer the questions which follow.

**Jesus heals a Blind Beggar (Matt. 20.29–34; Mark 10.46–52)**

<sup>35</sup> As Jesus was coming near Jericho, there was a blind man sitting by the road, begging. <sup>36</sup> When he heard the crowd passing by, he asked, “What is this?”

<sup>37</sup> “Jesus of Nazareth is passing by,” they told him.

<sup>38</sup> He cried out. “Jesus! Son of David! Take pity on me!”

<sup>39</sup> The people in front scolded him and told him to be quiet. But he shouted even more loudly, “Son of David! Take pity on me!”

<sup>40</sup> So Jesus stopped and ordered the blind man to be brought to him. When he came near, Jesus asked him, <sup>41</sup> “What do you want me to do for you?” “Sir,” he answered, “I want to see again.”

<sup>42</sup> Jesus said to him, “Then see! Your faith has made you well.”

<sup>43</sup> At once he was able to see, and he followed Jesus, giving thanks to God. When the crowd saw it, they all praised God.

*Luke: 18.35–43*

(a) Jericho [1]

(b) Son of David [1]

(c) Jesus [1]

(d) • The crowd scolded him and  
• told him to be quiet  
• They praised God when they saw what Jesus had done [2]

(e) This answer could include some of these points  
The Blind Man showed faith by:  
• crying for Jesus to help him  
• he was persistent and kept asking for help – by doing this he showed that he believed that Jesus could help him  
• the fact that he asked for help showed his faith  
• praised and followed Jesus  
Mark in **five** level descriptors [5]

(f) Suggest ways that Christians today show concern for the sick.  
The answer could include some of these points:  
• visiting them  
• contributing to charities, e.g. MS, Diabetes, Cancer charities  
• fund raising, e.g. fun runs, street collections  
• praying for the sick – church services  
Mark in **five** level descriptors [5]

**3 The Birth of Jesus** (Matt. 1.18–25)

<sup>1</sup> At that time the Emperor Augustus ordered a census to be taken throughout the Roman Empire. <sup>2</sup> When this first census took place, Quirinius was the governor of Syria. <sup>3</sup> Everyone, then, went to register himself, each to his own town.

<sup>4</sup> Joseph went from the town of Nazareth in Galilee to the town of Bethlehem in Judaea, the birthplace of King David. Joseph went there because he was a descendant of David. <sup>5</sup> He went to register with Mary, who was promised in marriage to him. She was pregnant, <sup>6</sup> and while they were in Bethlehem, the time came for her to have her baby. <sup>7</sup> She gave birth to her first son, wrapped him in strips of cloth and laid him in a manger – there was no room for them to stay in the inn.

**The Shepherds and the Angels**

<sup>8</sup> There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. <sup>9</sup> An angel of the Lord appeared to them, and the glory of the Lord shone over them. They were terribly afraid, <sup>10</sup> but the angel said to them, “don’t be afraid! I am here with good news for you, which will bring great joy to all the people. <sup>11</sup> This very day in David’s town your Saviour was born – Christ the Lord! <sup>12</sup> And this is what will prove it to you: you will find a baby wrapped in strips of cloth and lying in a manger.”

**(a) Two from:**

- for the Roman Census
- Joseph was descendent of King David and Bethlehem was the birthplace of King David so he had to go there to register
- fulfilment of prophecy [2]

**(b) Caesar Augustus** [1]

**(c) An angel of the Lord** [1]

**(d) The baby will be wrapped in strips of cloth and lying in a manger** [1]

**(e) Candidates may refer to:**

- the Jews were waiting for a Messiah who would come to save them from their enemies; who would make them a powerful nation; who would be a leader and a king
- he would fulfil all the promises of the Old Testament when a Saviour or Messiah would come
- he suffered at his trials and died on the cross to save us
- he rose from the dead to give us new life

Mark in **five** level descriptors [5]

- (f) This answer may include some of these points:
- Christians today should emphasise the religious side of Christmas not the commercial side
  - contribute to charities which help the poor and needy
  - sing religious carols not “pop” Christmas songs
  - attend church and Christmas services
  - build cribs and introduce these to children
  - Christmas candles lit on his birth
  - Advent calendars to show preparation

Mark in **five** levels

[5]

15

**Or**

**4 (a) The Rich Young Man** (Mark 10.17–31; Luke 18.18–30)

<sup>16</sup> Once a man came to Jesus. “Teacher,” he asked, “what good thing must I do to receive eternal life?”

<sup>17</sup> “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.”

<sup>18</sup> “What commandments?” he asked. Jesus answered, “Do not commit murder; do not commit adultery; do not steal; do not accuse anyone falsely; <sup>19</sup> respect your father and your mother; and love your neighbour as you love yourself.”

<sup>20</sup> “I have obeyed all these commandments,” the young man replied. “What else do I need to do?”

<sup>21</sup> 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.”

<sup>22</sup> When the young man heard this, he went away sad; because he was very rich.

<sup>23</sup> Jesus then said to his disciples, “I assure you: it will be very hard for rich people to enter the Kingdom of heaven. <sup>24</sup> 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.”

<sup>25</sup> When the disciples heard this, they were completely amazed. “Who, then, can be saved?” they asked.

<sup>26</sup> Jesus looked straight at them and answered, “this is impossible for man, but for God everything is possible.”

<sup>27</sup> Then Peter spoke up. “Look,” he said, “we have left everything and followed you. What will we have?”

<sup>28</sup> Jesus said to them, “You can be sure that when the Son of Man sits on his glorious throne in the New Age, then you twelve followers of mine will also sit on thrones, to rule the twelve tribes of Israel.

<sup>29</sup> And everyone who has left houses or brothers or sisters or father or mother or children or fields for my sake, will receive a hundred times more and will be given eternal life. <sup>30</sup> But many who now are first will be last, and many who now are last will be first.

- (a) Any **two** of these:
- do not commit murder
  - do not commit adultery
  - do not steal
  - do not accuse anyone falsely
  - respect your father and mother
  - love your neighbour as you love yourself [2]
- (b) Go and sell all you have and give your money to the poor [1]
- (c) He was very rich and felt unable to give away his riches [1]
- (d) 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 [1]
- (e) This answer may include some of these points:
- he was good and he kept the commandments but riches kept him from the perfect love of God and therefore kept him from eternal life in the Kingdom of God
  - we must leave all for eternal life – family, possessions, everything
  - eternal life in the Kingdom of God will compensate much more than worldly goods
  - riches will make it much harder (not impossible) to have eternal life
- Mark in **five** level descriptors [5]
- (f) This answer may include some of these points:
- Agree**
- Jesus teaching the story of rich young man tells us that money makes it harder to have eternal life.
  - riches encourage people to forget faith and love of God
  - riches distract people from good and can open doors to a bad life
- Disagree**
- with riches we can help the poor
  - we can be charitable and have time to work for the less fortunate
  - we can be Christian and share our wealth
- Mark in **five** level descriptors [5]

15

**Either**

- 5 (a) **The Burial of Jesus** (Mark 15.42–47; Luke 23.50–56; John 19.38–42)
- <sup>57</sup> When it was evening, a rich man from Arimathea arrived; his name was Joseph, and he also was a disciple of Jesus. <sup>58</sup> He went into the presence of Pilate and asked for the body of Jesus, Pilate gave orders for the body to be given to Joseph. <sup>59</sup> So Joseph took it, wrapped it in a new linen sheet, <sup>60</sup> and placed it in his own tomb, which he had just recently dug out of solid rock. Then he rolled a large stone across the entrance to the tomb and went away. <sup>61</sup> Mary Magdalene and the other Mary were sitting there, facing the tomb.

**The Guard at the Tomb**

<sup>62</sup> The next day, which was a Sabbath, the chief priests and the Pharisees met with Pilate <sup>63</sup> and said, “Sir, we remember that while that liar was still alive he said, ‘I will be raised to life three days later.’ <sup>64</sup> Give orders, then, for his tomb to be carefully guarded until the third day, so that his disciples will not be able to go and steal the body, and then tell the people that he was raised from death. This last lie would be even worse than the first one.”

<sup>65</sup> “Take a guard,” Pilate told them; “go and make the tomb as secure as you can.”

<sup>66</sup> So they left and made the tomb secure by putting a seal on the stone and leaving the guard on watch.

**The Resurrection** (Mark 16.1–10; Luke 24.1–12; John 20.1–10)

<sup>1</sup> After the Sabbath, as Sunday morning was dawning, Mary Magdalene and the other Mary went to look at the tomb. <sup>2</sup> Suddenly there was a violent earthquake; an angel of the Lord came down from heaven, rolled the stone away, and sat upon it. <sup>3</sup> His appearance was like lightning, and his clothes were white as snow. <sup>4</sup> The guards were so afraid that they trembled and became like dead men.

<sup>5</sup> The angel spoke to the women, “You must not be afraid,” he said. “I know you are looking for Jesus, who was crucified. <sup>6</sup> He is not here; he has been raised, just as he said. Come here and see the place where he was lying. <sup>7</sup> Go quickly, now, and tell his disciples, ‘He has been raised from death, and now he is going to Galilee ahead of you; there you will see him!’ Remember what I have told you”.

<sup>8</sup> So they left the tomb in a hurry, afraid and yet filled with joy, and ran to tell his disciples.

<sup>9</sup> Suddenly Jesus met them and said, “Peace be with you.” They came up to him, took hold of his feet, and worshipped him. <sup>10</sup> “Do not be afraid,” Jesus said to them. “Go and tell my brothers to go to Galilee, and there they will see me.”

Mark in **five** level descriptors

[10]

(b) This answer may include some of these points:

The women were afraid because:

- they had seen an angel
- the stone was rolled away and they knew that Jesus had been laid in that tomb
- the angel spoke to them and told them Jesus had been raised
- they were happy because the man they had followed and had loved was not in the tomb
- he was raised and was alive
- and they would see him again

Mark in **five** level descriptors

[5]

(c) This answer may include some of these points:

- they had seen him die
- he had been put in a tomb and a large stone closed over it
- they believed he was the Messiah but they knew he was human so if he died how could he be raised?

Mark in **five** level descriptors

[5]

(d) This answer may include some of these points:

**Yes**

- belief in Jesus has spread throughout the world
- great work is continuous with Christian organisations, e.g. Trocaire, Save the Children
- vocations to missionary work is continuous

**No**

- materialistic influences work against the spread of faith
- evil is present in the world – selfishness, greed and intolerance are rife

Mark in **five** level descriptors

[5]

AVAILABLE  
MARKS

25

**6 (a) The Lost Son (Luke 15: 11–32)**

<sup>11</sup> Jesus went on to say, “There was once a man who had two sons.

<sup>12</sup> The younger one said to him, ‘Father, give me my share of the property now.’ So the man divided his property between his two sons.

<sup>13</sup> After a few days the younger son sold his part of the property and left home with the money. He went to a country far away, where he wasted his money in reckless living. <sup>14</sup> He spent everything he had. Then a severe famine spread over that country, and he was left without a thing.

<sup>15</sup> So he went to work for one of the citizens of that country, who sent him out to his farm to take care of the pigs <sup>16</sup> He wished he could fill himself with the bean pods the pigs ate, but no one gave him anything to eat. <sup>17</sup> At last he came to his senses and said, ‘All my father’s hired workers have more than they can eat, and here I am about to starve!

<sup>18</sup> I will get up and go to my father and say, Father, I have sinned against God and against you. <sup>19</sup> I am no longer fit to be called your son; treat me as one of your hired workers.’ <sup>20</sup> So he got up and started back to his father.

‘He was still a long way from home when his father saw him; his heart was filled with pity, and he ran, threw his arms round his son, and kissed him. <sup>21</sup> ‘Father,’ the son said, ‘I have sinned against God and against you. I am no longer fit to be called your son.’ <sup>22</sup> But the father called his servants. ‘Hurry!’ he said. ‘Bring the best robe and put it on him. Put a ring on his finger and shoes on his feet. <sup>23</sup> Then go and get the prize calf and kill it, and let us celebrate with a feast! <sup>24</sup> For this son of mine was dead, but now he is alive; he was lost, but now he has been found.’ And so the feasting began.

<sup>25</sup> “In the meantime the elder son was out in the field. On his way back, when he came close to the house, he heard the music and dancing.

<sup>26</sup> So he called one of the servants and asked him, ‘What’s going on?’

<sup>27</sup> ‘Your brother has come back home,’ the servant answered, ‘and your father has killed the prize calf, because he got him back safe and sound.’

<sup>28</sup> The elder brother was so angry that he would not go into the house; so his father came out and begged him to come in. <sup>29</sup> But he answered his father, ‘Look, all these years I have worked for you like a slave, and I have never disobeyed your orders. What have you given me? Not even a goat for me to have a feast with my friends! <sup>30</sup> But this son of yours wasted all your property on prostitutes and when he comes back



home, you kill the prize calf for him! <sup>31</sup> ‘My son,’ the father answered, ‘you are always here with me, and everything I have is yours. <sup>32</sup> But we had to celebrate and be happy, because your brother was dead, but now he is alive; he was lost, but now he has been found.’”

Luke 15: 11–32

Mark in **five** level descriptors [10]

(b) This answer may include some of these points:

- the father in the story is God and He will always forgive if we repent – the son said he was sorry
- our forgiveness must be complete
- we must always forgive no matter how serious the offence
- we will feel whole and renewed after repentance and forgiveness

Mark in **five** level descriptors [5]

(c) This answer may include some of the these points:

- he forgave those who tortured him
- handled himself with dignity
- he showed acceptance
- he didn’t argue, retaliate when falsely accused

Mark in **five** level descriptors [5]

(d) This answer may include some of the these points

**Yes**

- as a Christian you follow the teaching and example of Jesus who forgave those who crucified him
- the Lord’s Prayer tells us to forgive
- in the Sermon on the Mount Jesus taught us about forgiveness – never take revenge

**No**

- even Christians are “human” and it is hard to forgive when someone offends you
- we like to have “the last say” – we like to be right
- difficult to turn the other cheek as Jesus taught us

Mark in **five** level descriptors [5]

**Section A**

AVAILABLE  
MARKS

25

75

## Section B

AVAILABLE  
MARKS

7 (a) altar/communion table; pulpit; lectern/ambo; font/baptistry; pews. [5]

(b) Candidates may include some of the following points:

- it is a place that is associated with the presence of God
- the building has a special atmosphere making it easier for people to worship God
- its presence is a sign to the community that there is a Christian presence
- older churches are steeped in history and have influenced the lives of many people
- it has been set aside and dedicated to God and it should be treated with great reverence and respect
- it contains furnishings and symbols that help people to focus on Jesus and how he can influence their lives [5]

(c) Candidates may include some of the following points:

- it can be expensive to install stained glass windows and cloth banners and the money could be put to supporting good causes
- they could prove to be a distraction, in that people focus on them during a sermon rather than listening to what the minister is saying
- wording on the banners would highlight key Bible teachings and brighten up the buildings. The words could encourage or comfort the worshippers
- windows sometimes remind Christians of Biblical events or the lives of important people in the history of the church. They can reinforce teachings
- some people respond better to visual things and can remember something more clearly [5]

15

8 (a) (i) Ash Wednesday

(ii) 40

(iii) Decide to refrain from doing something, e.g. eating chocolate; spend more time in prayer and Bible study; attend special services organized by churches; give money to a well known charity; fasting and penance. Accept valid alternatives. [5]

(b) Candidates may include some of the following points:

- to ensure that their part in the development and growth of Christianity is not forgotten
- saints are role models or heroes of the church and when their stories are retold they can be an inspiration to those who hear them. Their lives can be examined to see how they responded to specific problems and Christians may be able to apply this to the situation they are facing
- offer an opportunity for the community to come together to worship God



- harvest is a chance to thank God for his goodness and to celebrate his creative powers
- raises awareness of hunger that exists in other parts of the world, encouraging Christians to give to those in need [5]

(c) Candidates may include some of the following points:

- Good Friday, because Jesus died for the sins of the world
- Easter Sunday – the significance of the resurrection for Christians today, e.g. hope of eternal life, reassurance that Jesus is who he claimed to be
- Christmas – God entering the world as a baby and that Jesus was a very special gift and he had come to save people from their sins [5]

15

9 (a) Mark in levels depending on the depth and accuracy of the description. [10]

(b) Candidates may include some of the following points:

- it coincides with the day of the Resurrection and replaced the Sabbath of the Old Testament. A focal day for Christians to worship God
- some people work a five-day week and have the weekend free from work commitments. People have more time to attend church on a Sunday, despite the increase in leisure activities on a Sunday
- traditional thing to do
- allows more families to worship together [5]

(c) Candidates may include some of the following points:

- can add some variety to the usual act of Sunday worship in that it is a different voice to listen to and a different style of preaching
- it gives the normal minister a break and time to do other things, rather than preparing a sermon
- the visitor may have a special expertise in some area, e.g. relates well to children and young people; has knowledge on a specific area of the gospel and the minister wants to use this
- the visitor could be controversial and say things that upset some of the congregation
- some of the congregation may think he is a more dynamic speaker and decide the next Sunday to go to his church to hear him again.
- it is good to have a special speaker on special occasions, e.g. harvest [5]

(d) Candidates may include some of the following points:

- by allowing them to contribute to public worship it encourages them to attend and makes them feel valued
- adds variety to the worship as the church is for all people, regardless of age
- by doing a drama on a Biblical event, it reinforces what the event is all about and increases their faith
- children participation may encourage other members of their family to come to church to support them
- older church members may feel uneasy, because it could undermine the solemnity of worship [5]

25

- 10 (a) Mark in levels depending on the depth and accuracy of the description.  
Use level description for A01. [10]
- (b) *Vows/promises* – in infant baptism a child is too young to take baptismal promises themselves and the godparents undertake that role until the child is old enough to make his commitment, perhaps at confirmation.  
*Testimony* – an opportunity to explain to others why they want to be baptised and how they have come to that personal decision. Tell others about their life and what Jesus means to them.  
*Water* – a sign of life; a sign of purification and repentance.  
*Total Immersion* – dying to the old life of sin and rising to a new life in God; focus on the example set in the New Testament.  
*Lighting a candle* – light is a symbol of new hope and life; Jesus is seen as the light of the world; symbolised that the faith of the church is being passed on it the child.  
*Chrism* – in Bible times kings, queens and prophets were anointed as a sign that they were chosen and at baptism it is a sign that the child has been chosen by God. [5]
- (c) Candidates may include some of the following points:
- fewer people are attending church
  - the secularisation of society
  - loss of confidence in the church
- Mark in levels [5]
- (d) Candidates may include some of the following points:
- for those who were baptised as infants and had vows taken on their behalf, it is the opportunity to make a personal commitment to God in a public setting
  - confirmation affirms them as a full member of the church and in some traditions it allows them to partake of the holy communion/ eucharist
  - however, some view infant baptism as more important because in this ceremony the child is welcomed into the church and the parents and congregation make a commitment to help the child develop spiritually
  - for some, believers' baptism is the most important because the person is reaffirming a personal conversion to Jesus and the baptism is a clear sign of this
  - some people see baptism as more significant because it is based on a Biblical principle, although the Roman Catholic church believes that the tradition of the laying on the hands in the New Testament church is the origin of the sacrament of confirmation
- Mark in levels [5]

AVAILABLE  
MARKS

**Section B**

QWC

**Total**

25

**55**

6

**136**

### Matrix to be used for Awarding Marks According to Levels of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
5	1	2	3	4	5
10	1–2	3–4	5–6	7–8	9–10

#### Levels of Response

Levels of response questions attract 5 or 10 marks. For such questions identify the mark range, then judge the level and finally decide on the mark to be credited.

The statements which follow should be used to determine the appropriate level of response for each objective.

Level	AO1
Level 5	Candidates are able to recall, select, organise and deploy knowledge in an accurate and for the most part detailed manner. Their treatment of the question is very good.
Level 4	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate and detailed manner. Their treatment of the question is good.
Level 3	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate manner. Their knowledge however lacks depth and their treatment of the question is uneven and lacks consistency.
Level 2	Candidates have limited success in being able to recall, select, organise and deploy knowledge of the subject matter. Their knowledge is elementary and their treatment of the task is inconsistent.
Level 1	Candidates have very limited success in being able to recall, select, organise and deploy knowledge of the subject matter. Their knowledge is very elementary and their treatment of the task is weak.

Level	AO2
Level 5	Candidates make a generally successful effort to describe, analyse and explain the relevance and application of religion. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show that they are aware of different beliefs and responses.
Level 4	Candidates make a reasonable effort to describe, analyse and explain the relevance and application of religion. They attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands they show that they have some awareness of different beliefs and responses.
Level 3	Candidates make an effort to describe, analyse and explain relevance and application of religion. They show some ability to use and interpret specialist vocabulary although this is not always correct. They show that they are aware of different beliefs and responses but this generally lacks depth.
Level 2	Candidates are generally weak in their attempts to describe, analyse and explain the relevance and application of religion. They show limited ability to use and interpret specialist vocabulary and while this is sometimes correct it is not often systematic. They may show in a limited way that they can make connections between religions and people's lives
Level 1	Candidates are weak in their attempts to describe, analyse and explain the relevance and application of religion. They show very limited ability to use and interpret specialist vocabulary. There is little or no evidence that they can make connections between religion and people's lives.

Level	AO3
Level 5	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 4	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and arguments. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 3	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use of argument to support their opinions
Level 2	Candidates demonstrate limited ability to evaluate different responses to religious and moral issues. They use only elementary evidence and line of argument they offer some simple reasons to support their opinions.
Level 1	Candidates demonstrate very limited ability to evaluate different responses to religious and moral issues. The use of evidence and line of arguments is superficial.

The assessment of quality of written communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1, 2
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	3, 4
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	5, 6



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## **Religious Studies**

**Paper 2  
Foundation Tier**

**[G8002]**

**MONDAY 24 MAY, MORNING**

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**MARK  
SCHEME**

- 1 (a) (i), (ii) and (iii) Answers may include some of the following points:
- money problems
  - depression
  - ill health
  - disturbed relationships
  - death
- [3]
- (b) Answers may include some of the following points:
- illegal drugs are dangerous and should not be used
  - should not binge drink
- [2]
- (c) Answers may include some of the following points:
- could encourage the person to talk about the problems and share the difficulties
  - could pray for him/her; and encourage others to pray about the situation
  - could encourage the person to seek professional help
  - could encourage the person to seek counselling
- [5]
- (d) Answers may include some of the following points:
- less emphasis on moral standards and the morality of gambling
  - it is accessible; advertised in the media
  - National Lottery/Super Casino
  - people think they can get rich quickly
- [5]
- (e) Answers may include some of the following points:
- many young people have no contact with the church
  - many teenagers see the church as outdated
  - the church should organise alcohol-free events
  - better teaching through youth clubs and Bible study groups
  - the church should reach out to the community
  - churches need youth workers to support teenagers
- [5]
- 2 (a) (i), (ii) and (iii) Answers may include some of the following points:
- part of their Christian witness to society
  - to give relief to families that cannot cope
  - to give a child a safe and loving environment
- [3]
- (b) (i) and (ii) This answer may include some of the following points:
- adoption is when a child is provided with a new family when living at home becomes impossible. The new parents become legally responsible for the child
  - fostering is caring for the child for a temporary period without taking legal responsibility
- [2]
- (c) Answers may include some of the following points:
- honour your father and your mother (Exodus 20v12)
  - children it is your Christian duty to obey your parents
  - parents do not treat your children in such a way as to make them angry (Ephesians 6v1–4)
  - parents and children must practise forgiveness, e.g. the Prodigal Son
- [5]



- (d)** Answers may include some of the following points:
- it gives the children a set of values into which they grow
  - it gives a sense of shared values and shared commitment, which in turn bonds the family together
  - family sense of belonging to the wider religious community [5]
- (e)** Answers may include some of the following points:
- it is a personal decision whether to have a family or not
  - the problem is not that there is not enough food, but that it is not fairly distributed [5]
- 3 (a) (i)** The person wants to die and says so. This includes cases of
- asking for help with dying
  - refusing medical treatment
  - asking for medical treatment to be stopped, or life support machines to be switched off
  - refusing to eat
  - simply deciding to die [1]
- (ii)** All human life is sacred. God gives life and only he has the right to take it away [1]
- (b) (i), (ii) and (iii)** Answers may include some of the following points:
- support their families in practical ways
  - pray for them
  - visit them [3]
- (c)** Answers may include some of the following points:
- it is the deliberate killing of another human being
  - God gives life and only he has the right to take it away
  - a doctor's job is to preserve life not end it
  - there may be painkilling drugs which can help the person die with dignity [5]
- (d)** This answer may include some of the following points:
- it offers special care to the dying
  - it enables them to die with dignity
  - it takes away the loneliness of dying [5]
- (e)** Answers may include some of the following points:
- it can minister to their spiritual needs
  - prayer support
  - practical ways of helping and supporting the family
  - teaching about life after death [5]
- (f)** Answers may include some of the following points:
- too ill to be cared for at home – may not have the proper medical treatment or facilities
  - their family may have too many responsibilities with their own children, work, etc.
  - could have a negative impact on the family – strain

- it may give them comfort to know that they will die at home and surrounded by their family
  - they will be able to trust their own family to care for their needs [10]
- 4 (a) (i), (ii) and (iii) Answers may include some of the following points:
- employees should work hard at all times
  - they should work as if they were serving God
  - masters should be fair to their workers
  - they should provide good working conditions [3]
- (b) Sunday work; work in a casino or bookmakers; any form of work which is unlawful. Accept valid alternatives. [2]
- (c) Answers may include some of the following points:
- an alternative to work
  - much modern work is dull, demanding and repetitive, thus leisure offers a contrast
  - can be used to help others and to serve the community
  - all people need time to rest. God rested on the seventh day
  - some Christians use leisure time for prayer and Bible study
  - allows time to worship [5]
- (d) Answers may include some of the following points:
- provide for their family financially
  - they can serve God through their job
  - use their God-given talents
  - if they cannot find paid employment, they could do voluntary work [5]
- (e) Answers may include some of the following points:
- Christians could see unemployment as an opportunity to train for a new job
  - Christians could see unemployment as an opportunity to reflect on whether God is calling them to new work
  - Christians should believe that God has a plan for their lives
  - faith in God's provision [5]
- (f) Answers may include some of the following points:
- many Christians are loyal church members and see Sunday as a day of rest
  - "Remember the Sabbath day and keep it holy." This is a command of God
  - a time to reflect and thank God
  - it is a day for shopping or taking part in sport
  - it is a family day for friendship [10]

AVAILABLE  
MARKS

30

QWC

3

**Total**

**73**

## Matrix To Be Used For Awarding Marks According To Levels Of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
5	1	2	3	4	5
10	1–2	3–4	5–6	7–8	9–10

### Levels of Response

Levels of response questions attract 5 or 10 marks. For such questions identify the mark range, then judge the level and finally decide on the mark to be credited.

The statements which follow should be used to determine the appropriate level of response for each objective.

Level	AO1
Level 5	Candidates are able to recall, select, organise and deploy knowledge in an accurate and for the most part detailed manner. Their treatment of the question is very good.
Level 4	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate and detailed manner. Their treatment of the question is good.
Level 3	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate manner. Their knowledge however lacks depth and their treatment of the question is uneven and lacks consistency.
Level 2	Candidates have limited success in being able to recall, select, organise and deploy knowledge of the subject matter. Their knowledge is elementary and their treatment of the task is inconsistent.
Level 1	Candidates have very limited success in being able to recall, select, organise and deploy knowledge of the subject matter. Their knowledge is very elementary and their treatment of the task is weak.

Level	AO2
Level 5	Candidates make a generally <b>successful effort</b> to describe, analyse and explain the relevance and application of religion. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show that they are aware of different beliefs and responses.
Level 4	Candidates make a <b>reasonable effort</b> to describe, analyse and explain the relevance and application of religion. They attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands they show that they have some awareness of different beliefs and responses.
Level 3	Candidates make an <b>effort</b> to describe, analyse and explain the relevance and application of religion. They show <b>some ability</b> to use and interpret specialist vocabulary although this is not always correct. They show that they are aware of different beliefs and responses but this generally lacks depth.
Level 2	Candidates are <b>generally weak</b> in their attempts to describe, analyse and explain the relevance and application of religion. They show limited ability to use and interpret specialist vocabulary and while this is sometimes correct it is not often systematic. They may show in a limited way that they can make connections between religion and people's lives.
Level 1	Candidates are <b>weak</b> in their attempts to describe, analyse and explain the relevance and application of religion. They show very limited ability to use and interpret specialist vocabulary. There is little or no evidence that they can make connections between religion and people's lives.

Level	AO3
Level 5	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 4	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and argument. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 3	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use of argument to support their opinions.
Level 2	Candidates demonstrate limited ability to evaluate different responses to religious and moral issues. They use only elementary evidence and line of argument. They offer some simple reasons to support their opinions.
Level 1	Candidates demonstrate very limited ability to evaluate different responses to religious and moral issues. The use of evidence and line of argument is superficial.

The assessment of quality in written communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	3



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## **Religious Studies**

Paper 1  
Higher Tier

**[G8003]**

**TUESDAY 18 MAY, AFTERNOON**

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**MARK  
SCHEME**

Section A

AVAILABLE  
MARKS

- 1 (a) (i) and (ii) Two from gold, frankincense, myrrh [2]
- (b) The answer may include one of these points:
- John the Baptist was doing God’s work so Jesus would wish to identify himself with John
  - Jesus has accepted he is the Messiah
  - his father is blessing him and sending him on his mission
  - Jesus is identified as Son of God [1]
- (c) To whom did Jesus say these words.
- (i) Devil [1]
- (ii) Paralysed man [1]
- (iii) Ten lepers/men with dreaded skin disease [1]
- (iv) Jairus [1]
- (v) Crowd who came to arrest Jesus [1]
- (d) The answer may include some of these points:
- Pilate**
- Pilate was Roman governor
  - the Sanhedrin could not put Jesus to death so they brought him to Pilate
  - Pilate asked a political question “Are you King of the Jews?”
  - Pilate set Barabbas and Jesus in front of the people
  - they cried out that Jesus be crucified
  - Pilate was afraid of the people, of his position and of a riot
  - he washed his hands of the situation and passed Jesus over to be crucified
- Mark in **five** level descriptors [5]
- (e) The answer may include some of these points:
- the Jewish Leaders accepted that revenge was allowed – they had enemies and it was correct to take revenge – “an eye for an eye”, “a tooth for a tooth”
  - Jesus taught differently – revenge was wrong. Examples are “if anyone slaps you on the right cheek let him slap your left cheek too”
- Mark in **five** level descriptors [5]
- (f) (i) The answer may include some of these points:
- Christians must put love of God before money and wealth
  - the perfect offering to God is all we possess [1]



- (ii) The answer may include some of these points:
- Jesus was tempted, so Christians can be tempted
  - temptation is all around us – in simple things and important things
  - Christians must resist temptation
  - Christians can use Jesus as an example

[1]

20

2 (a) **Jesus heals a Blind Beggar** (Matt. 20.29–34; Mark 10.46–52)

<sup>35</sup> As Jesus was coming near Jericho, there was a blind man sitting by the road, begging. <sup>36</sup> When he heard the crowd passing by, he asked, “What is this?”

<sup>37</sup> “Jesus of Nazareth is passing by,” they told him.

<sup>38</sup> He cried out. “Jesus! Son of David! Take pity on me!”

<sup>39</sup> The people in front scolded him and told him to be quiet. But he shouted even more loudly, “Son of David! Take pity on me!”

<sup>40</sup> So Jesus stopped and ordered the blind man to be brought to him. When he came near, Jesus asked him, <sup>41</sup> “What do you want me to do for you?” “Sir,” he answered, “I want to see again.”

<sup>42</sup> Jesus said to him, “Then see! Your faith has made you well.”

<sup>43</sup> At once he was able to see, and he followed Jesus, giving thanks to God. When the crowd saw it, they all praised God.

*Luke: 18.35–43*

Your faith has made you well.

[1]

(b) (i) The crowd scolded him and told him to be quiet.

(ii) Told him to be quiet.

(iii) They praised God when they saw what Jesus had done.

(iv) Gave thanks.

[3]

(c) Your answer may refer some of these points:

- in the Old Testament King David was King of Israel and was highly respected
- Joseph was from the House of David
- Jews believed the Messiah would be a descendant of David
- Jesus was seen as the second David

[1]

(d) The answer may include some of these points:

- Jesus often said he healed because the person had faith, e.g. Paralyse Man
- Jesus accused Peter of lack of faith when he couldn't walk on the water
- Jesus praised the non-Jews for their faith when he healed them, e.g. Syro Phoenician woman's daughter, Roman Officer's Servant
- “Your faith has made you whole” was what Jesus said when he healed

Mark in **five** level descriptors

[5]

(e) The answer may include some of these points:

**Yes**

- the support of prayer is important because it connects people to Jesus
- we know he healed in his stories so he can heal today
- faith can give a positive attitude to sickness
- special services like blessing of eyes, nose, throat, pilgrimages to places of worship, blessing of the sick can help develop faith in prayer

**No:**

- people with no faith believe that pills, doctors, medicine and progress in science can cure and heal – this is all they need

Mark in **five** level descriptors

[5]

15

**Either**

**3 (a) The Shepherds and the Angels**

<sup>8</sup> There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. <sup>9</sup> An angel of the Lord appeared to them and the glory of the Lord shone over them. They were terribly afraid, <sup>10</sup> but the angel said to them, “don’t be afraid! I am here with good news for you, which will bring great joy to all the people. <sup>11</sup> This very day in David’s town your Saviour was born – Christ the Lord! <sup>12</sup> And this is what will prove it to you: you will find a baby wrapped in strips of cloth and lying in a manger.”

- promise of a saviour to be born
- baby will be wrapped in swaddling clothes and lying in a manger
- angelic host praising God
- visit of the shepherds to the manger

Mark in levels

[5]

(b) The answer may include some of these points:

- the Jews were waiting for a Messiah who would save them from their enemies; who would make them a powerful nation; who would be a leader and a King
- Jesus was not this sort of Saviour. He brought to them opposite values
- he taught them the qualities of love, peace, tolerance and forgiveness – these qualities saved them for the Kingdom of God
- he then died on the Cross to save them; to redeem them; to give them eternal life

Mark in **five** level descriptors

[5]

(c) The answer may include some of these points:

- Christmas is materialistic – cards, trees, presents are all emphasised
- many Christmas songs are non-religious – carols are old fashioned
- office parties and secular celebrations are more important than family celebrations
- the birth of Jesus must be recognised
- the spiritual side must be emphasised
- the title Christmas means we believe in Christ therefore we should celebrate his birth

Mark in **five** level descriptors

[5]

15

**Or**

**4 (a) The Rich Young Man**

<sup>16</sup> Once a man came to Jesus. “Teacher,” he asked, “what good thing must I do to receive eternal life?”

<sup>17</sup> “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.”

<sup>18</sup> “What commandments?” he asked. Jesus answered, “Do not commit murder; do not commit adultery; do not steal; do not accuse anyone falsely; <sup>19</sup> respect your father and your mother; and love your neighbour as you love yourself.”

<sup>20</sup> “I have obeyed all these commandments,” the young man replied. “What else do I need to do?”

<sup>21</sup> 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.”

<sup>22</sup> When the young man heard this, he went away sad; because he was very rich.

<sup>23</sup> Jesus then said to his disciples, “I assure you: it will be very hard for rich people to enter the Kingdom of heaven. <sup>24</sup> 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.”

<sup>25</sup> When the disciples heard this, they were completely amazed. “Who, then, can be saved?” they asked.

<sup>26</sup> Jesus looked straight at them and answered, “this is impossible for man, but for God everything is possible.”

<sup>27</sup> Then Peter spoke up. “Look,” he said, “we have left everything and followed you. What will we have?”

<sup>28</sup> Jesus said to them, “You can be sure that when the Son of Man sits on his glorious throne in the New Age, then you twelve followers of mine will also sit on thrones, to rule the twelve tribes of Israel.

<sup>29</sup> And everyone who has left houses or brothers or sisters or father or mother or children or fields for my sake, will receive a hundred times more and will be given eternal life. <sup>30</sup> But many who now are first will be last, and many who now are last will be first.

Mark in **five** level descriptors

[5]

(b) The answer may include some of these points:

Jesus teaches about the Kingdom of God

- everyone is welcome (Great Feast)
- sinners are welcome after forgiveness (Zacchaeus)
- we must be prepared to give up earthly loves, e.g. family, possessions, etc. to get into the Kingdom of God
- we must accept suffering

Mark in **five** level descriptors

[5]

(c) The answer may include some of these points:

- the love of money can distract Christians from the love of God
- to practise faith takes commitment and time – making money and having money to spend becomes more important than religious duties
- Jesus taught that love of money hinders greatly the passage to eternal life

**But**

- the true Christian can use his money in good ways, e.g. help charities; generous to the poor and needy

Mark in **five** level descriptors

[5]

15

## Either

### 5 (a) The Resurrection

<sup>1</sup> After the Sabbath, as Sunday morning was dawning, Mary Magdalene and the other Mary went to look at the tomb. <sup>2</sup> Suddenly there was a violent earthquake; an angel of the Lord came down from heaven, rolled the stone away, and sat upon it. <sup>3</sup> His appearance was like lightning, and his clothes were white as snow. <sup>4</sup> The guards were so afraid that they trembled and became like dead men.

<sup>5</sup> The angel spoke to the women, “You must not be afraid,” he said. “I know you are looking for Jesus, who was crucified. <sup>6</sup> He is not here; he has been raised, just as he said. Come here and see the place where he was lying. <sup>7</sup> Go quickly, now, and tell his disciples, ‘He has been raised from death, and now he is going to Galilee ahead of you; there you will see him!’ Remember what I have told you”.

<sup>8</sup> So they left the tomb in a hurry, afraid and yet filled with joy, and ran to tell his disciples.

<sup>9</sup> Suddenly Jesus met them and said, “Peace be with you.” They came up to him, took hold of his feet, and worshipped him. <sup>10</sup> “Do not be afraid,” Jesus said to them. “Go and tell my brothers to go to Galilee, and there they will see me.”

#### The Report of the Guard

<sup>11</sup> While the women went on their way, some of the soldiers guarding the tomb went back to the city and told the chief priests everything that had happened. <sup>12</sup> The chief priests met with the elders and made their plan; they gave a large sum of money to the soldiers <sup>13</sup> and said, “You are to say that his disciples came during the night and stole his body while you were asleep. <sup>14</sup> And if the Governor should hear of this, we

will convince him that you are innocent, and that you will have nothing to worry about.”

<sup>15</sup> The guards took the money and did what they were told to do. And so that is the report spread round by the Jews to this very day.

Mark in **five** level descriptors [10]

(b) The answer may include some of these points:

- it is centred on the main belief that Jesus of Nazareth is the Son of God and the resurrection is proof of this
- with the resurrection Jesus is transformed – he is the same but different
- death is different for Christians. They do not think death is the end but as a beginning. Life is changed but not ended
- Christians share Christ’s risen life and this means a new life for them – one of patience, kindness, love and prayer
- by rising from the dead, Jesus triumphed over sin

Mark in **five** level descriptors [10]

(c) The answer may include some of these points:

**Yes:**

- belief in Jesus has spread throughout the world
- great work is continuous with Christian organisations, e.g. Trocaire, Save the Children
- vocations to missionary work is continuous

**No:**

- materialistic influences work against the spread of faith
- evil is present in the world, e.g. selfishness, greed, intolerance is rife

Mark in **five** level descriptors [5]

25

**Or**

**6 (a) The Parable of the Unforgiving Servant**

<sup>21</sup> Then Peter came to Jesus and asked, “Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?”

<sup>22</sup> “No, not seven times,” answered Jesus, “but seventy times seven,

<sup>23</sup> because the Kingdom of heaven is like this. Once there was a king who decided to check on his servant’s accounts. <sup>24</sup> He had just begun to do so when one of them was brought in who owed him millions of pounds. <sup>25</sup> The servant did not have enough to pay his debt, so the king ordered him to be sold as a slave, with his wife and his children and all that he had, in order to pay the debt. <sup>26</sup> The servant fell on his knees before the king. ‘Be patient with me,’ he begged, ‘and I will pay you everything!’ <sup>27</sup> The king felt sorry for him, so he forgave him the debt and let him go.

<sup>28</sup> “Then the man went out and met one of his fellow-servants who owed him a few pounds. He grabbed him and started choking him. ‘Pay back what you owe me!’ he said. <sup>29</sup> His fellow-servant fell down

and begged him, ‘Be patient with me, and I will pay you back!’<sup>30</sup> But he refused; instead, he had him thrown into jail until he should pay the debt.<sup>31</sup> When the other servants saw what had happened, they were very upset and went to the king and told him everything.<sup>32</sup> So he called the servant in. ‘You worthless slave!’ he said. ‘I forgave you the whole amount you owed me, just because you asked me to.’<sup>33</sup> You should have had mercy on your fellow-servant, just as I had mercy on you.’<sup>34</sup> The king was very angry, and he sent the servant to jail to be punished until he should pay back the whole amount.”

<sup>35</sup> And Jesus concluded. “That is how my Father in heaven will treat every one of you unless you forgive your brother from your heart.”

Mark in **five** level descriptors [10]

(b) The answer may include some of these points:

- forgiveness is unlimited “Seventy times seven”
- we must forgive others if we want forgiven ourselves
- Lords prayer – “forgive us our sins as we forgive those who sin against us”
- Sermon on the Mount – teaching on revenge
- the example of Jesus on the cross where he practised forgiveness
- Jesus forgave sins (Paralysed Man)

Mark in **five** level descriptors [10]

(c) The answer may include some of these points:

**Yes:**

- Jesus taught forgiveness
- Jesus practised forgiveness
- as Christians we follow his example

**No:**

- very difficult to forgive
- human nature can hold grudges
- but if Christian we must follow Jesus’ example

Mark in **five** level descriptors [5]

**Section A**

AVAILABLE  
MARKS

25

75



## Section B

- 7 (a) Candidates could refer to lectern/ambo; tabernacle; font/baptistry; pulpit; communion table/altar; presidential chair. Some description is needed and they may consider more than one denomination in their answer. Mark in levels. [5]
- (b) Candidates may include some of the following points:
- it is a place that is associated with the presence of God
  - the building has a special atmosphere making it easier for people to worship God
  - it has been set aside and dedicated to God and it should be treated with great reverence and respect
  - it contains furnishings and symbols that help people to focus on Jesus and how he can influence their lives [5]
- (c) Candidates may include some of the following points:
- elaborate buildings would be a distraction in that during worship and perhaps when the sermon is being preached, people may decide to focus on the visual trappings and miss something that can help them in living out their faith
  - elaborate buildings can give the impression of grandeur and a feeling of being in God's house and that they are worshipping a King
  - elaborate furnishings, e.g. stain glassed windows, images and icons and it encourages them in their worship, reinforces aspects of their faith
  - God can be worshipped anywhere and in any place, and Christians should feel comfortable in any location [5]
- 8 (a) Candidates would make reference to such things as prayer, bible study, penance, fasting and the importance of special acts of worship. They need to describe how these can be used. Mark in levels. [5]
- (b) Candidates may include some of the following points:
- to ensure that their role in the development and growth of Christianity is not forgotten.
  - they are role models or heroes of the church and when their stories are retold they can be an inspiration to those who hear them. Their lives can be examined to see how they responded to specific problems and Christians may be able to apply this to the situation they are facing
  - patron saints are annually celebrated thus bringing members of the community together for religious and secular activities
  - harvest is a chance to thank God for his goodness and to celebrate his creative power
  - raising awareness of hunger in other parts of the world and finding ways Christians can help others [5]

- (c) Candidates may include some of the following points:
- if Pentecost became a public holiday it could become commercially exploited like Christmas and Easter
  - few people are fully aware of the Christian significance of Pentecost as the coming of the Holy Spirit and the birthday of the church. Schools and churches could use the build up to a public holiday to explain the significance as they do before Easter and Christians
  - churches could use the day to highlight its significance with appropriate local community events

[5]

AVAILABLE  
MARKS

15

**Either**

- 9 (a) Mark in levels depending on the depth and accuracy of the description. Use level description for AO1. [10]

- (b) Candidates may include some of the following points:
- to encourage members in the development of their personal faith. They could share their spiritual journey with others
  - brings variety to the service as people like to hear different inputs
  - people have gifts or talents, e.g. ability to communicate with younger members and this should be used to enhance the quality of worship
  - involving children through music and drama will also involve their parents in some cases as they come to support their children
  - helps build up a team ministry, as the minister cannot always cover all aspects to the same standard
  - may spend less time in preparation for worship and this frees up time to deal with other issues in the church

[5]

- (c) Candidates may include some of the following points:
- they may be responding to the invitation of a friend or family relative to attend a special service
  - it may be an opportunity to experience something different for a short time and revitalise a struggling faith
  - people may question their faithfulness to their church especially if they are heavily involved in the worship
  - it helps them to understand and be more sensitive to the worship patterns of a different denomination
  - it could expand to more than one denomination and eventually they are no longer a committed member of any church

[10]

25

**Or**

- 10 (a) Candidates may include some of the following points:
- the role of the sponsors/godparents in an infant baptism in taking vows on behalf of the child, whereas in believers' baptism there is a personal testimony and commitment



- sprinkling of water on the baby’s head and a signing on the forehead in the shape of a cross, compared to total immersion in believers’ baptism
- sometimes infant baptism can be a private ceremony just for the family of the child, whereas believers’ baptism is a public ceremony during a regular church service
- the decision for infant baptism is taken by the parents whereas in believers’ baptism it is a personal choice and can take place at any age and it takes place only where a person has been converted to Christ
- believers’ baptism is based in a clear Biblical example (e.g. Philip and Ethiopian eunuch) whereas there is no direct mention of infant baptism in the Bible, although there are several examples when it refers to whole families being baptised (e.g. Cornelius) [10]

(b) Candidates may include some of the following points:

*Water* – a sign of life; a sign of purification and repentance.

*Total Immersion* – dying to the old life of sin and rising to a new life in God; focus the example set in the New Testament.

*Lighting a candle* – light is a symbol of new hope and life; Jesus is seen as the light of the world; symbolised that the faith of the church is being passed on to the child.

*Chrism* – in Bible times kings, queens and prophets were anointed as a sign that they were chosen and at baptism it is a sign that the child has been chosen by God. [5]

(c) Candidates may include some of the following points:

- for those who were baptised as infants and had vows taken on their behalf, it is the opportunity to make a personal commitment to God in a public setting
- confirmation affirms them as a full member of the church and in some traditions it allows them to partake of the holy communion/ eucharist
- however, some view infant baptism as more important because in this ceremony the child is welcomed into the church and the parents and congregation make a commitment to help the child develop spiritually
- for some, believers’ baptism is the most important because the person is reaffirming a personal conversion to Jesus and the baptism is a clear sign of this
- some people see baptism as more significant because it is based on a Biblical principle, although the Catholic church believes that the tradition of the laying on the hands in the New Testament church is the origin of the sacrament of confirmation [10]

**Section B**

QWC

**Total**

AVAILABLE  
MARKS

25

55

6

136

### Matrix to be used for Awarding Marks According to Levels of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
5	1	2	3	4	5
10	1–2	3–4	5–6	7–8	9–10

#### Levels of Response

Levels of response questions attract 5 or 10 marks. For such questions identify the mark range, then judge the level and finally decide on the mark to be credited.

The statements which follow should be used to determine the appropriate level of response for each objective.

Level	AO1
Level 5	Candidates are able to recall, select, organise and deploy knowledge in a detailed and comprehensive manner. Their treatment of the question is of a consistently high order.
Level 4	Candidates are able to recall, select, organise and deploy knowledge in an accurate and detailed manner. Their treatment of the question is of a high order.
Level 3	Candidates are able to recall, select, organise and deploy knowledge in an accurate and for the most part detailed manner. Their treatment of the question is very good.
Level 2	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate and detailed manner. Their treatment of the question is good.
Level 1	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate manner. Their knowledge however lacks depth and their treatment of the question is uneven and lacks consistency.

Level	AO2
Level 5	Candidates have a sustained effort to describe, analyse and explain the relevance and application of religion. They consistently use and interpret specialist vocabulary to draw out meaning and significance. They show that they are highly aware of different beliefs and responses.
Level 4	Candidates make a successful effort to describe, analyse and explain the relevance and application of religion. They make a very good attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. They show consistently that they are aware of different beliefs and responses.
Level 3	Candidates make a generally successful effort to describe, analyse and explain the relevance and application of religion. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show that they are aware of different beliefs and responses.
Level 2	Candidates make a reasonable effort to describe, analyse and explain the relevance and application of religion. They attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands they show that they have some awareness of different beliefs and responses.
Level 1	Candidates make an effort to describe, analyse and explain the relevance and application of religion. They show some ability to use and interpret specialist vocabulary. Although this is not always correct. They show that they are aware of different beliefs and responses but this generally lacks depth.

Level	AO3
Level 5	Candidates demonstrate an excellent ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take full account of a variety of opinions and make judgements on a wide range of evidence and well-developed arguments.
Level 4	Candidates demonstrate a very good ability to evaluate different responses to religious and moral issues, using relevant evidence and arguments. As required they show that they are highly aware of a range of opinions and support their own judgements with a very good range of evidence and well-developed arguments.
Level 3	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 2	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and argument. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 1	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use arguments to support their opinions.

The assessment of quality of written communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1, 2
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	3, 4
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	5, 6





*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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## **Religious Studies**

Paper 2  
Higher Tier

**[G8004]**

**MONDAY 24 MAY, MORNING**

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**MARK  
SCHEME**

- 1 (a) Answers may include some of the following points:
- it can lead to unemployment
  - money problems
  - depression
  - it can cause health problems
  - disturbed relationships
  - it can lead to loss of life
- [10]

- (b) Answers may include some of the following points:
- Christians should take care of their bodies and view health as a gift from God
  - Paul sees the body as a Temple of the Holy Spirit and Christians should do nothing to harm it
  - Christ died to restore humankind to himself and this illustrates their value to him
- [5]

- (c) Answers may include some of the following points:
- there is little the church can do as many young people have no contact with the church
  - the church should organise alcohol-free events
  - better teaching and discipleship programmes through youth clubs and Bible studies
  - churches should employ a youth worker to reach out to young people
- [5]

20

- 2 (a) Answers may include some of the following points:
- children should respect their father and mother as stated in Exodus 20v12: “Honour your father and your mother.”
  - parents do not treat your children in such a way as to make them angry
  - parents and children must practise forgiveness. In the Prodigal Son the father forgave his son who had done wrong
- [10]

- (b) Answers may include some of the following points:
- their children may have grown up and left home and foster children would fill a void
  - they wish to show love and compassion for a young person or a family in need
  - they have no children of their own
  - part of their Christian witness to society
  - to give relief to families that cannot cope
  - to give a child a safe and loving environment
- [5]

- (c) Answers may include some of the following points:
- some people may say that this is the best way to bring up children or at least until they are old enough to decide for themselves
  - others may say that forcing them to go to church will make them rebel
  - it is traditional for children to follow the religious beliefs of their parents
- [5]

20



- 3 (a) Answers may include some of the following points:
- it is breaking the commandment “Thou shalt not kill.”
  - life is a gift from God and only he has the right to take it away
  - sometimes people recover from a life-threatening illness
  - painkilling drugs enable a person to die with dignity [10]
- (b) Answers may include some of the following points:
- Christians believe that God acts in their best interests
  - God may heal
  - this life is not all there is [5]
- (c) Answers may include some of the following points:
- it offers special care for the dying
  - it enables people to die with dignity
  - it takes away the loneliness of dying
  - it offers support to the family of the dying person
  - it witnesses to a different set of values [5]
- (d) Answers may include some of the following points:
- emphasis on the sanctity of life does not resolve all our moral dilemmas
  - Christians can disagree on the implication of belief in the sanctity of human life
  - some believe there are occasions when abortion or euthanasia would be acceptable, e.g if a mother’s life was in danger in the case of abortion
  - emphasis on the sanctity of life witnesses to the distinctiveness of Christian morality [10]
- 4 (a) Answers may include some of the following points:
- Christian employees should work hard and set a good example
  - they should be helpful towards their fellow workers
  - they should be conscientious at all times as if they were working for God and not for men
  - employers should be fair and just in the way they treat their workers
  - they should provide suitable working conditions and pay fair wages [10]
- (b) This answer may include some of the following points:
- Christians could see unemployment as an opportunity to train for a new job
  - Christians could see unemployment as an opportunity to reflect on whether God is calling them to new work
  - Christians should believe that God has a plan for their lives
  - it may make some people feel worse as they are not using their talents or providing for their family [5]

- (c) Answers may include some of the following points:
- an alternative to work
  - much modern work is dull, demanding and repetitive, thus leisure offers a contrast
  - can be used to help others and to serve the community
  - all people need time to rest. God rested on the seventh day
  - some Christians use leisure time for prayer and Bible study
  - time to worship God
- [5]

- (d) Answers may include some of the following points:
- many Christians are loyal church members and see Sunday as a day of rest
  - “Remember the Sabbath day and keep it holy.” This is a command of God
  - a time to reflect and thank God
  - it is a day for shopping or taking part in sport
  - it is a family day for friendship
  - Christians should not have a special place in a society that is multi-cultural
  - Christians may disagree about whether Sunday should be a day of rest
  - The Christian holy day should not be imposed on people from other faiths
- [10]

QWC

**Total**

AVAILABLE  
MARKS

30

3

**73**

## Matrix To Be Used For Awarding Marks According To Levels Of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
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High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	3



