

GCSE



CCEA GCSE Specimen  
Assessment Materials  
Controlled Assessment Tasks for  
**Religious Studies**  
**(for 2022 only)**

For first teaching from September 2017  
For first assessment in Summer 2018  
For first award in Summer 2019  
Subject Code: 4610





# Foreword

## Summer 2022 GCSE Religious Studies

CCEA has produced specimen assessment materials to reflect the controlled assessment task for Summer 2022. The specimen assessment materials are provided to give centres guidance on the structure and character of the planned controlled assessment in advance of Summer 2022. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCSE level for the controlled assessment task. These specimen assessment materials should be used in conjunction with CCEA's GCSE Religious Studies specification and specification addendum for Summer 2022.

These arrangements apply to candidates who began their GCSE qualification in Religious Studies in September 2020 and wish to achieve a qualification-level grade in Summer 2022. This also includes candidates wishing to resit.

In GCSE Religious Studies candidates will be permitted the option of completing the examination for one assessment unit and a controlled assessment task for the second unit, as an alternative to the second examination.

Candidates **will not have the option** of completing both examination units **and** the assessment task.



# GCSE Religious Studies

## Specimen Assessment Materials

### Controlled Assessment Tasks

#### Contents

##### Controlled Assessment Tasks

|             |   |    |
|-------------|---|----|
| Paper 1     | The Christian Church through a Study of the Catholic Church and the Protestant Church | 3  |
| Paper 2 (a) | The Christian Church with a Focus on the Catholic Church                              | 11 |
| Paper 2 (b) | The Christian Church with a Focus on the Protestant Church                            | 19 |
| Paper 3     | The Revelation of God and the Christian Church  | 27 |
| Paper 4     | Christianity through a Study of the Gospel of Matthew                                 | 35 |
| Paper 5     | Christianity through a Study of the Gospel of Mark                                    | 43 |
| Paper 6     | An Introduction to Christian Ethics   | 51 |
| Paper 7     | An Introduction to Philosophy of Religion   | 59 |
| Paper 8     | Islam   | 67 |
| Paper 9     | Judaism   | 75 |

##### Mark Schemes

|                              |   |     |
|------------------------------|---|-----|
| General Marking Instructions |   | 85  |
| Paper 1                      | The Christian Church through a Study of the Catholic Church and the Protestant Church | 89  |
| Paper 2 (a)                  | The Christian Church with a Focus on the Catholic Church                              | 95  |
| Paper 2 (b)                  | The Christian Church with a Focus on the Protestant Church                            | 101 |
| Paper 3                      | The Revelation of God and the Christian Church  | 107 |
| Paper 4                      | Christianity through a Study of the Gospel of Matthew                                 | 113 |
| Paper 5                      | Christianity through a Study of the Gospel of Mark                                    | 119 |
| Paper 6                      | An Introduction to Christian Ethics   | 125 |
| Paper 7                      | An Introduction to Philosophy of Religion   | 131 |
| Paper 8                      | Islam   | 137 |
| Paper 9                      | Judaism   | 143 |



## **SPECIMEN PAPERS**





General Certificate of Secondary Education  
2022

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## Religious Studies

### Paper 1 – Controlled Assessment Task

#### The Christian Church through a Study of the Catholic Church and the Protestant Church

[CODE]

#### SPECIMEN TASK

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#### TIME

1 hour.

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
|----------------------|-------|
| Question Number      | Marks |
| (a)                  |       |
| (b)                  |       |
| (c)                  |       |
| <b>Total Marks</b>   |       |











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## Religious Studies

Paper 2a – Controlled Assessment Task

The Christian Church with a Focus on the Catholic Church

[CODE]

### SPECIMEN TASK

#### TIME

1 hour.

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
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| Question Number      | Marks |
| (a)                  |       |
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## Religious Studies

### Paper 2b – Controlled Assessment Task

#### The Christian Church with a Focus on the Protestant Church

[CODE]

#### SPECIMEN TASK

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#### TIME

1 hour.

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
|----------------------|-------|
| Question Number      | Marks |
| (a)                  |       |
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## Religious Studies

Paper 3 – Controlled Assessment Task

The Revelation of God and  
The Christian Church

[CODE]

**SPECIMEN TASK**

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### TIME

1 hour.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
|----------------------|-------|
| Question Number      | Marks |
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## Religious Studies

Paper 4 – Controlled Assessment Task

Christianity through a Study  
of the Gospel of Matthew

[CODE]

### SPECIMEN TASK

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#### TIME

1 hour.

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
|----------------------|-------|
| Question Number      | Marks |
| (a)                  |       |
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## Religious Studies

Paper 5 – Controlled Assessment Task

Christianity through a Study  
of the Gospel of Mark

[CODE]

**SPECIMEN TASK**

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### TIME

1 hour.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
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| Question Number      | Marks |
| (a)                  |       |
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## Religious Studies

### Paper 6 – Controlled Assessment Task

#### An Introduction to Christian Ethics

[CODE]

#### SPECIMEN TASK

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#### TIME

1 hour.

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
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| Question Number      | Marks |
| (a)                  |       |
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## Religious Studies

Paper 7 – Controlled Assessment Task

An Introduction to  
Philosophy of Religion

[CODE]

**SPECIMEN TASK**

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### TIME

1 hour.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
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| Question Number      | Marks |
| (a)                  |       |
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## Religious Studies

Paper 8 – Controlled Assessment Task

Islam

[CODE]

**SPECIMEN TASK**

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### TIME

1 hour.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
|----------------------|-------|
| Question Number      | Marks |
| (a)                  |       |
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General Certificate of Secondary Education  
2022

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## Religious Studies

Paper 9 – Controlled Assessment Task

Judaism

[CODE]

**SPECIMEN TASK**

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### TIME

1 hour.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all** the questions in the spaces provided in this booklet.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 20.

Quality of written communication will be assessed in **question (c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

| For Teacher use only |       |
|----------------------|-------|
| Question Number      | Marks |
| (a)                  |       |
| (b)                  |       |
| (c)                  |       |
| <b>Total Marks</b>   |       |

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## **MARK SCHEMES**



## **GENERAL MARKING INSTRUCTIONS**

## **General Marking Instructions**

### ***Introduction***

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

### ***Assessment objectives***

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

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

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

In marking the Controlled Assessment Tasks (CATs), teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

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

### ***Awarding zero marks***

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

## *Types of mark schemes*

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

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

## *Levels of response*

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

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

AO1 (5 mark responses):

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

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

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

## *Quality of written communication*

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

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

**Level 1:** Quality of written communication is basic.

**Level 2:** Quality of written communication is limited.

**Level 3:** Quality of written communication is good.

**Level 4:** Quality of written communication is very good.

**Level 5:** Quality of written communication is excellent.

In interpreting these level descriptions, teachers should refer to the more detailed guidance which is provided below:

AO2 (10 mark responses):

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

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

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

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

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



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2022**

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# **Religious Studies**

Paper 1

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

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

---

## The Birth, Development and Beliefs of the Church

(a) Describe what happened on the day of Pentecost.

**Target: Knowledge of the events that occurred on the day of Pentecost.**

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

Answers may include:

A description from Acts 2:1–8 (GNB)

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 all of them heard the believers talking in their own languages. 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?”

Accept valid alternatives  
(AO1)

[5]

**(b) Explain why St Paul compared the Church to the human body.**

**Target: Knowledge and understanding of Paul's teaching on the Church.**

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

Answers may include:

- The body has different functions, as does the church and they work together.
- Each body part is of importance as is each spiritual gift, he wanted people to understand that everyone had an important and unique role to play for the church to function properly.
- The church is successful when it acts together, and all gifts are used and tested regularly.
- No part can be regarded as unnecessary or less important than another. No one should feel inferior within the church.

Accept valid alternatives  
(AO1)

[5]

- (c) “The first Christians set a good example of Christian living which is still relevant today.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view.

**Target: Analysis and evaluation of the relevance of the example set by the first Christians.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident.<br>Good use of specialist vocabulary.   | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure.<br>Very good use of specialist vocabulary.   | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, the first Christians did set an example of Christian living which is still relevant today:

- The first Christians met on the first day of the week. Christians today do the same, although church attendance in recent times has declined.
- There was a mixture of hymn singing, prayers, and instruction which also takes place in the 21st century.
- The first Christians came together as a close-knit community and this stressed the importance of fellowship.

On the other hand, the example set by the first Christians is no longer relevant:

- There were no clear roles in the early church which the church needs today.
- Church worship today has become more formal and structured.
- It is evident from St Paul's letter to the Corinthians that some members were not being respectful which does not set a good example for the 21st century.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





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# **Religious Studies**

Paper 2a

The Christian Church with a Focus  
on the Catholic Church

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## The Birth, Development and Beliefs of the Church

(a) Describe what happened on the day of Pentecost.

**Target: Knowledge of the events that occurred on the day of Pentecost.**

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

Answers may include:

A description from Acts 2:1–8 (GNB)

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 all of them heard the believers talking in their own languages. 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?”

Accept valid alternatives  
(AO1)

[5]

**(b) Explain why St Paul compared the Church to the human body.**

**Target: Knowledge and understanding of Paul's teaching on the Church.**

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

Answers may include:

- The body has different functions, as does the church and they work together.
- Each body part is of importance as is each spiritual gift, he wanted people to understand that everyone had an important and unique role to play for the church to function properly.
- The church is successful when it acts together, and all gifts are used and tested regularly.
- No part can be regarded as unnecessary or less important than another. No one should feel inferior within the church.

Accept valid alternatives  
(AO1)

[5]

- (c) “The first Christians set a good example of Christian living which is still relevant today.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view.

**Target: Analysis and evaluation of the relevance of the example set by the first Christians.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, the first Christians did set an example of Christian living which is still relevant today:

- The first Christians met on the first day of the week. Christians today do the same, although church attendance in recent times has declined.
- There was a mixture of hymn singing, prayers, and instruction which also takes place in the 21st century.
- The first Christians came together as a close-knit community and this stressed the importance of fellowship.

On the other hand, the example set by the first Christians is no longer relevant:

- There were no clear roles in the early church which the church needs today.
- Church worship today has become more formal and structured.
- It is evident from St Paul's letter to the Corinthians that some members were not being respectful which does not set a good example for the 21st century.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





*Rewarding Learning*

**General Certificate of Secondary Education  
2022**

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# **Religious Studies**

Paper 2b

The Christian Church with a Focus  
on the Protestant Church

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## The Birth, Development and Beliefs of the Church

(a) Describe what happened on the day of Pentecost.

**Target: Knowledge of the events that occurred on the day of Pentecost.**

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

Answers may include:

A description from Acts 2:1–8 (GNB)

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 all of them heard the believers talking in their own languages. 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?”

Accept valid alternatives  
(AO1)

[5]

**(b) Explain why St Paul compared the Church to the human body.**

**Target: Knowledge and understanding of Paul's teaching on the Church.**

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

Answers may include:

- The body has different functions, as does the church and they work together.
- Each body part is of importance as is each spiritual gift, he wanted people to understand that everyone had an important and unique role to play for the church to function properly.
- The church is successful when it acts together, and all gifts are used and tested regularly.
- No part can be regarded as unnecessary or less important than another. No one should feel inferior within the church.

Accept valid alternatives  
(AO1)

[5]

- (c) “The first Christians set a good example of Christian living which is still relevant today.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view.

**Target: Analysis and evaluation of the relevance of the example set by the first Christians.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, the first Christians did set an example of Christian living which is still relevant today:

- The first Christians met on the first day of the week. Christians today do the same, although church attendance in recent times has declined.
- There was a mixture of hymn singing, prayers, and instruction which also takes place in the 21st century.
- The first Christians came together as a close-knit community and this stressed the importance of fellowship.

On the other hand, the example set by the first Christians is no longer relevant:

- There were no clear roles in the early church which the church needs today.
- Church worship today has become more formal and structured.
- It is evident from St Paul's letter to the Corinthians that some members were not being respectful which does not set a good example for the 21st century.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





*Rewarding Learning*

**General Certificate of Secondary Education  
2022**

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# **Religious Studies**

Paper 3

The Revelation of God and the Christian Church

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## The Identity of Jesus

### (a) Retell the incident when Jesus was tempted by the Devil.

**Target: Knowledge of Jesus' temptations of Jesus (Matthew 4:1-11).**

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

| Matthew 4:1-11   |  |  |
|--|--|--|
| GNB  | NIV  | RSV  |
| <p>Then the Spirit led Jesus into the desert to be tempted by the Devil. <sup>2</sup> After spending forty days and nights without food, Jesus was hungry. <sup>3</sup> Then the Devil came to him and said, "If you are God's Son, order these stones to turn into bread." <sup>4</sup> But Jesus answered, "The scripture says, 'Human beings cannot live on bread alone but need every word that God speaks.'" <sup>5</sup> Then the Devil took Jesus to Jerusalem, the Holy City, set him on the highest point of the Temple, <sup>6</sup> and said to him, "If you are God's Son, throw yourself down, for the scripture says, 'God will give orders to his angels about you; they will hold you up with their hands, so that not even your feet will be hurt on the stones.'" <sup>7</sup> Jesus answered, "But the scripture also says, 'Do not put the Lord your God to the test.'" <sup>8</sup> Then the Devil took Jesus to a very high mountain and showed him all the kingdoms of the world in all their greatness. <sup>9</sup> "All this I will give</p> | <p>Then Jesus was led by the Spirit into the wilderness to be tempted by the devil. <sup>2</sup> After fasting forty days and forty nights, he was hungry. <sup>3</sup> The tempter came to him and said, "If you are the Son of God, tell these stones to become bread." <sup>4</sup> Jesus answered, "It is written: 'Man shall not live on bread alone, but on every word that comes from the mouth of God.'" <sup>5</sup> Then the devil took him to the holy city and had him stand on the highest point of the temple. <sup>6</sup> "If you are the Son of God," he said, "throw yourself down. For it is written: "'He will command his angels concerning you, and they will lift you up in their hands, so that you will not strike your foot against a stone.'" <sup>7</sup> Jesus answered him, "It is also written: 'Do not put the Lord your God to the test.'" <sup>8</sup> Again, the devil took him to a very high mountain and showed him all the kingdoms</p> | <p>Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil. <sup>2</sup> He fasted forty days and forty nights, and afterwards he was famished. <sup>3</sup> The tempter came and said to him, "If you are the Son of God, command these stones to become loaves of bread." <sup>4</sup> But he answered, "It is written, 'One does not live by bread alone, but by every word that comes from the mouth of God.'" <sup>5</sup> Then the devil took him to the holy city and placed him on the pinnacle of the temple, <sup>6</sup> saying to him, "If you are the Son of God, throw yourself down; for it is written, 'He will command his angels concerning you,' and 'On their hands they will bear you up, so that you will not dash your foot against a stone.'" <sup>7</sup> Jesus said to him, "Again it is written, 'Do not put the Lord your God to the test.'" <sup>8</sup> Again, the devil took him to a very high mountain and</p> |

|  |   |  |
|--|---|--|
| <p>you,” the Devil said, “if you kneel down and worship me.”<br/> <sup>10</sup> Then Jesus answered, “Go away, Satan! The scripture says, ‘Worship the Lord your God and serve only him!’”<sup>11</sup> Then the Devil left Jesus; and angels came and helped him.</p> | <p>of the world and their splendour. <sup>9</sup> “All this I will give you,” he said, “if you will bow down and worship me.”<br/> <sup>10</sup> Jesus said to him, “Away from me, Satan! For it is written: ‘Worship the Lord your God and serve him only.’”<sup>11</sup> Then the devil left him, and angels came and attended him.</p> | <p>showed him all the kingdoms of the world and their splendour; <sup>9</sup> and he said to him, “All these I will give you, if you will fall down and worship me.”<sup>10</sup> Jesus said to him, “Away with you, Satan! for it is written, ‘Worship the Lord your God, and serve only him.’”<sup>11</sup> Then the devil left him, and suddenly angels came and waited on him.</p> |
|--|---|--|

(AO1)

[5]

**(b) Explain why Jesus' baptism was an important event for him.**

**Target: Knowledge and understanding of the significance of Jesus' baptism (Matthew 3:13-17).**

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

Answers may include:

- Jesus explained to John that by being baptised he was being obedient to God and doing what was required of him.
- After Jesus came up out of the water, the heavens were opened, and God's spirit alighted on Jesus.
- Jesus heard God's voice saying, "This is my own dear Son, with whom I am pleased."
- Jesus' baptism marks the beginning of his public ministry and he is now ready to prepare for the work ahead.

Accept valid alternatives  
(AO1)

[5]

- (c) “Christians can learn a lot from Jesus about coping with temptation in everyday life.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view. You should refer to relevant Bible passages in your answer.

**Target: Analysis and evaluation of whether Jesus’ example of coping with temptations can help Christians today.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident.<br>Good use of specialist vocabulary.   | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure.<br>Very good use of specialist vocabulary.   | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, Christians can learn about coping from temptation from the example of Jesus:

- Christians can learn that it is not wrong to be tempted, as even Jesus had to face temptation (Matthew 4:1-11).
- 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; however, Christians can learn that 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 (Matthew 4:7).

On the other hand, Christians don't learn a lot from Jesus about how to cope with temptation:

- Some people may find following the example of Jesus too difficult and unrealistic as he is God's son. Jesus always had a clear sense of his mission and God's purpose for his life.
- In contrast, ordinary people are weak and sinful, and it is easy to be tempted. Sometimes people simply make wrong choices.
- 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

AO2

[10]

**Total 20**



*Rewarding Learning*

**General Certificate of Secondary Education  
2022**

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# **Religious Studies**

Paper 4

Christianity through a Study of  
the Gospel of Matthew

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## The Identity of Jesus

(a) Describe what happened when Jesus came to visit John the Baptist at the River Jordan.

Target: Knowledge of Jesus' baptism (Matthew 3:13-17).

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

| Matthew 3:13-17  |   |  |
|--|---|--|
| GNB  | NIV   | RSV  |
| <p><sup>13</sup> At that time Jesus arrived from Galilee and came to John at the Jordan to be baptized by him. <sup>14</sup> 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!" <sup>15</sup> But Jesus answered him, "Let it be so for now. For in this way we shall do all that God requires." So, John agreed. <sup>16</sup> 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 lighting on him. <sup>17</sup> Then a voice said from heaven, "This is my own dear Son, with whom I am pleased."</p> | <p><sup>13</sup> Then Jesus came from Galilee to the Jordan to be baptized by John. <sup>14</sup> But John tried to deter him, saying, "I need to be baptized by you, and do you come to me?" <sup>15</sup> Jesus replied, "Let it be so now; it is proper for us to do this to fulfill all righteousness." Then John consented. <sup>16</sup> As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. <sup>17</sup> And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."</p> | <p><sup>13</sup> Then Jesus came from Galilee to the Jordan to John, to be baptized by him. <sup>14</sup> John would have prevented him, saying, "I need to be baptized by you, and do you come to me?" <sup>15</sup> But Jesus answered him, "Let it be so now; for thus it is fitting for us to fulfil all righteousness." Then he consented. <sup>16</sup> And when Jesus was baptized, he went up immediately from the water, and behold, the heavens were opened and he saw the Spirit of God descending like a dove, and alighting on him; <sup>17</sup> and lo, a voice from heaven, saying, "This is my beloved Son, with whom I am well pleased."</p> |

(AO1)

[5]

**(b) Explain why John is an important person in Matthew’s Gospel.**

**Target: Knowledge and understanding of the importance of John the Baptist.**

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

Answers may include:

- John’s role was to announce the Messiah and to prepare the way for Jesus. He was fulfilling the prophecy in Isaiah “Prepare a road for the Lord, make a straight path for him to travel”.
- He baptised Jesus and that was an important event, because it meant Jesus was now ready to begin his ministry.
- John was outspoken and he challenged the religious leaders and the crowds who came to the Lord to repent and be baptised.
- Matthew believed that John was just like the prophet Elijah, and the Jewish nation believed that a “second Elijah” would precede the Messiah. For Matthew, John the Baptist was this “second Elijah”.
- Matthew’s gospel was mainly for a Jewish audience and his reference to the Old Testament in the story about John the Baptist would help his audience realise that Jesus was indeed the long-awaited Messiah.

Accept valid alternatives  
(AO1)

[5]

- (c) “Christians should speak out and challenge the lifestyles of other people.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s Gospel in your answer.

**Target: Analysis and evaluation of the need to challenge the lifestyles of others.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, Christians need to challenge the lifestyles of others:

- In challenging the lifestyles of others, they are following in the footsteps of the Old Testament prophets, John the Baptist and Jesus.
- In challenging the way people live, Christians want to guide others to look at their lives, realise the faults that exist, repent of these and make a commitment to follow Jesus.
- They are concerned that people are ruining their lives by the activities they are involved in (e.g. use of drugs, gambling, illegal activities) and the damage they are doing to themselves and their loved ones. They do not want to see them hurt and in trouble and so they talk to them about the issues which are causing concern. Their action is based on “loving your neighbour”.
- Jesus’ ministry was about challenging lifestyles and that can be seen in the Sermon on the Mount, when he brought a new dimension to anger, revenge, love of enemies and religious observances.
- Church leaders may challenge their churches through sermons to think about Christian matters.

On the other hand, Christians should not challenge the lifestyles of other people:

- Christians need to look at their own lives and how they are serving God, before they comment on the lifestyles of others.
- Christians should not appear to be judging others as they may not know the full circumstances and situation and a challenging attitude may do more harm than good.
- People may resent someone else challenging their lifestyle and it leads to friction and ill feeling.
- Christians need to approach the issue with sensitivity and understanding.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





*Rewarding Learning*

**General Certificate of Secondary Education  
2022**

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# **Religious Studies**

Paper 5

Christianity through a Study of  
the Gospel of Mark

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## Jesus the miracle worker

### (a) Retell the story of Jesus' healing a paralysed man.

**Target: Knowledge of Jesus' healing a paralysed man (Mark 2:1-12).**

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

| Mark 2:1-12  |  |  |
|--|--|--|
| GNB  | NIV  | RSV  |
| <p>A few days later Jesus went back to Capernaum, and the news spread that he was at home. <sup>2</sup> So many people came together that there was no room left, not even out in front of the door. Jesus was preaching the message to them <sup>3</sup> when four men arrived, carrying a paralyzed man to Jesus. <sup>4</sup> Because of the crowd, however, they could not get the man to him. So they made a hole in the roof right above the place where Jesus was. When they had made an opening, they let the man down, lying on his mat. <sup>5</sup> Seeing how much faith they had, Jesus said to the paralyzed man, "My son, your sins are forgiven." <sup>6</sup> Some teachers of the Law who were sitting there thought to themselves, <sup>7</sup> "How does he dare talk like this? This is blasphemy! God is the only one who can forgive sins!" <sup>8</sup> At once Jesus knew what they were thinking, so he said to them, "Why do you think such</p> | <p>A few days later, when Jesus again entered Capernaum, the people heard that he had come home. <sup>2</sup> They gathered in such large numbers that there was no room left, not even outside the door, and he preached the word to them. <sup>3</sup> Some men came, bringing to him a paralyzed man, carried by four of them. <sup>4</sup> Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on. <sup>5</sup> When Jesus saw their faith, he said to the paralyzed man, "Son, your sins are forgiven." <sup>6</sup> Now some teachers of the law were sitting there, thinking to themselves, <sup>7</sup> "Why does this fellow talk like that? He's blaspheming! Who can forgive sins but God alone?" <sup>8</sup> Immediately Jesus knew in his spirit that this was what they were thinking in their hearts, and he said to</p> | <p>And when he returned to Caper'na-um after some days, it was reported that he was at home. <sup>2</sup> And many were gathered together, so that there was no longer room for them, not even about the door; and he was preaching the word to them. <sup>3</sup> And they came, bringing to him a paralytic carried by four men. <sup>4</sup> And when they could not get near him because of the crowd, they removed the roof above him; and when they had made an opening, they let down the pallet on which the paralytic lay. <sup>5</sup> And when Jesus saw their faith, he said to the paralytic, "My son, your sins are forgiven." <sup>6</sup> Now some of the scribes were sitting there, questioning in their hearts, <sup>7</sup> "Why does this man speak thus? It is blasphemy! Who can forgive sins but God alone?" <sup>8</sup> And immediately Jesus, perceiving in his spirit that they thus questioned within themselves, said to</p> |

|  |  |  |
|--|--|--|
| <p>things? <sup>9</sup> Is it easier to say to this paralyzed man, ‘Your sins are forgiven,’ or to say, ‘Get up, pick up your mat, and walk’? <sup>10</sup> I will prove to you, then, that the Son of Man has authority on earth to forgive sins.” So he said to the paralyzed man, <sup>11</sup> “I tell you, get up, pick up your mat, and go home!” <sup>12</sup> While they all watched, the man got up, picked up his mat, and hurried away. They were all completely amazed and praised God, saying, “We have never seen anything like this!”</p> | <p>them, “Why are you thinking these things? <sup>9</sup> Which is easier: to say to this paralyzed man, ‘Your sins are forgiven,’ or to say, ‘Get up, take your mat and walk’? <sup>10</sup> But I want you to know that the Son of Man has authority on earth to forgive sins.” So he said to the man, <sup>11</sup> “I tell you, get up, take your mat and go home.” <sup>12</sup> He got up, took his mat and walked out in full view of them all. This amazed everyone and they praised God, saying, “We have never seen anything like this!”</p> | <p>them, “Why do you question thus in your hearts? <sup>9</sup> Which is easier, to say to the paralytic, ‘Your sins are forgiven,’ or to say, ‘Rise, take up your pallet and walk’? <sup>10</sup> But that you may know that the Son of man has authority on earth to forgive sins”—he said to the paralytic— <sup>11</sup> “I say to you, rise, take up your pallet and go home.” <sup>12</sup> And he rose, and immediately took up the pallet and went out before them all; so that they were all amazed and glorified God, saying, “We never saw anything like this!”</p> |
|--|--|--|

(AO1)

[5]

**(b) What do the healing miracles tell us about Jesus?**

**Target: Knowledge and understanding of what the healing miracles tell us about Jesus.**

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

Answers may include:

- Jesus shows he is Son of Man when he heals the paralysed man and that he has power to forgive sins.
- Jesus is identified as being all powerful when he raises a sick child from the dead (Jairus' daughter).
- Jesus shows compassion and love when he heals the sick e.g. the woman with a haemorrhage.
- He was prepared to help anyone regardless of gender, creed or nationality e.g. the Syro-Phoenician woman's daughter.
- He was prepared to put the needs of the sick before religious regulations, e.g. healing on the Sabbath.

Accept valid alternatives  
(AO1)

[5]

- (c) “Anything is possible for those who have faith.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view. You should refer to Mark’s Gospel in your answer.

**Target: Analysis and evaluation of the role and importance of faith.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, anything is possible for those who have faith:

- In Mark's gospel people who showed faith were healed, e.g. Jairus' daughter, the woman with a haemorrhage.
- Faith is about having trust. For example, trust in God or trust in medical staff.
- Prayer can strengthen a person's faith allowing miracles to happen.
- Miracles continue to happen to people with faith in modern times e.g. Floribeth Mora Diaz.

On the other hand, faith may not be as important as some people claim:

- Some of Jesus' miracles happened without evidence of faith e.g. the man with a paralysed hand.
- Many people find it hard to have faith and require proof before they believe.
- Sometimes miracles have to happen first before people believe. Miracles strengthen faith.
- People today believe that miracles are just good luck or coincidence.
- Some may become disheartened when they show faith and pray for miracles and yet nothing happens. People can become discouraged when prayers are unanswered.
- Many Christians believe miracles are possible, but they cannot be expected. Having lots of faith does not mean miracles always happen.

Accept valid alternatives  
(AO2)

[10]

**Total 20**



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2022**

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# **Religious Studies**

Paper 6

An Introduction to Christian Ethics

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## Matters of Life and Death

(a) Describe some of the decisions to be made when facing an unwanted pregnancy.

**Target: Knowledge of some of the choices that could be made in the case of an unwanted pregnancy.**

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

Answers may include:

- The girl or woman concerned might consider having an abortion. In most circumstances, this will not be available in Northern Ireland and will involve travelling to mainland UK. The thoughts of a partner, if appropriate, may need to be taken into account, as will moral or religious views.
- Another decision could be to continue with the pregnancy and have the child adopted. The girl or woman involved would need to consider whether this could interfere with work or education.
- An option might be to accept the pregnancy, even though originally unwanted. Parenthood may not be planned, but it could be the best decision, either raising the child as a single parent or with the assistance of a partner.
- Further decisions will need to be made about where the mother will live and whether there will be family support available. Child care arrangements will need to be thought about, especially if it is necessary to continue with work or education.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain why some Christians are against abortion.**

**Target: Knowledge and understanding of the Christian arguments against abortion.**

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

Answers may include:

- Abortion involves the deliberate removal and destruction of the foetus, which for many people is the same as killing a human baby.
- Abortion goes against Christian teachings about respect for human life.
- Human life begins at the moment of conception. Candidates may use relevant Bible references to support this argument, e.g. Luke 1:39–44; Psalm 139:13–16(a).
- Abortion is seen by some as a denial of human rights to the weakest and most vulnerable human beings, which is not desirable for society as a whole.
- It can be argued that free access to abortion can lead to carelessness with contraception and an increase in sex outside a stable married relationship.

Accept valid alternatives  
(AO1)

[5]

- (c) “Northern Ireland should have the same abortion laws as the rest of the UK.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view. You should refer to Christian teaching in your answer.

**Target: Analysis and evaluation of the appropriateness of abortion legislation in NI and the rest of the UK.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, it is only right that NI has the same abortion laws as the rest of the UK:

- Not all churches are totally opposed to abortion and would accept it might be the best option for ‘hard cases’ such as foetal abnormality, risk to the mother or in the case of rape.
- Northern Ireland is part of the UK and people living here receive NHS treatment. Therefore, it would be unfair on women living here if they did not have the same access to a safe and free abortion in their local hospital.
- If abortion wasn’t permitted, the law would be undermined anyway, as women and girls would travel to England for an abortion. This is discriminatory as only those with the money to travel and pay for a private clinic can take this option.

On the other hand, NI should be exempt from laws permitting abortion:

- Northern Ireland is still predominantly a Christian society. As abortion goes against Christian principles, our laws should not permit abortion to take place. Candidates may refer to the teaching of specific Christian churches on abortion or relevant Bible texts, e.g. Jeremiah 1:1–5.
- The 1967 Abortion Act has received numerous criticisms since it was introduced and many people would be unhappy about the same laws being introduced here.
- Some would argue that it is too easy to get an abortion on the grounds of potential damage to mental health, while others say there should be abortion on demand, without the consent of two doctors.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





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2022**

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# **Religious Studies**

Paper 7

An Introduction to  
Philosophy of Religion

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## The Existence of God

(a) Outline the argument for the existence of God from religious experience.

**Target: Knowledge of the argument for the existence of God from religious experience.**

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

Answers may include:

- The argument asserts that it is only possible to experience that which exists.
- People experience God in a variety of ways e.g. miracles, answered prayer, visions, etc.
- If people experience God, there must be a God. Swinburne argued that people should not be suspicious of the accounts given by people who have claimed that they have experienced God.
- Therefore, humanity's experience of the Divine 'proves' God exists.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain how the argument from religious experience may be challenged.**

**Target: Knowledge and understanding of the weaknesses of the argument from religious experience.**

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

Answers may include:

- The argument at best only provides supporting evidence for the existence of God.
- Atheism challenges this argument, noting that religious experiences are very subjective and are open to interpretation.
- Not all religious experiences are verifiable, and some can be explained e.g. visions are really hallucinations.
- Different traditions may experience God in very different ways, can they all be true?
- Specific religious experiences/testimony may be explored.

Accept valid alternatives  
(AO1)

[5]

**(c) “It is important to convince atheists of the existence of God.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view.**

**Target: Analysis and evaluation of the importance of convincing atheists about the existence of God.**

| <b>Levels</b> | <b>Criteria</b>  | <b>Comments</b>   | <b>Marks</b> |
|---------------|--|---|--------------|
| 0             | Nothing relevant or worthy of credit   |   | 0            |
| Level 1       | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2          |
| Level 2       | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4          |
| Level 3       | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident.<br>Good use of specialist vocabulary.   | 5–6          |
| Level 4       | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure.<br>Very good use of specialist vocabulary.   | 7–8          |
| Level 5       | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10         |

Answers may include:

On the one hand, it is important to convince atheists that God exists:

- Evangelism and conversion of non-believers is strongly promoted in many religions.
- Time and energy have been spent by theists in providing 'proofs' for the existence of God and atheists should be made aware of these to make an informed decision about God's existence.
- It is important to provide rational evidence for the existence of God for non-believers.
- Many feel that conversion from atheism to theism is a prerequisite of salvation.

On the other hand, it is not important to convince atheists about the existence of God:

- Atheists would see all attempts at conversion as arrogant and fruitless.
- The 'proofs' are often directed at theists to support their faith rather than for atheists.
- Ultimately belief is a personal issue, atheists do not wish to be converted and this must be respected.
- Those who don't believe are unlikely to access and reflect on theistic proofs.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





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# **Religious Studies**

Paper 8

Islam

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## Sacred writings

(a) Describe how the Qur'an was revealed to Muhammad.

**Target: Knowledge of how the Qur'an was revealed to Muhammad.**

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

Answers may include:

- God's revelation of the Qur'an through the Angel Gabriel.
- Reference to the call of Muhammad on Mount Hira.
- Muhammad passed on the words he heard from God; these words were written down and later used to compile the Qur'an.
- Often, Muhammad entered a trance-like state, showing the divine nature of the revelation.
- The whole process took over twenty years, with numerous visitations to the prophet Muhammad by the Angel Gabriel.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain the difference between the Qur'an and Sharia law.**

**Target: Knowledge and understanding of the differences between the Qur'an and Sharia law.**

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

Answers may include:

- The Qur'an contains the actual words of God; therefore it is infallible.
- God directly revealed the Qur'an.
- The Qur'an was revealed to Muhammad.
- Sharia is the code of behaviour to be followed by a Muslim.
- Sharia draws on the Qur'an, the Hadith and local laws.
- Sharia applies the insights of the Qur'an to new situations.
- There are different schools of law.

Accept valid alternatives  
(AO1)

[5]

**(c) “Sacred books are written by men and women and not by God.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view. You should refer to Islam in your answer. (10)**

**Target: Analysis and evaluation of how and by whom sacred books were written.**

| <b>Levels</b> | <b>Criteria</b>  | <b>Comments</b>   | <b>Marks</b> |
|---------------|--|---|--------------|
| 0             | Nothing relevant or worthy of credit   |   | 0            |
| Level 1       | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2          |
| Level 2       | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4          |
| Level 3       | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6          |
| Level 4       | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8          |
| Level 5       | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10         |

Answers may include:

On the one hand, sacred books were written by humans:

- Sacred books are human products and reflect human thinking.
- Apparent inconsistencies in texts can suggest human error.
- It is arrogant to think that God communicates directly with people.

On the other hand, God has influenced the authors of the sacred books:

- The experience of Muhammad in the cave on Mount Hira, when the Qur'an was initially revealed to him, shows that for Muslims, the Qur'an is the direct word of God.
- God can speak through individuals e.g. Muhammad.
- God can communicate with individuals through angels, for example.
- The texts have stood the test of time e.g. The Qur'an.
- Many individuals testify to the uniqueness of the text in how it relates to their life/speaks to them e.g. The Qur'an.

Accept valid alternatives  
(AO2)

[10]

**Total 20**





*Rewarding Learning*

**General Certificate of Secondary Education  
2022**

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# **Religious Studies**

Paper 9

Judaism

**[CODE]**

**SPECIMEN**

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**MARK SCHEME**

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## Sacred writings

(a) Describe what Jews believe about the Mishnah.

**Target: Knowledge of the nature of the Mishnah.**

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

Answers may include:

- The Mishnah is the oral law in Judaism, as opposed to the written Torah, or the Mosaic Law.
- The Mishnah was collected and committed to writing about AD 200 and forms part of the Talmud.
- Judah the Prince is accredited with compiling the Mishnah.
- Teaching within the Mishnah is called a midrash.
- There are six divisions of materials.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain the significance of the Talmud for Jews.**

**Target: Knowledge and understanding of the significance of the Talmud.**

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

Answers may include:

- The Talmud comprises of Mishnah and the Gemara (which is the record of the rabbinic discussions of the material in the Mishnah).
- The Talmud is the source from which the code of Jewish Halakhah (law) is derived.
- The Talmud communicates ultimate truth – truth about God, truth about the world, and most important, truth about how God wants the holy community of Israel to live.
- The Talmud provides a detailed guide as to how Jews should live.

Accept valid alternatives  
(AO1)

[5]

- (c) “The most important religious teaching is to love your neighbour.” Do you agree or disagree? Given reasons for your answer showing that you have considered different points of view. You should refer to Judaism in your answer.**

**Target: Analysis and evaluation of the religious teaching to love your neighbour.**

| Levels  | Criteria   | Comments  | Marks |
|---------|--|---|-------|
| 0       | Nothing relevant or worthy of credit   |   | 0     |
| Level 1 | Opinion supported which may be by one or two simple reasons.   | The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure.<br>Basic use of specialist vocabulary.  | 1–2   |
| Level 2 | Opinion supported by two simple reasons with one developed.  | The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure.<br>Limited use of specialist vocabulary.  | 3–4   |
| Level 3 | Opinion supported by two developed reasons with reference to religion.   | A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.  | 5–6   |
| Level 4 | Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.   | Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.  | 7–8   |
| Level 5 | A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively. | The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary. | 9–10  |

Answers may include:

On the one hand, love your neighbour is the most important religious teaching:

- Religion should be focused on helping others.
- Religion is about serving other people and putting their interests before your own.
- “Love your neighbour as yourself” is an important teaching from the Book of Leviticus (19:18).

On the other hand, love your neighbour is not the most important religious teaching:

- In Judaism, it may be argued that the most important religious teaching is that God is one, or that God established a covenant with the Jews.
- Discussion of other religious teachings that may be considered to be more important e.g. the 10 Commandments.
- You do not have to be religious to believe you should love your neighbour.

Accept valid alternatives  
(AO2)

[10]

**Total 20**