



**General Certificate of Secondary Education
2013**

Religious Studies

Paper 4

**Christianity through a Study
of the Gospel of Matthew**

[GRS41]

FRIDAY 17 MAY, MORNING

**MARK
SCHEME**

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 of 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

1 The trials of Jesus

(a) (i) Jerusalem.
(AO1) [1]

(ii) Barabbas.
(AO1) [1]

(iii) To crucify him/kill him.
(AO1) [1]

(iv) The chief priests and elders/religious leaders.
(AO1) [1]

(v) Washed his hands.
(AO1) [1]

(b) Answers may include:

There were certain rules which had to be followed for a trial and it seems that these rules were broken at the trials of Jesus:

- a court was usually not held in high priest's house
- trials which could result in an execution could not take place at night
- witnesses at the trial had to agree – they did not at Jesus' trial
- Jesus had no time to arrange a proper defence
- at a proper trial the judge does not offer a choice of prisoners to be released. Nor is he influenced by the crowds
- Pilate knew Jesus was innocent yet he had him flogged and crucified without making it clear why he was sentencing him. The words on the cross did not explain the offence.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answer may include:

- suffering plays a major role in the importance of Jesus' life because Christians see the suffering of Jesus as part of God's plan to save the human race
- Jesus could have avoided suffering but chose not to do so
- Jesus' suffering expresses his humanity and obedience to God. He is a role model
- Jesus' suffering and death is the ultimate sacrifice no other sacrifice can compare
- Jesus' suffering and death atones for sins. It is a sign of God's love.

On the other hand:

- there are many things/events which contribute to the importance of Jesus' life
- Jesus rising from the dead is the most important event in the gospel
- Jesus had the ability to overpower nature; he also performed many healing miracles, e.g. the paralysed man
- Jesus was a great teacher and preacher, he always led by example
- many people admired Jesus' life before he even had to suffer.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 The Transfiguration

- | | | AVAILABLE
MARKS |
|---|------|--------------------|
| <p>(a) (i) At the top of a high mountain.
Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(ii) Answers may include:</p> <ul style="list-style-type: none"> • his face shone like the sun • his clothes were dazzling white. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iii) Answers may include:</p> <ul style="list-style-type: none"> • Moses • Elijah. <p>(AO1)</p> | [1] | |
| <p>(iv) Three tents/booths/shelters.
Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(v) Answers may include:</p> <ul style="list-style-type: none"> • James • John. <p>(AO1)</p> | [1] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • God answers prayers and people communicate with God through prayers • people continue to read the Bible which is the Word of God • people attend regular Church services to praise and worship God • people still experience visions and miracles. <p>On the other hand:</p> <ul style="list-style-type: none"> • many people have become atheists and do not believe in God • a loving and compassionate God would not allow suffering or evil in the world • society has become secularised. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [10] | 15 |

3 Jesus the miracle worker**(a)** Answers may include:

- leprosy was a common disease and strict instructions were given in the Jewish scripture to help prevent the spread of this disease
- lepers were treated as social outcasts
- people at this time believed contact with a leper made you unclean
- people with a skin disease could not take part in Synagogue or Temple worship
- people with a skin disease had to ring a bell to inform people they were approaching
- people with a skin disease had to live on the outskirts of towns or villages.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- many people at the time of Jesus believed miracles were special signs from God
- Jesus performed healing miracles to reveal his identity
- people believed illness was a result of sin and a punishment from God. Jesus performed healing miracles not only to cure the person from their illness but also to remove the barrier of sin, he forgave them, e.g. paralysed man
- Jesus also performed healing miracles to teach people about the Kingdom of God, for example a Roman officer's servant.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- hospitals provide the best medical treatment to care for people who are sick
- lots of sick people recover fully in a hospital
- people no longer believe in miracles, when someone is sick they seek medical attention from doctors
- miracles are just perceptions that people have.

On the other hand:

- God is still active in the world to heal
- miracles are signs of God's love
- doctors are continuing the healing works of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Discipleship

- (a) Candidates should select and describe the main features of Matthew 18:21–35.

Then Peter came to Jesus and asked, “Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?” “No, not seven times,” answered Jesus, “but seventy times seven, because the Kingdom of heaven is like this. Once there was a king who decided to check on his servants’ accounts. He had just begun to do so when one of them was brought in who owed him millions of pounds. The servant did not have enough to pay his debt, so the king ordered him to be sold as a slave, with his wife and his children and all that he had, in order to pay the debt. The servant fell on his knees before the king. “Be patient with me,” he begged, “and I will pay you everything!” The king felt sorry for him, so he forgave him the debt and let him go. “Then the man went out and met one of his fellow-servants who owed him a few pounds. He grabbed him and started choking him. “Pay back what you owe me!” he said. His fellow-servant fell down and begged him, “Be patient with me, and I will pay you back!” But he refused; instead, he had him thrown into jail until he should pay the debt. When the other servants saw what had happened, they were very upset and went to the king and told him everything. So he called the servant in. “You worthless slave!” he said. “I forgave you the whole amount you owed me, just because you asked me to. You should have had mercy on your fellow-servant, just as I had mercy on you.” The king was very angry, and he sent the servant to jail to be punished until he should pay back the whole amount. And Jesus concluded, “That is how my Father in heaven will treat every one of you unless you forgive your brother from your heart.”

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- yes, Christians must always follow the example of Jesus and forgive others
- Jesus even forgave those who crucified him “Father forgive them as they do not know what they are doing”
- the unforgiving servant stories informs Christians the importance of forgiveness
- the Lord’s Prayer is prayed daily by Christians – the words of the prayer are very important “forgive me in the same way I am prepared to forgive others”
- God is judge
- everyone deserves a second chance to change. Jesus gave the disciples a second chance.

On the other hand:

- no, in the Bible it states an eye for an eye, tooth for a tooth. Revenge is sometimes necessary for serious crimes against a person for, e.g. murder
- people who commit crimes deserved to be punished
- sometimes it is very hard to forgive people who have killed a member of your family
- not all people are sorry and therefore they should not be forgiven. Some people do not want to change and are happy to commit evil crimes
- there are many examples of punishments and fines for wrong doing in the bible.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section A

AVAILABLE
MARKS

15

60

Section B

AVAILABLE
MARKS

Assessment of Spelling, Punctuation and Grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

5 The Temptations of Jesus

- (a) Candidates should select and describe the main features of Matthew 4:1–11.

¹Then the Spirit led Jesus into the desert to be tempted by the Devil.
²After spending 40 days and nights without food, Jesus was hungry.
³Then the Devil came to him and said, “If you are God’s Son, order these stones to turn into bread.” ⁴But Jesus answered, “The scripture says, ‘Human beings cannot live on bread alone, but need every word that God speaks.’” ⁵Then the Devil took Jesus to Jerusalem, the Holy City, set him on the highest point of the Temple, ⁶and said to him, “If you are God’s Son, throw yourself down, for the scripture says: ‘God will give orders to his angels about you; they will hold you up with their hands, so that not even your feet will be hurt on the stones.’” ⁷Jesus answered, “But the scripture also says, ‘Do not put the Lord your God to the test.’” ⁸Then the Devil took Jesus to a very high mountain and showed him all the kingdoms of the world in all their greatness. ⁹“All this I will give you,” the Devil said, “if you kneel down and worship me.” ¹⁰Then Jesus answered, “Go away, Satan! The scripture says, ‘Worship the Lord your God and serve only him!’” ¹¹Then the Devil left Jesus; and angels came and helped him.

Mark in levels.

(AO1)

[5]

(b) Answers may include:

- the events in the Garden of Gethsemane when he prayed about his forthcoming death and the possibility of not fulfilling God's will
- to come down off the cross to prove that he was God's son and to stop the insults that he was facing from the chief priests and teachers of the Law
- he could have used the miracles as a means to glorify himself but instead he did not want them publicised. An example would be in the healing of the leprosy sufferer.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians can follow Jesus' example and look to the Bible for guidance when they are tempted
- they can pray to God to help see temptation and to give them the power to resist it
- fellow Christians and the Church can support and encourage them
- resisting temptation can be a real struggle, but if it is resisted it makes the person stronger.

On the other hand:

- some people find following the example of Jesus too difficult and unrealistic; he is God's son whereas ordinary people are weak and sinful
- there are many temptations today (for example, the temptation to abuse an addictive substance or to steal because of economic pressures)
- the pressure of the media and non Christian friends to go against the teaching of the Bible.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 Parables

- (a) Candidates should select and describe the main features of Matthew 22:1–14.

¹Jesus again used parables in talking to the people. ²“The Kingdom of heaven is like this. Once there was a king who prepared a wedding feast for his son. ³He sent his servants to tell the invited guests to come to the feast, but they did not want to come. ⁴So he sent other servants with this message for the guests: ‘My feast is ready now; my bullocks and prize calves have been butchered, and everything is ready. Come to the wedding feast!’ ⁵But the invited guests paid no attention and went about their business: one went to his farm, another to his shop, ⁶while others grabbed the servants, beat them, and killed them. ⁷The king was very angry; so he sent his soldiers, who killed those murderers and burnt down their city. ⁸Then he called his servants and said to them, ‘My wedding feast is ready, but the people I invited did not deserve it. ⁹Now go to the main streets and invite to the feast as many people as you find.’ ¹⁰So the servants went out into the streets and gathered all the people they could find, good and bad alike; and the wedding hall was filled with people. ¹¹“The king went in to look at the guests and saw a man who was not wearing wedding clothes. ¹²‘Friend, how did you get in here without wedding clothes?’ the king asked him. But the man said nothing. ¹³Then the king told the servants, ‘Tie him up hand and foot, and throw him outside in the dark. There he will cry and grind his teeth.’” ¹⁴And Jesus concluded, “Many are invited, but few are chosen.”

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- the kingdom of God is for all people both Jews and Gentiles
- people need to be prepared and have a true commitment
- original guests have excluded themselves and there is now an opening for the Gentiles.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- people do not see religion to be an important aspect of their lives
- the promises made by Jesus of his return were made a long time ago, and people no longer take them seriously.

On the other hand:

- other predictions made about Jesus' life have been fulfilled, e.g. birth, death, resurrection and coming of Holy Spirit, and people believe that his return will also happen
- they accept the Bible as God's word and have faith that all aspects will be eventually fulfilled
- Jesus has to return so that there will be a day of judgement.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 The Passover meal and the Last Supper

- (a) Candidates should select and describe relevant sections from Matthew 26:20–30.

²⁰When it was evening, Jesus and the twelve disciples sat down to eat. ²¹During the meal Jesus said, “I tell you, one of you will betray me.” ²²The disciples were very upset and began to ask him, one after the other, “Surely, Lord, you don’t mean me?” ²³Jesus answered, “One who dips his bread in the dish with me will betray me. ²⁴The Son of Man will die as the Scriptures say he will, but how terrible for that man who betrays the Son of Man! It would have been better for that man if he had never been born!” ²⁵Judas, the traitor, spoke up. “Surely, Teacher, you don’t mean me?” he asked. Jesus answered, “So you say.” ²⁶While they were eating, Jesus took a piece of bread, gave a prayer of thanks, broke it, and gave it to his disciples. “Take and eat it,” he said; “this is my body.” ²⁷Then he took a cup, gave thanks to God, and gave it to them. “Drink it, all of you,” he said; ²⁸“this is my blood, which seals God’s covenant, my blood poured out for many for the forgiveness of sins. ²⁹I tell you, I will never again drink this wine until the day I drink the new wine with you in my Father’s Kingdom.” ³⁰Then they sang a hymn and went out to the Mount of Olives.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- the breaking of the bread represented his broken body on the cross and the pouring of the wine represented the spilling of his blood
- the Passover meal was a reminder of how the Jews were saved from bondage in Egypt whereas this new meaning would be a reminder of Jesus offering salvation for the sin of the world
- his followers could carry out the same actions every time they met and to give thanks for all that Jesus did during his life
- to allow his followers to have a visual reminder of the significance of his death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jesus did not baptise anyone
- Jesus spent most of his ministry giving practical help to the needy
- Jesus emphasised moral behaviour and criticised the religiosity of the religious leadership
- the parables set standards for being neighbourly, showing forgiveness and coping with anger and revenge. These need to be taught today to create a better society.

On the other hand:

- Jesus commanded the disciples to remember him in bread and wine and in the Great Commission to baptise in the name of Father, Son and Holy Spirit
- baptism has always been the rite of initiation into the Christian church
- participation in the Eucharist binds Christians in fellowship
- communion is a constant reminder of the death of Jesus and its significance
- these ceremonies underpin Christian worship in most denominations.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPG

5

Total

105

AVAILABLE
MARKS