



EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

Religious Education (6893)

Examination Report for 2023

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EGCSE RELIGIOUS EDUCATION**Paper 6893/01****General Comments**

There was an increase in the number of entries for this syllabus from 13777 in 2022 to 16458 in 2023. The overall performance of candidates showed a drastic decline. A number of candidates did not respond to some questions and a few did not attempt to answer all the 4 questions. Candidates achieved a wide range of marks with the highest obtaining 80 out of 80 and the lowest 00 out of 80. The majority of candidate were in the region of 20 and 30 marks.

It was noted that some candidates still bring religious information from other gospels and the Acts of the Apostles. Candidates should be trained to give the Lukan accounts of the life and ministry of Jesus. There were minimal rubric errors. However, there are some candidates who still present their responses in bullet form. This should be discouraged, and candidates should be encouraged to write in continuous form. It was also noted that candidates still draw additional lines for their responses. They should be trained to write on the spaces provided.

The importance of following instructions and command words cannot be overemphasised. There is still a need for teachers to teach candidates the meaning of the command words used in the syllabus so that they respond to questions as per the demand of the command words. Candidates should also be trained that the mark allocation and other additional guiding information per question should guide candidates on how many reasons to discuss.

Comments on Assessment Objectives**Assessment Objective A01: Knowledge and Understanding**

This cohort did not do well in assessment objective (a) (i). Those that attempted could not give a thorough, well developed and comprehensive accounts. Most of the accounts were not highly accurate and well- structured to secure upper levels. Several candidates failed to give accounts of certain Biblical passages. Some did not even attempt to answer questions on assessment objective (a) (i). There were those who gave wholly irrelevant responses.

Very few candidates demonstrated the high-level skills of understanding, analysis and interpretation. Most candidates could not demonstrate high order skills (understanding, analysis and interpretation) because they failed to give the account in (a) (i). Candidates should be trained to demonstrate understanding of the subject matter asked and give detailed explanation in order to score maximum marks. They should be trained to substantiate their arguments with relevant Biblical evidence. Some candidates could not differentiate between a question which required an analysis of character traits and that which required an analysis of lessons learnt.

Assessment Objective B: Evaluation

In this examination, some candidates demonstrated high level skill of evaluation. They were able to recognise the complexity of the religious issues raised and expressed opinions about different points of view. However, there is still a need to train candidates to argue using religious evidence and argument instead of being just general. It was noted that some still do not refer to the Biblical passage asked in (a)(i) hence they could not score level 4/8. Candidates should be encouraged to make use of (a) (i) Biblical passage since the evaluation question is usually based on the initial story. The need to train candidates to clearly take a stand and acknowledge the other point of view is still there. They should avoid 'I also think...' when acknowledging the other point of view. They can rather say, some people argue that... or on the other hand some may argue that... or on the contrary some say...

Comments on specific questions

Question 1

Few candidates made proper use of the picture source in answering question 1 hence they could not go beyond level 3. Some candidates wrote their answers well but failed to incorporate the source in their answer. Candidates should not just randomly use the expression '... as seen in the source...' without clearly stating exactly what is seen. For example, Jesus took him and healed him by stretching his hand above the head of the man with dropsy as seen in the source. Candidates must use the source in answering all three parts of the question.

(a) (i) Give an account of the miracle shown in the source. [6]

This part question was fairly done by some candidates. Candidates with high level responses gave an orderly account of the healing of man with dropsy including an appropriate use of the source. However, some failed to manipulate the source and ended up obtaining level 3. Others wrote about what they see in the source without adding new information and they were not able to go beyond level 1. Some low-level responses were completely irrelevant such as healing of the lepers, healing of the paralytic and the lame man by the beautiful gate.

Expected responses:

One Sabbath, Jesus went to dine at the house of a ruler who belonged to the Pharisees and they were watching him; There was a man before him who had dropsy; Jesus asked the lawyers and the Pharisees if it was lawful to heal on the Sabbath or not? But they were silent; He took him and healed him and let him go; Jesus said, 'Which one of you having a son or an ox that has fallen into a well, will not immediately pull him out on a Sabbath day'; They could not reply. (Luke 14: 1-6)

(ii) Explain two character traits of Jesus that can be drawn from the miracle shown in the source. [6]

This part question was well done by some candidates though some failed to manipulate the source and ended up getting level 3. Most candidates were able to explain the character traits of Jesus that can be drawn from the miracle. However, there were some who totally missed it because they gave a wholly irrelevant account in (a) (i). Candidates should be trained that when analysing one's character they should use the appropriate adjective and support it with Biblical evidence. It is also imperative that they should know the synonyms of the adjectives so that they do not use one twice. A majority used compassionate and caring as two different points, yet this means the same character trait.

Expected responses:

He has power over sickness (Omnipotent) - Jesus was able to heal the man with dropsy; **Had compassion** - He had mercy on the man with swollen body parts before him who never asked to be healed; **Brave** - He asked the Pharisees and lawyers who were custodians of the law if it was lawful to heal on the Sabbath; **Wise** - He asked if they could not pull out a son or an ox that had fallen into a well on the Sabbath.

(b) Do you think Jesus was right to heal the man with dropsy on a Sabbath? Give reasons for your answer and show you have thought about different points of view. [8]

This part question was fairly done. Candidates were able to display the evaluation skill by discussing why Jesus was right to heal the man with dropsy on the Sabbath. They were able to give personal responses that were fully supported by relevant discussion. However, some failed to refer to the source as part of their evidence and argument and they could not go beyond level 3.

Expected responses:

Yes

Human life is sacred - Jesus valued human life more than observing the law, thus he asked if they could not pull a son or an ox that has fallen into a well on the Sabbath; **The dining at the Pharisees house was a rare chance**- Jesus could not let the man continue to live with dropsy since he might not see him again; **Had power to heal**- Jesus had power over diseases, so why not heal the man. Besides, he came for those who were oppressed by diseases.

No

Healing was regarded as work - Jewish laws stipulated that no work should be done on the Sabbath; **Jesus was a Jew and a Rabbi** - he was well versed with the Jewish law and was supposed to be exemplary; **Possibility that this was a curse** - Jews believed that sickness is form of punishment.

Question 2

This question was not well done by a majority of candidates. Most could not remember the song of Simeon.

(a) (i) What did Simeon say when baby Jesus was dedicated in the Temple. [6]

This part question was poorly done. Most candidates could not remember the song of Simeon. Those that remembered gave generally underdeveloped responses. The responses lacked some specific details and substance hence they could not go beyond level 2. Most did not attempt to answer the question at all, leaving blank spaces while others provided a wholly irrelevant response, hence they scored level 0.

Expected response:

Lord, now lettest thou thy servant depart in peace according to your word; For mine eyes have seen thy salvation; Which have been prepared in the presence of all the peoples; A light for revelation to the Gentiles and glory to the people of Israel; And for a sign that is spoken against and a sword will pierce through your own soul also; For thoughts, out of many hearts may be revealed. (Luke 2: 29-35)

(ii) Explain the significance of what Simeon said during the dedication? [6]

Most candidates did not do well in this part question since they were not able to remember the song of Simeon asked in (a) (i). Some left blank spaces.

Expected responses:

It reveals the identity of Jesus - Jesus had come to bring salvation; **Jesus is a universal Messiah**- a light for revelation to the Gentiles and glory to the people of Israel; **It reveals Jesus' future suffering** - a sword will pierce through Mary's soul; **Jesus was pre-ordained** - he will be the salvation of all people and will suffer.

(b) Do you think dedication ceremonies are still relevant to Christians today? Give reasons for your answer and show you have thought about different points of view. [8]

This part question was not well done by some candidates even though they displayed the skill of evaluation by giving both points of view. Some did not understand the dedication ceremony and confused it with baptism. So, the argument they gave did not help to evaluate the material at all and they could not go beyond level 1. Those that attempted to evaluate the relevancy of dedication to Christians today could not argue that Jesus was dedicated to the Lord as a first born who opened his mother's womb on the day they met Simeon in the Temple hence, they could not go beyond level 3.

Expected responses:**Yes**

Christians should follow Jesus' footsteps who was also dedicated to the Lord; Children need God's blessing from a young age because during dedication they are blessed by the pastors; Fulfilment of scripture says consecrate to me every first-born male.

No

Dedication was a Jewish custom; In Jesus's teachings he never emphasized on dedicating children; Violation of children's rights.

Question 3

The performance of the candidates in this question was below average. Most candidates could not remember the warnings of John the Baptist to the multitudes, hence failed to give the correct lessons and relevant support for the evaluation question.

(i) Relate John the Baptist warnings to the multitudes that came to be the River Jordan.[6]

A majority of candidates failed to give John's warning to the multitudes by the River Jordan. Instead, some gave the mission of John as recorded by the Prophet Isaiah that he is the voice of one crying in the wilderness... Some gave the warnings to tax collectors and soldiers, yet the question strictly required warnings given to the multitudes only. They also included what John said when the people thought he were the Christ.

Expected response:

You brood of vipers; Who warned you to flee from the wrath to come? Bear fruits that befit repentance; And do not begin to say to yourselves, 'We have Abraham as our father; For I tell you God is able from these stones to raise up children to Abraham; Even now an axe is laid at every root of the trees; Every tree that does not bear good fruit is cut down and thrown into the fire'; He who has two coats, let him share with one who has none; And he who has food, let him do likewise. (Luke 3: 7-12)

(ii) Explain two lessons that can be learnt from John the Baptist warning to the multitudes.**[6]**

This part question was not well done by most candidates. Very few candidates were able to explain lessons that can be drawn from the warnings of John the Baptist. Instead, they analysed the character of John the Baptist hence they could not score marks.

Expected response:

There are consequences for sin - who warned to flee from the wrath to come; **Repentance must be accompanied by actions**- bear fruits that befit repentance; **Work for your salvation, it's not an**

inheritance - we have Abraham as our father, I tell you God is able from these stone to raise children to Abraham; **There's judgement for those who do not bear good fruits** - even now an axe is laid to the root of every tree that does not bear good fruits.

(b) Do you think John the Baptist warning is still relevant to Christians today? Give reasons for your answer and show you have thought about different points of view. [8]

A few who scored higher levels were able to justify their arguments but failed to incorporate the warnings of John the Baptist hence they could not go beyond level 3/6. Low level responses gave a descriptive response with no attempt to evaluate the relevancy of the warnings of John to Christians today hence they could not go beyond level 1.

Expected responses:

Yes

Christians should live a Christ like life - they should bear fruits of repentance like sharing food and clothes; **Judgement is imminent** - every tree that does not bear good fruits is cut down and thrown into the fire; The message promotes peace and integrity e.g. sharing of food and clothes.

No

John was addressing Jews - not relevant because most of today's Christians are Gentiles; **John's message was influenced by the political and socio-economic setting of Biblical Palestine** - a majority of the Jews were poor and so corruption was rife.

Question 4

The question was not well done by a majority of the candidates. Some gave a wrong account and this affected question **(a) (ii)** and **(b)**

(i) Give an account of Jesus' first trial before Pilate. [6]

This part question was poorly done by most candidates. Some gave an account of Jesus' trial before the Sanhedrin, some Jesus' trail before Herod while some gave an account of Jesus' second trial before Pilate. There were those who did not attempt to answer the question at all. Some candidates wrote about the temptations of Jesus in the wilderness.

Expected responses:

Jews accused him of perverting the nation; He opposed paying taxes to Caesar, claiming he was Christ the king; Pilate asked Jesus if he were the king of the Jews; Jesus said, "You have said so"; Pilate announced to the Chief Priest and the crowd that he found no crime in Jesus; They were adamant and said he stirs up people teaching them throughout Judea, from Galilee even up to this place; Pilate sent him back to Pilate. (Luke 23: 1-5)

(ii) Explain two lessons that can be learnt from Jesus' first trial before Pilate. [6]

This part question was poorly done by a number of candidates. Most candidates analysed the character of Jesus and Pilate instead of giving lessons learnt from Jesus' first trial before Pilate and could not score a point.

Expected responses:

In this incident, good triumphs over evil - the Sanhedrin wanted Pilate to sentence Jesus but he found no crime in Him; **Being steadfast even in trying times** - when Pilate asked him if he were the king of the Jews, he said, you said so; **Importance of referring matters to relevant structures** - when Pilate learnt that Jesus was from Herod's jurisdiction, he sent him back to Galilee.

(b) Do you think it was necessary for Jesus to go through trials? Give reasons for your answer and show you have thought about different points of view. [8]

This part was fairly done by a few candidates who justified their arguments by a well-supported argument and making reference to all the trails of Jesus. Low level responses gave a descriptive attempt and failed to evaluate the necessity of Jesus to go through the trials hence they could not go beyond level 1.

Expected responses:

Yes

They considered him blasphemous - he was accused of claiming to be the Son of God; **Fulfilment of prophecies**- it was prophesied that Jesus will suffer; **He has been charged of high treason** - he was accused of perverting the nation and they said he claimed to be the king of the Jews; **Everybody deserves a fair trial** - it was his right to be tried fairly just like any other citizen.

No

None of the charges laid against Jesus were true - e.g. he had not been blasphemous, he never perverted the nation, did not claim to be a political king of the Jews.

Conclusion

Candidates did not perform well compared to previous years. The low marks were due to the fact that some candidates left blank spaces. This should be discouraged.

Recommendations

It is recommended that:

- Candidates be made familiar with the meaning of the command words so that they will be able to understand the demand of the questions.
- Candidates read and understand questions and differentiate between a question that demands an analysis of one's character and those that demand lessons that can be drawn from a Biblical narrative.
- The mark allocation and other additional guiding information per question should guide candidates on how many reasons to discuss. If a question demands **two** reasons, candidates are expected to discuss two **not** three.
- Candidates should be encouraged to present their work neatly.

EGCSE RELIGIOUS EDUCATION

Paper 6893/02

General Comments

There has been an increase in the number of candidates who sat for the 2023 examination, from 13777-in 2022 to 16458 in 2023.

The overall performance of the candidates was not good, hence most candidates were scoring lower marks. The highest candidate obtained 76 marks out of 80 and the lowest obtained 00 marks. This year's exam had quite a sizable number of candidates who left some questions unanswered.

The Religious Education teachers are commended for their dedication and tireless effort in equipping candidates with the necessary skills to respond to the questions. However, it was noted with great concern that most candidates failed to use the source when responding to Question 1. This made it impossible for them to attain top level marks. Teachers are encouraged to teach learners all the necessary skills. Candidates should also be encouraged to attempt all questions and to read questions with understanding in order to avoid giving irrelevant responses.

It was also noted that some candidates brought religious information acquired from the Gospel of St Luke. Teachers should encourage learners to use information relevant to The Acts of the Apostles.

It is worth noting that most candidates managed to use the allocated time profitably. There were minimal rubric errors. Some candidates provided themselves with additional lines, an act which is not encouraged. Teachers are advised to give learners adequate practice on answering within the available spaces.

Comments on Assessment Objectives

AO 1: Knowledge and Understanding

There were some candidates who demonstrated a sound grasp of the material questioned. However, there were those who lacked applying the skills needed in knowledge and understanding based questions. Such candidates could not achieve full marks (6 marks).

Some candidates had good knowledge of key terms. However, in some cases misunderstanding of key terms became problematic which hindered achievement of full marks in these questions. For example, some candidates confused ascension with resurrection. Some candidates still confuse certain Bible accounts, which also lead to attainment of lower marks.

Candidates should be encouraged to follow the chronology of events in the knowledge questions and to substantiate their points with relevant details for understanding and interpretation of questions.

AO 2: Evaluation

A majority of candidates demonstrated fairly acceptable evaluation skills. They managed to offer more than one points of view and included Christian ideas as support. However, some of the candidates provided general arguments without referring to the question asked.

It is a concern that some candidates offered one sided argument. Worst cases were observed whereby candidates offered wholly irrelevant arguments, which made them attain level 1 marks. Others even left the questions unanswered, for this, they got level zero. It is of paramount importance to analyse the question thoroughly before offering an argument.

Candidates must ensure that they clearly articulate their stand. They should also ensure that they acknowledge other points of view without confusing them as their 'own' point of view as well. For example, "on the other hand, some people may argue that..." instead of "I also think that..."

Learners must also note that Religious Education Paper 2 is set on The Acts of the Apostles, as such their supportive details should come from within the context of the text.

Source Based Questions

Some candidates managed to make use of the source in question 1. However, there are those candidates who still have a challenge in attaining full marks because of their failure to manipulate the source in their responses. It is of great importance that students clearly analyse the source and use it appropriately in their responses. Candidates should not just randomly use the expression '... as seen in the source' without clearly stating what exactly they are seeing in the source. The source should also be used where it is applicable, not anywhere or anyhow. This improvement in exam technique could assist candidates secure the highest level (6 marks). It is necessary to use the source in all three-part questions.

Comments on specific questions**Question 1**

Generally, the question was fairly done. Some candidates were able to give an account of the events leading to Saul's escape in Damascus. However, some candidates confused the account with the one in the Gospel of St Luke, the healing of the paralytic thus giving a wholly irrelevant response. Others gave a narrative of what they see in the source without giving an account as per the requirement of the question. Most candidates failed to manipulate the source, yet this was a source based question.

Those who performed well were able to use the source in response to all three parts of the question.

- (a) (i) Give an account of the events in Damascus that led to the incident shown in the source. [6]**

This part of the question was fairly done. Candidates with high level responses managed to give an orderly account of the events leading to Saul's escape in Damascus. However, a majority of candidates did not perform well in this question. Some were giving an account of Saul's conversion which occurred

on his way to Damascus not in Damascus as per the requirement of the question. Some candidates confused the account with the healing of the paralytic from the Gospel of St Luke while others left blank spaces. Some candidates also failed to manipulate the source thus hindering them from attaining top level mark. Some candidates were just writing what they see in the source only without any additional information.

Expected responses:

Candidates were expected to give a chronological account of the events leading to Saul's disciples lowering him in a basket over the wall. These include: God's message to Ananias to go the house of Judas where he will find Saul; execution of the message, Ananias baptised Saul; Saul began to preach in Damascus; all who heard him were amazed and said, "Is this not the man who made havoc in Jerusalem of those who called on this name?"; the Jews plotted to kill him, but their plot became known to Saul; they were watching the gates day and night to kill him; but Saul's disciples took him by night and let him down over the wall, lowering him in a basket.

(ii) Explain the significance of the incident shown in the source. [6]

This part of the question was fairly done. Some candidates explained the significance of incidents that took place prior to the one shown in the source such as Saul's conversion and his persecution. Some candidates explained lessons drawn from the incident instead of its significance. Some candidates just listed the responses without explaining them. For top level, candidates were expected to manipulate the source in their responses.

Expected responses:

Protection of Saul's life - Jews wanted to kill Saul; **Led to the spread of the Gospel** - Gospel is now preached outside Jerusalem; **Reveals God's omnipotence or power**- God gave Saul's disciples the wisdom to rescue him.

(b) Do you think Saul's disciples made the right decision by taking the action shown in the source? Give reasons for your answer and show that you have thought about different points of view. [8]

This part question was fairly done. Most candidates gave both sides of the argument. Low level responses came from candidates who lacked knowledge of the account in (a) (i). Some candidates confused Saul's escape with his punishment (blindness) which occurred on his way to Damascus. Responses that did not have a stand could not attain maximum marks. Low level responses did not manipulate the source.

Level 4 responses included the use of the source.

Expected responses included, but not limited to:

Yes: Protecting or preserving Saul's life was to help in the spread of the Gospel; Saul deserved another chance in life so as to make amends for his past mistakes.

No: They should have demonstrated faith that God would protect Saul; Saul should have accepted that he would suffer for the sake of Jesus as stated in Acts 9:16.

Question 2

Generally, most candidates attempted this question well. They were able to score higher marks. However, some candidates confused the account of the ascension of Jesus with the resurrection of Jesus, there were candidates who confused it with the baptism and transfiguration of Jesus.

(a) (i) Give an account of the Ascension of Jesus. [6]

This part question was well done by most candidates. However, there are candidates who gave irrelevant accounts such as the resurrection of Jesus, the baptism of Jesus as well as the transfiguration. Some candidates also dwelled much on incidents which occurred prior to the ascension. It was also noted that some candidates were giving the account of the ascension that is recorded in the Gospel of St Luke instead of the account in the book of Acts.

Level 4 responses were those that gave a chronological account of the ascension of Jesus as recorded in Acts of the Apostles.

Expected responses:

After Jesus had given his disciples the Great Commission, as they were looking on; he was lifted up; a cloud took him out of their sight; while they were gazing into heaven as he went; two men stood by them in white robes, and said; "Men of Galilee, why do you stand looking into heaven? This Jesus, who was taken up from you into heaven will come in the same way as you saw him go into heaven".

(ii) Explain two lessons that can be drawn from the Ascension of Jesus. [6]

This part of the question was fairly done. Most candidates were able to explain the lessons with practical examples from the account of the ascension. However, for those candidates who gave the wrong account in **(a) (i)** the question became challenging because they gave lessons which are irrelevant to the set question. Most candidates focused on the idea of life after death as a lesson, which is inarguably influenced by their confusion of the account with the resurrection of Jesus, instead of them focusing on the second coming of Jesus. A majority of candidates also brought the roles of the Holy Spirit as lessons yet at this point in time, the disciples hadn't yet received the Holy Spirit.

Expected responses:

End of Jesus' earthly ministry- Jesus had to return to his father; **Jesus will come back** – as confirmed by the two men; **We must take part in God's work-** the Great Commission; **Jesus' divinity** - lifted up, taken by a cloud and appearance of angels; **Fulfilment of Old Testament prophecies** - the prophecy about the ascension of Jesus at Mount Olivet.

(b) Do you think the ascension of Jesus is relevant to how Christians live today? Give reasons for your answer and show you have thought about different points of view. [8]

This part of the question was fairly done. Most candidates were able to display the skill of evaluation. They gave both sides of the argument. However, some candidates failed to bring out valid arguments on how the ascension of Jesus influences the way Christians live. Some candidates focused on Ascension Day which is a celebration or event that is observed by Christians but has nothing to do with their behaviour. This led to most responses attaining level 1 because they were irrelevant. Low level responses lacked a stand. Only a few candidates gave one-sided arguments.

Expected responses included, but not limited to:

Yes: They prepare themselves for the second coming of Jesus - by avoiding sin; **They spread the Gospel** - as per Jesus' command.

No: The second coming has taken too long - some Christians' faith has gone weary; **Some Christians still commit sin**; Some have lost hope in the second coming.

Question 3

This question was not done well by most candidates. They were too general, some were bringing qualities or the way of life of Christians generally, whereas some focused on the early church instead of the church at Antioch. A majority of candidates gave irrelevant responses and some left blank spaces.

(a) (i) Outline how the church at Antioch was established. [6]

This part question was challenging to most candidates because they gave mostly irrelevant information. Most candidates did not have any knowledge of the church at Antioch and those few who had a clue failed to outline the incidents that led to the establishment of the church at Antioch. Instead, they focused on the activities of the already established church such as Barnabas going to look for Saul at Tarsus, the sending of relief to the brethren in Judea, sending out of missionaries. Some candidates narrated the conversion of Cornelius. A few candidates outlined Paul's sermon at Antioch of Pisidia and some were referring to Peter as the founder of the church during the day of Pentecost.

Expected responses:

Those who had been scattered because of Stephen's persecution travelled as far as Phoenicia, Cyprus and Antioch; some of them were men of Cyprus and Cyrene who spoke Greek, preached about the Lord Jesus; a great number of people believed and turned to the Lord; news of this came to the ears of the church in Jerusalem; they sent Barnabas to Antioch; when he came he was glad and he exhorted them all to remain faithful to the Lord with steadfast purpose.

(ii) Explain two reasons why the church at Antioch was called 'the church of firsts'. [6]

This part of the question was fairly done by most candidates. Most candidates were too general in their responses, they were referring to the church generally instead of the church at Antioch and some were bringing knowledge of all the activities of the Antioch church instead of showing understanding why the Antioch church was called 'the church of firsts'. Some candidates gave irrelevant information thus most candidates obtained low grades in this question.

Expected responses:

They were called Christians for the first time - all along believers had been called the people of the way or believers; **they were the first to have a Gentile congregation** - all along an organised congregation had been in Jerusalem; **they were the first to provide relief to another congregation** - provided relief to the brethren in Judea; **they were the first to send out missionaries** - they sent out Barnabas and Saul to the first missionary journey.

(b) Do you think the church today is like the church at Antioch of Syria? Give reasons for your answer and show you have thought about different points of view. [8]

This part of the question was not well done. Most candidates failed to bring the characteristics or qualities of the church at Antioch which was demanded by the question; instead, they focused on the characteristics of the early church such as preaching, praying together and breaking of bread. Some candidates confused the word 'church' with the structure or building thus they were giving irrelevant arguments.

Low level responses were general and one-sided arguments.

Expected responses included, but were not limited to:

Yes: They live a remarkable Christ-like lifestyle - like the church at Antioch who were called Christians for the first time; **They are generous** - they share even with the outside church; **They still send out preachers** - like the church at Antioch sent out missionaries; **They accept everyone regardless of race** - like the church at Antioch had a Gentile congregation.

No: Some Christians are too individualistic - no longer share with the needy; **They no longer live a Christ-like life** - they commit sin; **They no longer send out preachers** - but focus on their own congregations.

Question 4

This question was fairly done. Most candidates attained top level marks. However, some candidates confused the account with Peter's encounter with Simon the magician in Samaria.

(a) (i) Relate Saul and Barnabas' encounter with Bar Jesus at Paphos. [6]

Most candidates were able to attain top level marks in this part question. However, there were some candidates who mistook the account with Peter's encounter with Simon the magician in Samaria.

Top level responses were from candidates who related an accurate and chronological account.

Expected responses:

At Paphos, Saul and Barnabas came upon a magician named Bar Jesus; He was with the proconsul Sergius Paulus who summoned Barnabas and Saul and sought to hear the word of God; but Elymas withstood them, seeking to turn the proconsul away from the faith; Saul filled with the Holy Spirit rebuked or cursed Bar Jesus with blindness; Bar-Jesus was made blind; the proconsul believed.

(ii) Explain two lessons drawn from the encounter between Saul and Bar-Jesus. [6]

This part of the question was well done by most candidates. Most candidates were able to draw lessons with supporting evidence from the story. However, those who did not give the correct account in (a) (i) couldn't obtain good marks. Some candidates were drawing lessons from Peter's encounter with Simon the magician instead of Saul's encounter with Bar-Jesus.

Expected responses:

The Holy Spirit has power over magic - Saul was filled with the Holy Spirit and conquered Bar-Jesus; **There are consequences for every wrong action** - Bar-Jesus was made blind because he prevented Sergius Paulus who wanted to hear the word of God; **In this incident, good triumphs over evil** - the proconsul believed in the Lord; **Have desire for the word** - Sergius Paulus invited Saul and Barnabas to hear the word; **Defend or stand for your faith** - Saul rebuked Bar Jesus for withstanding them.

(b) Do you think Christians today should strongly condemn people who oppose their faith? Give reasons for your answer and show you have thought about different points of view. [8]

This part question was fairly done by most candidates. Most candidates were able to give valid ideas in support of their viewpoints.

A Level 4 response included valid opinion about different points of view, well supported by evidence and argument.

Expected responses included, but were not limited to:

Yes: They could be teaching something contrary to God's teachings - like Bar-Jesus who tried to prevent Sergius Paulus from hearing the word; **The Bible is against false teachings** - Paul warned leaders at Miletus against false teachings (Acts 20: 29-30); **Christians should defend their faith** - Saul rebuked Bar-Jesus who was opposing their work.

No: Christians must forgive their opponents - Christians should bless and not condemn; **Christianity advocates for love** - strongly condemning others is not a sign of love; **Christians have a duty to shed light to non-believers** - preach the Gospel and make them understand they are wrong.