



**General Certificate of Secondary Education  
2011**

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## **Religious Studies**

Paper 4

Christianity through a Study  
of the Gospel of Matthew

**[GRS41]**

**MONDAY 23 MAY, MORNING**

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**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.

Answer **all** questions.

## 1 Birth of Christ and Visitors from the East

- (a) (i) Mary.  
(AO1) [1]
- (ii) God is with us.  
(AO1) [1]
- (iii) Bethlehem.  
(AO1) [1]
- (iv) King Herod.  
(AO1) [1]
- (v) Three gifts.  
(AO1) [1]
- (b) Answers may include:
- Joseph was persuaded to change his mind through a dream
  - it was explained to him that Mary's child was conceived by the Holy Spirit
  - Joseph was told to stay faithful to Mary.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c) Answers may include:
- People believe that when they pray to God and receive their favour, God has responded to them
  - God speaks to people when He calls them to His ministry, e.g. vocational work, clergy, layministry, missionaries, charities, etc.
  - God speaks to people through the Holy Spirit guiding them as part of their conscience
  - people today have claimed to have seen visions and witnessed the work of God (through miracles)
  - God speaks to people through the Sacraments of the Church
  - God speaks through His Word, the Bible.
- On the other hand:
- some people do not believe God exists
  - society has become more secular. People are no longer interested in matters of prayer or faith
  - people pray and at times prayers are unanswered.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

**2 Jesus' teaching on anger, forgiveness and revenge.**

- (a) (i)** Seventy times seven, seventy seven, always.  
(AO1) [1]
- (ii)** 1. He was unable to pay his debt.  
(AO1) [1]
2. The king was angry and put him in jail.  
(AO1) [1]
- (iii)** Pray for those who persecute you.  
(AO1) [1]
- (iv)** Do not commit murder.  
(AO1) [1]

**(b)** Answers may include:

- there are people who commit grave sins and show no remorse and therefore it is very difficult to offer forgiveness
- Old Testament teaching “an eye for an eye, tooth for a tooth”. For example, anyone who takes the life of another should pay with their own life or spend life in prison. Christians today still follow this Old Testament teaching
- people who sin and do wrong cause a lot of pain and hurt to others making it very difficult to forgive
- people who commit crimes or do wrong should learn from their mistakes through punishment, and then forgiveness should be offered
- it is hard to forgive in a world where there is so much hatred, violence, crime and so on
- it is human nature to be angry and seek revenge or bear a grudge
- Christians believe that God is judge and so it is up to God to forgive not us.

## On the other hand:

- there are many people who make mistakes and do wrong, however, they show great remorse and so it is easy to offer forgiveness in this circumstance
- in the Bible Jesus showed the importance of forgiveness and so good Christians will not allow forgiveness to be an obstacle to their faith
- Jesus taught that revenge and retaliation are not Christian characteristics
- Jesus explains the importance of loving your enemies and pray for those who do you wrong
- Jesus died on a cross to save us from sin; his resurrection is the biggest sign of forgiveness. We should show our thanks to God by forgiving others.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**3 Jesus' entry into Jerusalem.****(a) Matthew 21: 6–11.**

So the disciples went and did what Jesus had told them to do: they brought the donkey and the colt, threw their cloaks over them, and Jesus got on. A large crowd of people spread their cloaks on the road while others cut branches from the trees and spread them on the road. The crowds walking in front of Jesus and those walking behind began to shout, "Praise to David's Son! God bless him who comes in the name of the Lord! Praise God!" When Jesus entered Jerusalem, the whole city was thrown into an uproar. "Who is he?" The people asked. "This is the prophet Jesus, from Nazareth in Galilee," the crowds answered.

Mark in levels

(AO1)

[5]

**(b) Answers may include:**

- by riding into Jerusalem on a donkey Jesus claimed that he was the Messiah, since prophets had written earlier that the Messiah would come to Jerusalem on a donkey
- by riding on a donkey suggests Jesus was a peaceful Messiah whereas if he came on a war horse it would have been an act of aggression
- it shows that the Messiah was a king.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(c) Answers may include:**

- it is important to study about Jesus because he is the founder of Christianity, allowing Christians to follow in his footsteps
- through a study of the life and work of Jesus, Christians learn how to become better Christians
- all historical information is interesting and informative. It gives people understanding to how things came to be
- studying the life of Jesus may help one to increase in faith
- Jesus was the Son of God and so in order to get closer to God we study the life and work of Jesus
- Jesus may have lived in the first century and times may have changed dramatically but his teachings are still relevant in a modern world.

On the other hand:

- there is no point in studying the life of a man in the first century as society has changed dramatically and therefore his life will have no meaning for people living in a modern world
- it is easier to follow the examples of people who are alive rather than dead.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**4 The Great Commission**

- (a) Candidate should select and describe the main event of Matthew ch 28 16–20.

The eleven disciples went to the hill in Galilee where Jesus had told them to go. When they saw him, they worshipped him, even though some of them doubted. Jesus drew near and said to them, “I have been given all authority in heaven and on earth. Go, then, to all peoples everywhere and make them my disciples: baptise them in the name of the Father, the Son, and the Holy Spirit, and teach them to obey everything I have commanded you. And I will be with you always, to the end of the age.

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- Christians today no longer follow this command as they have become self-centred in a society where wealth, power and status have become more important than the values of eternal life
- the faith in society is in a decline, people no longer are attracted to the priesthood. Not very many are responding to the call
- abuse and scandal in the Church has left people feeling anxious and hurt, possibly causing a lack of faith
- many don't feel that they are worthy enough to be a disciple of Christ.

On the other hand:

- there are lots of missionaries worldwide proclaiming the good news and living out the Gospel values
- people live out the role of discipleship in their everyday lives. Putting the needs of others first
- people may not necessarily preach but they do live out their call to discipleship through their actions
- St Francis of Assisi once said, “Go out and preach the Gospel and if necessary use words”. Actions speak louder than words
- people tend to practise their faith in a private manner. Living out the commands of Matthew's Gospel. Do in secret because your Heavenly Father already knows all that you are doing
- many Christians have lead inspirational lives which have encouraged others to follow. For example, Mother Teresa, Martin Luther King, Nelson Mandela. These men and women shine like a beacon of light encouraging others to follow
- there are many good people in society who are very charismatic, this compels others to follow their good example.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

15

**Section A****60**

## Section B

AVAILABLE  
MARKS

## 5 The Miracles of Jesus

- (a) Candidates should retell the passage Matthew ch 9 v1–7.  
Jesus got into the boat and went back across the lake to his own town: Capernaum where some people brought to him a paralysed man, lying on a bed. When Jesus saw how much faith they had, he said to the paralysed man, “Courage, my son! Your sins are forgiven”. Then some teachers of the Law said to themselves, “This man is speaking blasphemy!” Jesus perceived what they were thinking, so he said, “Why are you thinking such evil things? Is it easier to say, ‘Your sins are forgiven,’ or to say, ‘Get up and walk?’ I will prove to you, then, that the Son of Man has authority on earth to forgive sins”. So he said to the paralysed man, “Get up, pick up your bed, and go home!” The man got up and went home. When the people saw it, they were afraid, and praised God for giving such authority to people.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- he was a man of compassion
- he showed no prejudice because he healed outcasts, men and women, those associated with the Roman occupation
- he did not perform miracles to bring glory on himself
- they realised that he had special powers
- he was not only human but divine and he was the Son of God
- he responded to people who showed faith
- candidates may give examples from specific miracles.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Answers may include:

- it recognises the power of God and that he is able to do what seems to be impossible
- Christians believe that the Bible is the Word of God and they accept all aspects of its contents
- they need to believe in all aspects of Jesus’ ministry including his ability to perform miracles
- there are still examples of miracles taking place in today’s society.

On the other hand:

- while miracles are important there are other key beliefs in the Christian faith, e.g. the death of Jesus
- it can be challenging because there is a tendency to look for a logical or scientific approach to unusual events.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Parables**

(a) Candidates should retell the passage Matthew 13 v24–30.

Jesus told them another parable: “The Kingdom of heaven is like this. A man sowed good seed in his field. One night, when everyone was asleep, an enemy came and sowed weeds among the wheat and went away. When the plants grew and the ears of corn began to form, then the weeds showed up. The man’s servants came to him and said, ‘Sir, it was good seed you sowed in your field; where did the weeds come from?’ ‘It was some enemy who did this,’ he answered. ‘Do you want us to go and pull up the weeds?’ they asked him. ‘No,’ he answered, ‘because as you gather the weeds you might pull up some of the wheat along with them. Let the wheat and the weeds both grow together until harvest. Then I will tell the harvest workers to pull up the weeds first, tie them in bundles and burn them, and then to gather in the wheat and put it in my barn.’”

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- he wanted his hearers to be challenged by what he was saying and to respond
- some people were unhappy by the content because it challenged their traditional thinking on the Kingdom of God
- for the Jews who felt their place was secure Jesus was setting new criteria
- he taught that the Kingdom was open to everyone regardless of class, status, or religion and this was very different to what they believed.

Accept valid alternatives  
Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Jesus based parables on the lifestyle of his earth ministry and the examples he used would be alien to life for many people in the 21st century
- farming is something that only involves a small percentage of the population
- the road Jerusalem to Jericho would not provide the same visual image as it did for Jesus’ hearers.

On the other hand:

- the background to the parables can be explored and the full meaning can be appreciated
- some parables still relate to everyday experiences, for example, losing something
- the message is the key as one main point is made and it is possible to set the same meaning in a contemporary context.

Accept valid alternatives  
Mark in levels  
(AO2)

[10]

20

**7 The Trials of Jesus**

- (a)** Candidates should retell the passage Matthew ch 26 v57-68. Those who had arrested Jesus took him to the house of Caiaphas, the High Priest, where the teachers of the Law and the elders had gathered together. Peter followed from a distance, as far as the courtyard of the High Priest's house. He went into the courtyard and sat down with the guards to see how it would all come out. The chief priests and the whole Council tried to find some false evidence against Jesus to put him to death; but they could not find any, even though many people came forward and told lies about him. Finally two men stepped up and said, "This man said, 'I am able to tear down God's Temple and three days later build it up again.'" The High Priest stood up and said to Jesus, "Have you no answer to give to this accusation against you?" But Jesus kept quiet. Again the High Priest spoke to him, "In the name of the living God I now put you on oath: tell us if you are the Messiah, the Son of God." Jesus answered him, "So you say. But I tell all of you: from this time on you will see the Son of Man sitting on the right of the Almighty and coming on the clouds of heaven!" At this the High Priest tore his clothes and said, "Blasphemy! We don't need any more witnesses! You have just heard his blasphemy! What do you think?" They answered, "He is guilty and must die". Then they spat in his face and beat him; and those who slapped him said, "Prophecy for us, Messiah! Guess who hit you!"  
Mark in levels  
(AO1) [5]
- (b)** Answers may include:
- he broke the Jewish law, e.g. he healed on the Sabbath; he touched outcasts
  - he was not the political leader they expected as seen in the way he entered Jerusalem
  - he took an interest in all people and not just Jews.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c)** Answers may include:
- yes he was, as he found Jesus not guilty, but had him executed in order to keep the peace
  - Matthew's Gospel portrays Pilate as being weak as he gave into the crowd. He was the leader and therefore it was up to him to make the decision, and so it is Pilate who is to blame
  - Pilate was desperate to keep the peace. His career in the Roman Empire depended on his running the province smoothly and efficiently
  - Pilate sacrificed Jesus to preserve Roman rule and his own career.

On the other hand:

- Pilate had no choice, he was trying to protect his province and so it is not his fault
- the chief priests and Jewish leaders are to blame as they plotted to kill Jesus from the very beginning of Mathew's Gospel
- the chief priests and teachers of the law instigated the whole trial, it was them who made false accusations and brought him to Pilate
- Jesus himself is to blame as he could have defended himself, however, he knew his fate and remained obedient to his Father
- Jesus was put on trial at night time by the Jewish elders, not all members were present and it was illegal
- the crowd is to blame as they shouted "Crucify him". They had a choice to set Jesus free but instead chose Barabbas – a terrorist
- Pilate is not to blame as he put the final decision to the crowd who were stirred by the chief priests and Jewish elders.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**Section B**

**Total**

AVAILABLE  
MARKS

20

**40**

**100**