



Rewarding Learning

**General Certificate of Secondary Education
2015**

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRS31]

WEDNESDAY 13 MAY, AFTERNOON

**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 The Christian Church

- (a) (i) Christmas
(AO1) [1]
- (ii) Advent
(AO1) [1]
- (iii) The wise men visiting baby Jesus.
(AO1) [1]
- (iv) Answers may include:
- These men and women are role models and have set a good example for others to follow.
- Accept valid alternatives
(AO1) [1]
- (v) Answers may include:
- A special service is held in church.
 - Church members bring food gifts for the needy.
- Accept valid alternatives
(AO1) [1]
- (b) Answers may include:
- Easter remembers the death and resurrection of Jesus which are key events in his life. For Christians they are meaningful as they prove there is life after death and show God's power over sin and death.
 - For Christians, the resurrection also proves that Jesus is the saviour and has fulfilled Old Testament prophecies.
 - Easter Sunday is one of the central festivals of the church year. It is a joyous celebration, often beginning with dawn services at outdoor venues where people watch the sunrise – an appropriate symbol for the resurrection of Christ.
 - Easter Sunday is also a traditional day for new Christians to be baptised.
- Accept valid alternatives
Mark in levels
(AO1) [5]
- (c) Answers may include:
- Giving to others is an important part of Lent for many Christians. The Catholic charity Trocaire run a campaign every year during Lent, where families and schools collect money and get involved in fundraising.
 - In some churches, worshippers are encouraged to give something up and help others at the same time, perhaps by saving the money not spent on treats or luxuries. This money might be donated to a charity such as Christian Aid.
 - Lent is a time for remembering Jesus' sacrifice on the cross for humanity, so it is important to make sacrifices for others.

On the other hand:

- Many Christians choose to fast or give something up for Lent. This is a way of identifying with Jesus and his period of temptation and denial in the wilderness.
- It is part of the tradition of Lent to give something up; this is the reason behind pancakes on Shrove Tuesday.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

2 The Deeds of Jesus

- | | | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Answers may include:
• Pharisees
• Teachers of the Law (Matthew 23:2)
(AO1) | [1] |
| (ii) | Answers may include:
• Heal her daughter
• Cast a demon out of her daughter (Matthew 15:22)
(AO1) | [1] |
| (iii) | Bethany (Mark 14:3)
(AO1) | [1] |
| (iv) | A drink of water (John 4:7)
(AO1) | [1] |
| (v) | Answers may include:
• Adultery
• Been unfaithful to her husband (John 8:4)
Accept valid alternatives.
(AO1) | [1] |
| (b) | Answers may include:
• Many people still face prejudice and discrimination in society today.
• For example, women are under-represented in politics, business and high-powered positions. People from ethnic minority groups may experience social injustice.
• Jesus treated women as equals to men. He does not regard them as unintelligent (e.g. his encounter with the Canaanite woman) or lacking in understanding (e.g. at his anointing in Bethany).
• Jesus taught about forgiveness and shared this in his dealings with others, e.g. the woman caught in adultery.
• The situations Jesus encountered were very different to those faced by people today.

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] |
| | | 15 |

3 The Teaching of Jesus

- (a) Candidates should select and describe the relevant features of Matthew 6:24-34.

Answers may include:

- A person who is too concerned about wealth and possessions cannot serve God properly as they will have divided loyalties. One of the dangers of having wealth is that you can become too attached to it. Jesus said you cannot serve two masters.
- Birds do not worry, yet God provides for them. Wild flowers soon die, but God gives them great beauty. If God cares about birds and flowers, his followers should have faith that he will also look after them.
- Excessive worrying about material things is no use. Jesus told people to get their priorities right – to live for God and have faith that he will provide.
- Each day produces problems and difficulties, so try and cope with these by concentrating on one day at a time.

Mark in levels

(AO1)

[5]

- (b) Candidates may refer to (Matthew 8:18-22 and Matthew 10:9-14).

Answers may include:

- Jesus was honest and never taught that it would be easy to be one of his disciples. Discipleship would be challenging and could mean hardships.
- When a man asked Jesus about following him, Jesus said that he must be prepared to give up everything. Even animals and birds had somewhere to live, but Jesus did not have this security.
- True discipleship means that a person is prepared to put Jesus first in life, sometimes even before family duties.
- Discipleship requires trust in God that he will provide for physical needs.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Candidates may refer to (Matthew 5:38-42).

Answers may include:

- Jesus called on his followers to live to an even higher standard than that of the Old Testament by not taking revenge.
- To hit back when someone provokes you is often a natural reaction and it takes far greater strength of character to resist. Jesus taught people to 'Turn the other cheek'.
- Jesus also taught that his followers should think and act in a responsible way, rather than demanding their legal rights on every occasion. This can be very difficult to do.

On the other hand:

- There are many other teachings of Jesus which are difficult. Overall, Jesus set a high standard for his followers.
- Other examples might include the challenge of loving your enemies, not being obsessed with wealth and possessions and sincere prayer.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

4 The Christian Church

- (a) Candidates may refer to any Christian denomination. They should identify the denomination chosen.

Believers' Baptism

Answers may include:

- Congregation will sing a hymn together.
- Minister/pastor will give a short talk on the meaning of baptism.
- The person being baptised will give a short testimony.
- The person along with the minister/pastor will enter the baptismal tank.
- The pastor/minister says the words, 'On your profession of faith, I baptise you in the name of the Father, Son and Holy Spirit'.
- The candidate will be immersed then will leave the water to get changed.

Infant Baptism

Answers may include:

- The role of the priest/minister.
- Where and when the baptism takes place.
- The role of parents and godparents/sponsors.
- What the font is used for.
- How baptism takes place.
- Prayers that are said.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- At the Great Commission, Jesus commanded his disciples to go out and preach, baptising those who believed.
- From the earliest time, baptism has been the rite of entry into the church.
- Being baptised as a baby shows cleansing and the entry into God's family, the church.
- Believers' baptism is the public declaration of the faith which a person has come to hold for themselves.

On the other hand:

- Jesus did not baptise anyone.
- Jesus spent most of his ministry giving practical help to the needy.
- Jesus emphasised moral behaviour and the need for people to treat each other with respect and decency. Christians should follow this example.
- Being baptised does not make a person become a Christian; it is a person's faith which is important.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

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 Identity of Jesus

- (a) Candidates should select and describe the main features of Luke 2:8-20.

The Shepherds and the Angels

There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. An angel of the Lord appeared to them, and the glory of the Lord shone over them. They were terribly afraid, but the angel said to them, “Don’t be afraid! I am here with good news for you, which will bring great joy to all the people. This very day in David’s town your Saviour was born—Christ the Lord! And this is what will prove it to you: you will find a baby wrapped in cloths and lying in a manger.”

Suddenly a great army of heaven’s angels appeared with the angel, singing praises to God:

“Glory to God in the highest heaven,
and peace on earth to those with whom he is pleased!”

When the angels went away from them back into heaven, the shepherds said to one another, “Let’s go to Bethlehem and see this thing that has happened, which the Lord has told us.”

So they hurried off and found Mary and Joseph and saw the baby lying in the manger. When the shepherds saw him, they told them what the angel had said about the child. All who heard it were amazed at what the shepherds said. Mary remembered all these things and thought deeply about them. The shepherds went back, singing praises to God for all they had heard and seen; it had been just as the angel had told them.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- Angels appear to both Joseph and Mary, telling them that Mary will be the mother of God's son.
- An angel tells the shepherds that the saviour has been born and that they must go to Bethlehem.
- The wise men learnt in a dream that they should not return to Herod; they went home by another route.
- Angels and visions play an important part in the birth of Jesus as they show that God is communicating with people and guiding events. The visions are sent from God and angels are used as God's messengers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The title 'Son of God' sums up everything that is important about the identity of Jesus.
- Jesus was sent to earth as God's son to redeem sinful humanity; this is the central message of the Gospels.
- Jesus' identity as the Son of God is confirmed at important moments during his life, such as his baptism and transfiguration.
- Son of God is the title widely used by Christians today to describe Jesus.

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 Man' is also valid description of Jesus, and it is the title Jesus often used for himself.
- Some people today would see Jesus simply as a religious teacher or prophet.
- '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.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 The Death and Resurrection of Jesus

AVAILABLE
MARKS

- (a) Candidates should select and describe the main features of Matthew 26:17-30.

Jesus Eats the Passover Meal with His Disciples

On the first day of the Festival of Unleavened Bread the disciples came to Jesus and asked him, "Where do you want us to get the Passover meal ready for you?" "Go to a certain man in the city," he said to them, "and tell him: 'The Teacher says, My hour has come; my disciples and I will celebrate the Passover at your house.'"

The disciples did as Jesus had told them and prepared the Passover meal. When it was evening, Jesus and the twelve disciples sat down to eat. During the meal Jesus said, "I tell you, one of you will betray me."

The disciples were very upset and began to ask him, one after the other, "Surely, Lord, you don't mean me?"

Jesus answered, "One who dips his bread in the dish with me will betray me. ²⁴ The Son of Man will die as the Scriptures say he will, but how terrible for that man who will betray the Son of Man! It would have been better for that man if he had never been born!"

Judas, the traitor, spoke up. "Surely, Teacher, you don't mean me?" he asked.

Jesus answered, "So you say."

The Lord's Supper

While 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."

Then he took a cup, gave thanks to God, and gave it to them. "Drink it, all of you," he said; "this is my blood, which seals God's covenant, my blood poured out for many for the forgiveness of sins. I tell you, I will never again drink this wine until the day I drink the new wine with you in my Father's Kingdom."

Then they sang a hymn and went out to the Mount of Olives.

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- The Sanhedrin was looking for 'false evidence' against Jesus; many people came forward and told lies about him.
- Jesus was spat on and slapped – not the treatment expected at a proper trial.
- Jesus had no-one to speak in his defence.
- Jesus was questioned at night, in the house of the high priest and during a festival, all of which broke the Sanhedrin's own rules about the conduct of a trial.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- The emphasis placed on the resurrection by Christians makes Christianity less credible to those who do not believe – people do not rise from the dead.
- Focussing more on the teaching of Jesus rather than the resurrection would be better as more people can relate to the ideas of loving your neighbour, showing forgiveness, not being selfish, etc. than to a miraculous event.
- There are other events in the life of Jesus that are also very significant, such as his birth, temptations, etc.

On the other hand:

- The resurrection is so important for Christianity that it cannot be over-emphasised.
- 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.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The Christian Church

AVAILABLE
MARKS

- (a) Candidates may refer to any Christian denomination. They should identify the denomination chosen.

Answers may include:

Roman Catholic Church

- Greeting and penitential rite
- Liturgy of the Word
- Liturgy of the Eucharist
- The concluding Rite

Church of Ireland

- Greeting and welcome
- Ministry of the Word
- Prayers and hymns
- Sermon
- Offering and Benediction

Methodist Church

- Preparation – call to worship, hymns and prayers
- Ministry of the Word – Bible readings and sermon
- Response – Prayers, offering, hymn and The Grace

Presbyterian Church

- Approach to God – call to worship, hymn and prayers
- Proclamation of the Word – Bible readings and sermon
- Response to the Word – Offering, prayers, hymn and blessing

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Candidates may refer to any Christian denomination.

Answers may include:

- Some people feel that speaking to God should be done in a respectful manner and the best way to do this is through written words and phrases.
- A common order of service means that a person can go to any church in that denomination and know what to expect.
- Worshippers are familiar with the service and are therefore more at ease.
- The congregation play an active role through reciting words and responding to prayers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Many churches and church based groups are becoming more involved with society and have a positive role to play in the local community.
- Many churches are involved in a variety of community projects, such as homelessness, working with addicts or involvement with local job schemes.
- Churches often let their buildings be used by groups in the local community that need premises, such as a parent and toddler group or language classes for new citizens.
- Candidates may refer to specific examples of church action in the community, such as SVDP, Salvation Army or a church known to them.

On the other hand:

- We live in a multi-cultural society where Christianity is no longer the only religion people follow, therefore churches play less of a role in the community than in the past.
- Many people live totally secular lives in which church attendance plays no part.
- People are more individualistic than in the past and gathering together as a community is not important to many people.
- Some church buildings are empty and unused due to falling congregations; others are being put to different use other than Christian worship.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS