



*Rewarding Learning*

General Certificate of Secondary Education  
2014

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## **Religious Studies**

Paper 3

The Revelation of God and  
the Christian Church

**[GRS31]**

**THURSDAY 15 MAY, AFTERNOON**

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**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 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 Jesus' baptism and temptations**

- (a) (i) John (Matthew 3:13)  
(AO1) [1]
- (ii) River Jordan (Matthew 3:13)  
(AO1) [1]
- (iii) Forty days (Matthew 4:2)  
(AO1) [1]
- (iv) 'Order these stones to turn into bread.' (Matthew 4:3)  
(AO1) [1]
- (v) 'Do not put the Lord your God to the test.' (Matthew 4:7)  
(AO1) [1]

**(b) Answers may include:**

- God's voice was heard, confirming that Jesus was his Son and that he was pleased with him.
- The heavens opened and God's spirit descended on Jesus.
- This incident marks a turning point in Jesus' life; he is preparing to start his ministry.
- Jesus was publicly acknowledged as being the 'greater person' John was preaching about.

Candidates may refer to Matthew 3:13–17.

Accept valid alternatives

Mark in levels

(AO1) [5]

**(c) Answers may include:**

I disagree

- Baptism means following the command of Jesus.
- Baptism is a sign that a person has repented of their sins and wants to follow Jesus.
- For some it is a sign that they have been welcomed into the family of the church.
- It is a public statement of a person's commitment to the Christian faith.
- Jesus was baptised.

I agree

- How Christians live out their faith on a daily basis can be a more powerful witness to others.
- It is more important to put into practice the teachings of Jesus.
- Living a good life is a sign that a person is being loyal to God and following his commandments.
- It is more important to love God and to love your neighbour.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

## 2 The Christian Church

- |         |   | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Sunday<br>(AO1)   | [1]             |
| (ii)    | A speech, talk or instruction given by the priest or minister.<br>Accept valid alternatives<br>(AO1)  | [1]             |
| (iii)   | Answers may include: <ul style="list-style-type: none"> <li>• Singing hymns, songs or choruses.</li> <li>• Playing an instrument, such as piano or organ.</li> <li>• Praise band.</li> <li>• A form of adoration to God.</li> </ul> Accept valid alternatives<br>(AO1)  | [1]             |
| (iv)    | Answers may include: <ul style="list-style-type: none"> <li>• A passage may be read out.</li> <li>• Psalms and canticles use words from the Bible.</li> <li>• The priest/minister may refer to the Bible in the sermon/homily.</li> </ul> Accept valid alternatives<br>(AO1)  | [1]             |
| (v)     | Answers may include: <ul style="list-style-type: none"> <li>• To talk to God/communicate with God.</li> <li>• To say sorry/ask for forgiveness.</li> <li>• To thank God for something.</li> <li>• To ask for something (petition or intercession).</li> <li>• To glorify or praise God.</li> </ul> Accept valid alternatives<br>(AO1) | [1]             |

(b) Answers may include:

- Some worshippers feel that a set routine can make worship dull and predictable because it uses the same structure each week.
- People go through the responses without thinking about the significance and meaning of what they are saying.
- People like variety and flexibility and they prefer extemporary worship rather than set prayers.
- Set worship is minister dominated and there are fewer opportunities to use the spiritual gifts of other members of the church.
- It reduces the influence of the Holy Spirit in worship.
- Spontaneous worship can be enjoyable and appeal to the younger members in the church

On the other hand:

- Set worship has been carefully constructed by holy, godly people and is Bible based.
- The congregation know what to expect and it makes them feel at ease because there are no surprises. They know what part they play in the worship.
- Set order helps younger Christians to learn about their faith and reinforces key teachings.
- Within the overall structure there is still room for variety in that the readings, hymns or theme of the service can vary.
- It has been passed down from previous generations and should be treasured.
- It is orderly and respectful.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

AVAILABLE  
MARKS

### 3 The Crucifixion of Jesus

AVAILABLE  
MARKS

- (a) Candidates should select and describe the relevant features of Matthew 27:32–44.

Answers may include:

- Jesus was not able to carry his cross to the place of crucifixion, showing he was in a very weak state following the mocking by the Roman soldiers.
- The passage states that Jesus was crucified – nailed to a wooden cross and left to die by an agonising death. Therefore he faced pain and physical suffering.
- He suffered the indignity of the soldiers gambling for his clothes.
- The people passing by taunted him to save himself and come down from the cross.
- The Jewish leaders made fun of him for saving others but not being able to save himself.
- Jesus was put to death beside two bandits who also mocked him.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Jesus knew that it was all part of God's plan for him to suffer in this way.
- On other occasions Jesus referred to his death being prophesied, for example, at the last supper and at his arrest (Matthew 26:17–30).
- Jesus knew he had to die for people's sins to be forgiven and for God's salvation to be secured for humanity (Matthew 26:47–56).
- When Jesus was tempted at the start of his ministry, he refused to take the easy way out and do things the devil's way. He is keeping to this initial resolve. (Matthew 4:1–11).

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Answers may include:

- 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 any pain they may have to endure.
- Jesus prayed as a response to suffering.

On the other hand:

- Jesus had a strength and sense of destiny that most people do not possess.
- Some people may find following the example of Jesus too difficult and unrealistic; he is God's Son, whereas ordinary people are weak and sinful.

Candidates may refer to Matthew 27:32–50

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 The Christian Church

(a) Answers may include:

- Advent is a time of preparation when Christians think about God sending his Son into the world as a baby; some Christians mark the days of Advent with Bible readings on this theme.
- For many Christians, Advent is a time of self-examination and a period of reflection on the second coming of Christ and what they need to do to get ready for his return.
- In some Christian homes and churches, an Advent wreath, candle or calendar may be used to count down each day or week during Advent.
- Other Christians may concentrate on practical action and support charity events as a way of marking Advent. For example, taking part in a sponsored event, such as a fast.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Some of the main events in the church calendar are also holidays. This means that most people, whether Christian or not, will be celebrating them in some way.
- Some Christian festivals have become occasions for spending sprees, such as Christmas and Easter.
- Saints days can become abused and the religious meaning forgotten. For example, Saint Patrick's Day.
- For many people, the festivals which are not commercialised are overlooked or ignored, such as Pentecost.

On the other hand:

- There are many popular activities which do remind people of events in the Bible and celebrate important events in the life of Jesus.
- Some Christians get involved in charity work or make a special effort for someone lonely or in need – this reflects the true spirit of Christian festivals.
- Some churches are active in their local area promoting special events in the church calendar which reminds people of the true meaning of these festivals.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

AVAILABLE  
MARKS**Assessment of Spelling, Punctuation and Grammar**

If the candidate does not answer 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 Teaching of Jesus**

- (a) Candidates should select and describe the main features of Jesus' teaching on prayer, e.g. Matthew 6:5–8 and Luke 18:9–14.

**Teaching about prayer**

“When you pray, do not be like the hypocrites! They love to stand up and pray in the houses of worship and on the street corners, so that everyone will see them. I assure you, they have already been paid in full. But when you pray, go to your room, close the door, and pray to your Father, who is unseen. And your Father, who sees what you do in private, will reward you.

“When you pray, do not use a lot of meaningless words, as the pagans do, who think that their gods will hear them because their prayers are long. Do not be like them. Your Father already knows what you need before you ask him.

**The Parable of the Pharisee and the Tax Collector**

Jesus also told this parable to people who were sure of their own goodness and despised everybody else. “Once there were two men who went up to the Temple to pray: one was a Pharisee, the other a tax collector. The Pharisee stood apart by himself and prayed, ‘I thank you, God, that I am not greedy, dishonest, or an adulterer, like everybody else. I thank you that I am not like that tax collector over there. I fast two days a week, and I give you one tenth of all my income.’ But the tax collector stood at a distance and would not even raise his face to heaven, but beat on his breast and said, ‘God, have pity on me, a sinner!’ I tell you,” said Jesus, “the tax collector, and not the Pharisee, was in the right with God when he went home. For those who make themselves great will be humbled, and those who humble themselves will be made great.”

Mark in levels  
Accept valid alternatives  
(AO1)

[5]

(b) Answers may include:

- Some people cannot remember or understand what they have been told. This is like the seed falling on the path.
- The person who responds enthusiastically to God's word but falls away when there are difficulties is like the seed that fell in the rocky places.
- The seed falling among thorns is like the person who lets the worries of life get in the way of following God.
- The seed falling on the good soil represents those who hear the word of God and respond positively, but some making more commitment than others.
- This parable can be taken as encouragement for those trying to preach God's word. Some people may never respond, but there will always be those who do and God's kingdom will continue to grow.

Candidates may refer to Matthew 13:1–9, 18–23.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- In his teaching, Jesus required a high standard, therefore some people would find it difficult to maintain. Examples from his teaching could include the teaching on forgiveness and revenge where a different attitude is needed to what is normally expected (Matthew 5:38–48).
- A total commitment was needed from prospective disciples. When Jesus taught about the implications of discipleship, he made it clear that half-hearted followers were of little use (Matthew 8:18–22; Matthew 10:9–14).
- Many people used to a comfortable lifestyle would find Jesus' teaching on wealth and poverty hard to accept (Matthew 6:1–4, 24–34).
- The parable of the sower emphasises some of the distractions people might have to contend with; other examples might include peer pressure, work commitments and family pressure (Matthew 13:1–9).

Accept valid alternatives

On the other hand:

- Jesus wants his followers to make a commitment and genuinely put him first in their lives (Matthew 8:18–22; Matthew 10:9–14).
- This is a challenge but need not be a problem if other concerns are not allowed to get in the way.
- Being a follower of Jesus requires priorities to be sorted out, but this should not mean it is too difficult to follow. Jesus' teaching on forgiveness, for example the parable of the unmerciful servant, shows that God's forgiveness is limitless. While a high standard is to be aimed for, people are not expected to be perfect. (Matthew 18:21–35)

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 The Deeds of Jesus

AVAILABLE  
MARKS

(a) Candidates should select and describe the main features of John 8:1–11

**The Woman Caught in Adultery**

Then everyone went home, but Jesus went to the Mount of Olives. Early the next morning he went back to the Temple. All the people gathered around him, and he sat down and began to teach them. The teachers of the Law and the Pharisees brought in a woman who had been caught committing adultery, and they made her stand before them all. “Teacher,” they said to Jesus, “this woman was caught in the very act of committing adultery. In our Law Moses commanded that such a woman must be stoned to death. Now, what do you say?” They said this to trap Jesus, so that they could accuse him. But he bent over and wrote on the ground with his finger. As they stood there asking him questions, he straightened up and said to them, “Whichever one of you has committed no sin may throw the first stone at her.” Then he bent over again and wrote on the ground. When they heard this, they all left, one by one, the older ones first. Jesus was left alone, with the woman still standing there. He straightened up and said to her, “Where are they? Is there no one left to condemn you?”

“No one, sir,” she answered.

“Well, then,” Jesus said, “I do not condemn you either. Go, but do not sin again.”

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- Jesus said that everything the religious leaders do is for show. They want people to look up to them but they do nothing to deserve this.
- The religious leaders were often too quick to judge and condemn others when their behaviour was far from perfect.
- Their words and actions were often inconsistent and they did not keep many of the laws they placed on the ordinary people.
- The scribes and Pharisees could not see what was really important and what wasn't. They took some rules to extreme lengths, for example tithing even tiny amounts of herbs and spices. However, they often neglected justice, mercy and faithfulness.
- Just like the white-washed tomb, the scribes and Pharisees often looked good on the outside but on the inside they were full of rot and decay.

Candidates may refer to Matthew 23:1–12, 23–28.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Jesus treated women as equals to men. He does not regard them as unintelligent (e.g. his encounter with the Canaanite woman, Matthew 15:21–28) or lacking in understanding (e.g. at his anointing in Bethany, Mark 14:3–9).
- Many women still face prejudice and discrimination in society today. For example, women are under-represented in politics, business and high-powered positions.
- In some churches women do not play leadership roles, or rise to positions as high as male church leaders. These churches could learn from the example of Jesus.

On the other hand:

- Most women do have equal opportunities nowadays when it comes to employment and education.
- It could be said that although Jesus was not prejudiced against women, he still followed the convention of his day by having only men as his closest followers.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

**7 The Christian Church**

(a) Candidates should refer to one 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.

[5]

(b) Answers may include:

- Explanation of the 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]

AVAILABLE  
MARKS

(c) Answers may include:

- In the Gospels we have the words of Jesus at the Last Supper commanding his followers to celebrate communion in remembrance of him, therefore for it is right that it is the most important part of worship.
- 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 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 the importance of communion in church worship.
- The layout of some church buildings also emphasises the centrality of communion, with the altar/communion table in a focal position. Examples would include the traditional cruciform church and a circular building.

On the other hand:

- There are many other elements to worship as well as communion. These include readings from the Bible, the sermon, singing and prayer. All of these are important ways of worshipping God and there should not be an over-emphasis on communion.
- 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). In these denominations there might be far greater emphasis on the Bible, preaching or music.
- Again, this is reflected in the architecture of some churches where the pulpit or lectern is a focal point rather than the altar/communion table.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

AVAILABLE  
MARKS