



Rewarding Learning

**General Certificate of Secondary Education
2011**

Religious Studies

Paper 3

**The Revelation of God and
the Christian Church**

[GRS31]

MONDAY 23 MAY, MORNING

MARK SCHEME

Foreword

Introduction

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

The purpose of mark schemes

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

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

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

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

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

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

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

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

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

Types of mark scheme

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

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

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

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

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

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

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

AO1: [5] marks

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

Level 1 (Limited) ([1])

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

Level 2 (Satisfactory) ([2]–[3])

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

Level 3 (High) ([4]–[5])

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

AO2: [5] marks

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

Level 1 (Limited) ([1])

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

Level 2 (Satisfactory) ([2]–[3])

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

Level 3 (High) ([4]–[5])

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

AO2: [10] marks

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

Level 1 (Limited) ([1]–[3])

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

Level 2 (Satisfactory) ([4]–[7])

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

Level 3 (High) ([8]–[10])

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

Section A

Answer **all** questions.

AVAILABLE MARKS
15

1 The Teaching of Jesus

- (a) (i)** It was eaten by the birds.
(AO1) [1]
- (ii)** The Parable of the unforgiving/unmerciful servant.
(AO1) [1]
- (iii)** Money.
(AO1) [1]
- (iv)** The tax collector.
(AO1) [1]
- (v)** Answers may include:
- money (gold, silver or copper)
 - a bag
 - shirt
 - shoes
 - stick.
- (AO1) [1]
- (b)** Answers may include:
- do not show-off as the hypocrites/religious leaders did
 - pray privately: "Go to your room, close the door"
 - do not use meaningless words
 - there is no need to pray at length for God to hear you
 - be sincere and humble when praying; ask God for forgiveness.
- Accept valid alternatives
Mark in levels
(AO1) [5]
- (c)** Answers may include:
- Jesus' teaching is always relevant; he spoke with God's authority
 - God's word never goes out of date
 - revenge only leads to a cycle of more and more hatred and abuse
 - Jesus himself put this teaching into practice; Christians should follow this example.
- On the other hand:
- in our society today there is a lot of injustice and people need to stand up for their rights
 - not taking revenge is seen as a sign of weakness and people will take advantage of you
 - it is human nature to want to take revenge.
- Accept valid alternatives
Mark in levels
(AO2) [5]

2 The Christian Church

- (a) (i) Baptising babies/infants.
(AO1) [1]
- (ii) The bread and wine is placed on it during communion/Eucharist.
(AO1) [1]
- (iii) Storing consecrated communion wafers.
(AO1) [1]
- (iv) The Bible reading or announcements to the congregation.
(AO1) [1]
- (v) The sermon is preached from here.
(AO1) [1]

(b) Answers may include:

- God is present in all places, therefore he can be worshipped everywhere
- during the week, Christians may get together for worship; these meetings often take place in someone's house
- many Christians pray and read the Bible at home
- Jesus prayed to God when he was outside, e.g. in the Garden of Gethsemane.

On the other hand:

- worship activities which take place outside church should not replace attending church
- fellowship with other Christians is important and the church is a focal point for this
- Christians need to grow in their faith and they can do this by listening to the minister/pastor/priest teaching through the sermon.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 The Identity of Jesus

(a) Candidates should select and describe the relevant features of Matthew 16:13–20.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- they were expecting a military figure who would free them from the Romans; Jesus was not like this
- many Jews were not expecting a Messiah who would suffer for the sake of others, which Jesus did
- Jesus was often in direct opposition to the Jewish leaders and very critical of them
- Jesus mixed with, and taught, those regarded as “marginalised” (e.g. people who were Gentiles and Samaritans).

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- even before Jesus was born, the angel told Joseph to name him Jesus “because he will save his people from their sins”
- “Saviour” describes Jesus’ whole mission in being sent to earth by God – to die on the cross for the forgiveness of sins
- many people today know Jesus as their personal saviour and the means of their salvation.

On the other hand:

- there are other titles used to describe Jesus in the Gospels; “Son of David” shows his link to the Old Testament as the one who has fulfilled the prophecies as the promised “Messiah”
- some candidates may suggest that “Son of God” or “Son of Man” are also valid descriptions of Jesus
- some people today would see Jesus simply as a religious teacher or prophet.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

4 The Christian Church**(a)** Answers may include:

- e.g. a description of the activities taking place at Corrymeela's centre on the North Antrim coast, or their work with people in their local community
- there are many other church-based initiatives or Christian groups candidates may refer to, but the main focus of their work needs to be peace and reconciliation.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- social activities could be held in church buildings, such as bowling or a lunch club. These would be a good way of attracting people to church
- during the week, church facilities could be made available to the local community; for example, for a baby clinic, job club for the unemployed or meeting place for a local housing association
- the local community needs to know that the church cares about them
- the ministry of Jesus sets an example to reaching out to the whole community; his ministry involved socialising with people, not just preaching at them.

On the other hand:

- we do not live in an exclusively Christian society; some people might be put off by what they see as an attempt to get them to "convert"
- if church buildings are used for a variety of secular activities, then the church could be seen simply as a community centre
- the most important function of any church has to be supporting local Christians and providing opportunities for Christian worship.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A**60**

Section B

AVAILABLE
MARKS

5 The Birth of Jesus

- (a) Candidates should select and describe the main features of Luke 1:39–45.

Soon afterward Mary got ready and hurried off to a town in the hill country of Judea. She went into Zechariah's house and greeted Elizabeth. When Elizabeth heard Mary's greeting, the baby moved within her. Elizabeth was filled with the Holy Spirit and said in a loud voice, "You are the most blessed of all women, and blessed is the child you will bear!

Why should this great thing happen to me, that my Lord's mother comes to visit me?

For as soon as I heard your greeting, the baby within me jumped with gladness.

How happy you are to believe that the Lord's message to you will come true!"

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- GOLD – a precious metal and represents kingship; it emphasises Jesus' role as ruler over God's kingdom
- FRANKINCENSE – a resin burnt in the temple to worship God; Christ's priestly role
- MYRRH – an oil used to anoint the dead; indicates Christ's humanity and death.

Accept valid alternatives

Mark in levels
(AO1)

[5]

- (c) Answers may include:

- we live in an age where scientific knowledge and facts are all-important; many people cannot accept something that is miraculous or spiritual and therefore cannot be proved
- Matthew and Luke wrote their birth stories many years after the actual events and some people believe they were telling them as legends rather than factual accounts
- some people accept that Jesus was a great teacher but do not believe in the miracles; the virgin birth is one such example.

On the other hand:

- many people today take the virgin birth very seriously as it emphasises that Jesus was the Son of God and not the son of Joseph, or any other man
- the Bible is seen by many as a factual account and if it says there was a virgin birth, then this is accurate
- God is all-powerful and capable of performing any miracle, such as the virgin birth.

Accept valid alternatives

Mark in levels
(AO2)

[10]

20

6 The Death and Resurrection

- (a) Candidates should select and describe the main features of Matthew 26:47–56.

Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a large crowd armed with swords and clubs and sent by the chief priests and the elders. The traitor had given the crowd a signal: “The man I kiss is the one you want. Arrest him!” Judas went straight to Jesus and said, “Peace be with you, Teacher,” and kissed him. Jesus answered, “Be quick about it, friend!”

Then they came up, arrested Jesus, and held him tight. One of those who were with Jesus drew his sword and struck at the High Priest’s slave, cutting off his ear. “Put your sword back in its place,” Jesus said to him. “All who take the sword will die by the sword. Don’t you know that I could call on my Father for help, and at once he would send me more than twelve armies of angels? But in that case, how could the Scriptures come true which say that this is what must happen?” Then Jesus spoke to the crowd, “Did you have to come with swords and clubs to capture me, as though I were an outlaw? Every day I sat down and taught in the Temple, and you did not arrest me. But all this has happened in order to make come true what the prophets wrote in the Scriptures.”

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- in the Garden of Gethsemane, Jesus accepted that his suffering was part of God’s plan for him; Christians can try to see that any suffering they have to face is also part of God’s plan
- when Jesus had to suffer unfair treatment he did so without complaint or thought of revenge; Christians can try to do the same
- we can only imagine how much pain was involved in crucifixion; thinking about how Jesus suffered can help Christians come to terms with pain they may have to endure
- Jesus prayed as a response to suffering.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- without the resurrection, God's power over sin and death cannot be demonstrated and these are central to Christianity
- the resurrection supports the key teaching in Christianity that Jesus' followers will also receive new life from God after death
- the resurrection is proof that Jesus is the Son of God, not just another human teacher or prophet
- belief in the resurrection makes Christianity unique.

On the other hand:

- the teaching of Jesus is also very important. More people can relate to the ideas of loving your neighbour, showing forgiveness, not being selfish, etc. Some people find the idea of the resurrection hard to accept
- there are other events in the life of Jesus that are also very significant, such as his birth, temptations, etc. These also have importance for the Christian faith
- the resurrection is just one event showing God's power. All through his ministry, Jesus worked miracles where he demonstrated God's power to the world.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 The Christian Church

(a) Candidates may refer to any Christian denomination.

Answers may include:

- reference to whether there is a special time for communion/eucharist or whether it is celebrated every service
- whether the service is liturgical, structured or leaderless
- who can take part in the service
- how the elements are distributed
- whether communion is received in one or both kinds
- the conclusion to the service.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- explanation of the Roman Catholic teaching on Transubstantiation – that Jesus is really present in the bread and wine; they are not just symbols
- reference to the chosen Protestant denomination – to what extent the bread and wine are a visual aid/symbol/reminder of Jesus' death on the cross.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- some churches place emphasis on communion/eucharist as being a central part of all acts of worship, so it may be said daily, as in the Roman Catholic Church
- others, such as the Church of Ireland, maintain the importance of the sacrament by celebrating it on a weekly basis
- the practice of these denominations shows that the importance of communion is reflected in frequent observance.

On the other hand:

- some Christians feel that as holy communion is so special, it should not be celebrated so often as it will become a ritual and the meaning behind it will be forgotten
- therefore, some churches celebrate communion less frequently, such as the Presbyterian Church (having a communion service maybe four times a year) or the Methodist Church (once a month).

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section B

Total

20

40

100