

**GCSE
RELIGIOUS STUDIES A
8062/13**

Paper 1: Christianity

Mark scheme

June 2024

Version: 1.0 Final



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

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

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being creditworthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

Themes papers guidance (Specification A and Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The mark scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- example or evidence
- reference to different views
- detailed information.

1-mark multiple-choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2-mark short-answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances:

- **award for the first two answers only, wherever they appear**
- if a student gives more than one answer on the first line and another answer/other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored
- if on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer
- if the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it
- however, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

4 and 5-mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12-mark answer questions

The 12-mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

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

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

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate. 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	0

Christianity: Beliefs

0 1 . 1

Which one of the following is not a Christian belief about the nature of God?

[1 mark]

- A Just**
- B Loving**
- C Omnipotent**
- D Sinful**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: **D Sinful**

0 1 . 2

Give two Christian beliefs about salvation.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

‘Salvation’ means to be saved / from sin / from death / from other consequences such as being sent to hell / it means to have eternal life with God / to be forgiven after repentance / it allows for a fresh start after forgiveness / after atonement / it can come about through having faith in God / by following God’s commands / through God’s grace / through God’s law / by faith in Jesus / through good works / salvation through Jesus’ death on the cross / and his resurrection from death / it is available to all / one has to accept Jesus to receive it / received through baptism / to be born again / from the Holy Spirit / to enter the kingdom of God / to enter heaven / it proves God’s love for humanity, etc.

0 1 . 3

Explain two ways in which belief in Jesus' Ascension influences Christians today.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies.

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation' the 'influence' of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

- Jesus' ascension pictures him as being taken 'up' to heaven / so some Christians might be influenced to think of heaven as being literally up in the sky.
- Some might be influenced to believe that like the disciples, following God's commands / will allow them also to enter heaven and be with God when they die / proves to them that heaven exists.
- Jesus was apparently in physical form during the ascension / so some will be influenced to understand life after death as being in a physical form / to believe in a bodily resurrection.
- The ascension shows that Jesus is with God / so some will be influenced to believe that the ascension was the event that led to the coming of the Holy Spirit.
- Jesus has gone up to heaven and is now with God judging humanity / interceding for humanity / so some are influenced to live a morally-good life / pray for forgiveness of sins / do charity work / worship God / take the sacraments / evangelise / prepare for Jesus' return.
- As the disciples strain to see Jesus being ascended, two angels appear to the disciples (Acts 1:10-11) who foretell the return of Jesus / so some Christians will be influenced to believe in angels as messengers from God, etc.

0 1 . 4 Explain two Christian teachings about original sin.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
 Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
 Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- The doctrine of original sin was taught by the Church (St Augustine) / used by some Christians to explain why humans are born with an inherited guilt or tendency to sin against God / as an explanation for evil in the world / which links to the purpose of baptism for Christians.
- According to this teaching, the original human sin was that of disobedience / according to the Bible (Genesis 3) Adam and Eve disobeyed God’s instruction not to eat the fruit of the tree of the knowledge of good and evil / due to God’s gift of free-will.
- In the story, Adam and Eve disobeyed God because of the cunning of the crafty serpent / later Christian teachings identify the serpent as Satan.
- Adam and Eve in the story are the first human pair / the ‘fruit’ of the tree may refer to sexual awareness / which is shared by all humans / since all humans descend from Adam and Eve.
- The story of the original sin of Adam and Eve teaches that death entered the world as a punishment from God / as well as other forms of divine punishment, as outlined in the story / and only Jesus can save from death as the source of salvation / through his atonement on the cross.
- Since the doctrine teaches that the original sin was one of disobedience / humans are required to obey God’s laws and teachings in return for personal forgiveness and salvation from their sins, together with the gift of eternal life, etc.

Sources of authority might include:

‘But of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall surely die.’ (Genesis 2:17)

‘All have sinned and fall short of the glory of God.’ (Romans 3:23)

‘The wages of sin is death, but the true gift of God is eternal life in Christ Jesus our Lord.’ (Romans 6:23)

‘The mind that is set on flesh is hostile to God because it does not submit to God’s law – and indeed it cannot.’ (Romans 8:7)

‘If we say we have no sin, we deceive ourselves, and the truth is not in us.’ (1 John 1:10)

‘For as in Adam all die, so in Christ all will be made alive.’ (1 Corinthians 15:22)

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5 ‘The Resurrection of Jesus is the most important belief in Christianity.’

Evaluate this statement.

In your answer you should:

- refer to **Christian teaching**
- give **reasoned arguments to support this statement**
- give **reasoned arguments to support a different point of view**
- reach a **justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Christians celebrate Easter because it celebrates Jesus’ resurrection from the dead / death is perhaps the most feared event for most humans, so if Jesus overcame death through being resurrected by God, then Christians have no need to fear death, making it the most important belief / all Christians therefore are given the hope of resurrection if they accept Jesus.
- If Jesus was resurrected, this proves to his followers that he was the son of God / God’s son could survive death, bringing the promise of eternal life.
- Resurrection saves Christians from their sins, because as St Paul says: ‘... I handed on to you as of first importance what I in turn had received: that Christ died for our sins in accordance with the scriptures.’ (1 Corinthians 15:3) / Paul goes on to list the reasons why he was sure of this, for example that Jesus’ burial and his being raised on the third day were in accordance with the

scriptures / further, he appeared to Cephas and then to the twelve, then to more than 500 at one time, then to Paul himself / Paul is clear that for him, this is a proof of Jesus' resurrection as the most important part of his own belief / because if there is no resurrection of the dead, then Christ has not been raised and his preaching and their faith are in vain (1 Corinthians 15:13-14).

- Paul goes on to argue that if the resurrection is not true, then Jesus' other promises are not true / 'If the dead are not raised, then Christ has not been raised / and if Christ has not been raised, your faith is futile' (because they are still in their sins) / moreover those who have died believing in Christ have simply 'perished'. (1 Corinthians 15:16-18).
- Without the resurrection there can be no Church / because the Church would have been founded on false beliefs / for example there can have been no 'great commission' before the Ascension, since Jesus would not have been alive to command it / in other words, if belief in Jesus' resurrection is undermined, then Christianity as a whole is false / so Jesus' resurrection is true.
- If there is no resurrection, the human condition will remain such that there would be no vindication or hope for those who suffer from disease, famine, war or other evils / as the resurrection confirms the all-powerful nature of God / belief in Jesus' resurrection is therefore justified on many different grounds, etc.

Arguments in support of other views

- To be the most important Christian belief, belief in Jesus' resurrection needs to be compared with other important beliefs / for example Jesus' crucifixion / many Christians believe that during the crucifixion, Jesus suffered terrible pain and death / so that humans who suffer can take comfort in knowing that Jesus shared human pain / moreover without Jesus' crucifixion there could have been no resurrection / Jesus was dead, so belief in the crucifixion as part of Jesus' passion is as important as belief in the resurrection / they are two aspects of one event.
- Some might view the belief that God created the world and how Jesus is sent into the world as the most important / as the Incarnation of God / and view his ongoing interaction with the world as proof of God's immanence and love for creation as a more powerful belief / including how God sends the Holy Spirit at Pentecost.
- Some might argue that Jesus' miracles of healing and miracles over nature are the most important Christian belief, since they show that Jesus can heal the worst diseases of the body and mind / some might refer to Jesus' raising from the dead of Jairus' daughter and of Lazarus, proving his divine authority.
- Others might argue that the main value of Christianity is in its moral teachings and not in its beliefs about the resurrection of Jesus / for example Jesus taught the Christian virtues of compassion and agapeic love for others / and these might be illustrated from his parables / for example the parable of the Good Samaritan, which illustrates how people should show love to everyone.
- Some might therefore argue that the most important Christian belief is the Christian way of life / as opposed to any basic belief in Jesus' resurrection / since Christian principles are important whether or not Jesus rose from the dead / faith must be accompanied by works (Paul).
- Christians have different beliefs about whether resurrection would be of the body or the soul / such uncertainty might lead some to focus on Christian values and doing good actions than on this Christian belief.
- Some might argue that 'the most important Christian belief cannot be defined / or that Christian beliefs form an interlocking whole / in which the package of beliefs is more important than any single belief, etc.

Christianity: Practices

0 2 . 1

Which one of the following may be used in the celebration of Easter?

[1 mark]

- A Advent Procession
- B Carol service
- C Model of the empty tomb
- D Nativity scene

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: **C** Model of the empty tomb

0 2 . 2

Give two different forms of private worship.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Praying / praising God on their own / meditating / studying the Bible / using the rosary / using an icon / saying a prayer of thanks before a meal / singing hymns alone / speaking alone in tongues / other forms of worship carried out by one person, etc.

0 2 . 3 Explain two contrasting reasons why Christians go on a pilgrimage.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting reason

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting reason

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different reasons.

If similar reasons are given, only **one** of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited:

- Some go on a pilgrimage to strengthen their faith / to become closer to God or Jesus / others may go on a pilgrimage to know more about famous Christians who in the past have inspired others in the faith / for example St Bernadette at Lourdes / St Columba at Iona.
- Some go on a pilgrimage to experience healing of the mind and/or the body / for example some go to Lourdes, where Mary the mother of Jesus is believed to have told Bernadette to dig for a spring of water which was found to have healing properties / many go there now in the hope of a spiritual or bodily miracle of healing / others will go on a pilgrimage to make a long stay at a pilgrimage site to meet up with other Christians / in order to discuss and broaden their faith.
- Some go to a specific pilgrimage centre in order to experience the particular Christian way of life / for example they might go to Iona to experience living in a manner similar to the life of Jesus and his disciples and followers / based for example on prayer and meditation / Iona has residential centres where Christians can live together and develop their faith / others will go on a pilgrimage in order to meet Christians from other denominations / so that they can broaden their understanding of the Christian religion.
- Some go on a pilgrimage because they wish to feel cleansed from their sins / in order to feel at peace with God / to be in a contemplative and peaceful environment, perhaps in silence / such as in Iona / others might go on a pilgrimage because they feel it is a Christian duty / for example by going to Jerusalem to walk the stations of the cross / some go on pilgrimage to help others to experience pilgrimage / as an act of service to others, etc.

0 2 . 4 Explain two reasons why Christians work to bring about Church growth.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First reason

Simple explanation of a relevant and accurate reason – 1 mark
 Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
 Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- One reason why Christians work to bring about Church growth is that it was commanded by Jesus / in the Great Commission (Luke 24:36-53) / where Jesus told his disciples that repentance and forgiveness of sins should be preached in Christ’s name to all nations / in other words, the Church must grow to encompass all nations / as a direct command from Jesus, this has to be obeyed.
- Jesus continues the Great Commission by saying: ‘And behold, I send the promise of my Father upon you; but stay in the city, until you are clothed with power from on high’ (Luke 24:49) / This ‘power’ is explained by Acts 2:1-4 / probably written also by Luke / describing how the disciples received the gift of the Holy Spirit / Jesus is in effect saying that those who take up the Great Commission are given power of the Spirit from God to convert people to Christianity.
- Jesus was explaining that it is not enough for Christians simply to believe in Jesus / they have a responsibility to encourage believers to become disciples / meaning those who will actively promote Christian teachings and Church growth / this has to happen in all time and places, including the present.
- If the Church today does not grow, it cannot survive / the Church has suffered persecution since its beginnings / for example from the Roman authorities / and although the Church is still growing in some parts of the world, it is declining in others.
- Some Christians believe that those who are not Christians will not gain eternal life with God / so they work hard to save people and bring more people into the churches / into the body of Christ / in order that they may be with God eternally / eg Reinhard Bonnke has led evangelical missions in different parts of the world / training evangelists / working on a sound financial basis / believing that each Christian has the responsibility to bring the message of Jesus to all nations / for example using many different technologies / to bring about conversion.
- The Church is still being persecuted in some parts of the world / so Church growth has to be developed and sustained wherever possible / the more Christians there are, the safer Christians will be, worldwide.
- Some Christians believe they should spread Christian values and Jesus’ message of ‘love your neighbour’ (Mark 12:31) / out of love, duty, or devotion / making the world a better place, etc.

Sources of authority might include:

‘Thus it is written, that the Christ should suffer and on the third day rise from the dead, and that repentance and forgiveness of sins should be preached in his name to all nations, beginning from Jerusalem.’ (Luke 24:46-47)

‘... We are to grow up in every way to him who is the head, into Christ, from whom the whole body, joined and held together by every joint with which it is equipped, when each part is working properly, makes the body grow so that it builds itself up in love.’ (Ephesians 4:15-16)

‘And he said to them, “Go into all the world and proclaim the good news to the whole creation. The one who believes and is baptised will be saved; but the one who does not believe will be condemned”.’ (Mark 16:15-16)

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5 ‘The celebration of Holy Communion / Eucharist is the most important part of Christian worship.’

Evaluate this statement.

In your answer you should:

- refer to **Christian teaching**
- give **reasoned arguments to support this statement**
- give **reasoned arguments to support a different point of view**
- reach a **justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Holy Communion/Eucharist is the most important part of Christian worship because it is understood in some churches as a sacrament / a visible symbol of God’s reality / where bread and wine become the body and blood of Jesus / a holy ritual authorised by Jesus / and seen as imparting divine grace.
- Holy Communion/Eucharist is commanded by Jesus / ‘take ...eat...drink’ (Matthew 26:26-28) / so most Christians accept these as commands they must obey / and which must be kept at the forefront of worship.
- An important result of following these commands is that people’s sins are forgiven / and since it is sin that can cause eternal separation from God / Holy Communion/Eucharist reminds Christian worshippers of the rewards of obedience / they are shown a door to eternal life with God (John

6:53-58) / celebrating Holy Communion/Eucharist therefore includes being delivered from the fear of death itself.

- Christians believe that the service of Holy Communion/Eucharist thanks God for sending Jesus as the sacrificial lamb / to save people from sin and death / for many Christians this is the most important part of their worship, since it changes their attitude to the pain and suffering they may endure in this life.
- Holy Communion/Eucharist remembers and re-enacts Jesus' sacrificial death on the cross for the forgiveness of sins / eg 1 Corinthians 11: 'The Lord Jesus on the night he was betrayed took bread, and when he had given thanks he broke it, and said, "This is my body which is for you. Do this in remembrance of me." In the same way also he took the cup, after supper, saying, "This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me." For as often as you eat this bread and drink the cup, you proclaim the Lord's death until he comes.' (1 Corinthians 11:23-26) / Christians aim to carry out this command until Jesus comes again at the end of time / which shows the importance of Holy Communion/Eucharist in unifying Christian worship.
- For many worshippers, the re-enactment of the Last Supper is itself a proof of the primary importance of Holy Communion/Eucharist in Christian worship / through Holy Communion/Eucharist many believe that God is within the world / immanent and personal / and can be experienced through prayer.
- In some denominations, Holy Communion/Eucharist is an important rite of passage which helps define a Christian as a believer / demonstrates a commitment to the Church, etc.

Arguments in support of other views

- Some will argue that other forms of Christian worship such as liturgical / non-liturgical / public / private / are more important than Holy Communion/Eucharist. This is mainly because the Christian practice of Holy Communion/Eucharist can be understood in different ways / for example, some Christians believe that the bread and wine in the communion service represent Jesus' body and blood, whereas Roman Catholics, for example, believe that the bread and wine become the actual body and blood of Jesus through transubstantiation / so some Christians will believe that other parts of worship may be equally important.
- Further, some Christians do not celebrate Holy Communion/Eucharist, eg the Salvation Army / also Quakers, who question why some practices should be seen as sacred and others not / just as Christian worship varies between different churches and groups / so the most important part of Christian worship will vary naturally between churches, groups and individuals / so that one part of worship is not seen as necessarily more or less important than others.
- Some will argue that celebrating Holy Communion/Eucharist is only one part of Christian worship / and that it is less important than worshipping simply through faith in God / following Jesus' example of healing people through the faith of the person concerned / eg the healing of Jairus' daughter / 'Daughter, your faith has made you well' (Mark 5:34).
- Others might focus on worshipping God through good works / on the grounds that 'faith itself, if it has no works, is dead' (James 2:17) / alternatively, many Baptist churches teach that individuals are accountable to God, and that salvation is by faith alone
- Jesus told people to 'Repent, for the kingdom of heaven is at hand' (Matthew 4:17), and followed this by preaching, teaching and healing throughout Galilee / so others might argue that Christian mission to bring others to salvation is the most important part of Christian worship / since more people are saved into God's kingdom / so Christian mission seeks to found new churches wherever possible.
- Others see prayer as the most important part of Christian worship / because it expresses thanks to God for his creation / asks God for help / offers prayers for those who are ill / can be incorporated into most other forms of worship / and brings the worshipper closer to God.
- Some Christians might view a number of sacraments as equally important / as each affirms different or complementary aspects of their Christian faith, etc.