



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **Religious Studies**

Paper 4

Christianity through a Study  
of the Gospel of Matthew

**[GRS41]**

**WEDNESDAY 13 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 The Temptations of Jesus

- (a) (i) Wilderness (ch4v1)  
(AO1) [1]
- (ii) Forty days and nights (ch4v2)  
Award valid alternatives  
(AO1) [1]
- (iii) To turn stones to bread (ch4v3)  
(AO1) [1]
- (iv) The Temple (ch4v5)  
(AO1) [1]
- (v) Worship only God/Go away Satan (ch4v10)  
(AO1) [1]

## (b) Answers may include:

- During the temptations Jesus had the opportunity to consider some of the challenges he might face during his ministry; they gave him the opportunity to think how he will respond.
- In the first temptation, Jesus faced up to the dilemma of whether to use his powers for himself or only for the good of others.
- By refusing to throw himself from the top of the Temple, Jesus is establishing that he will not perform miracles to prove his identity.
- The third temptation shows that Jesus will not be a political Messiah, but will put God's kingdom first.

Accept valid alternatives

Mark in levels

(AO1) [5]

## (c) Answers may include:

- They realise that everyone has to face temptations in their lives and that temptation usually comes at times of weakness and pressure.
- Like Jesus they should try to resist the temptations in their lives.
- Resisting temptation can be achieved through applying the teaching of the Bible and also through praying to God.
- Jesus was at the start of his ministry and the devil was trying to upset his mission. Likewise when people make a commitment to follow God the devil will try to make things awkward for them.
- Temptations can take different forms. In his temptations Jesus was being tempted in different areas and the same can happen to Christians today. The devil did not give in after Jesus dealt with the first temptation. Two others were to follow.
- Resisting temptation can make a person stronger and more determined.

On the other hand:

- Jesus was divine and had supernatural powers to resist and that is something which Christians do not have today.

- Jesus was God’s son whereas ordinary people are weak and sinful and do not have the power to resist evil.
- Christians today face many more and much more difficult temptations.
- Jesus did not have to cope with the pressure of the media and non Christian friends to go against the teaching of the Bible.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE  
MARKS

15

## 2 Jesus the Miracle Worker

- |         |  | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Sabbath (ch12v10)<br>(AO1)   | [1]             |
| (ii)    | Synagogue (ch12v9)<br>(AO1)  | [1]             |
| (iii)   | Leprosy sufferer/man with dreaded skin disease (ch8v2)<br>Accept valid alternatives<br>(AO1) | [1]             |
| (iv)    | Touched the cloak of Jesus (ch9v20)<br>(AO1)   | [1]             |
| (v)     | Your sins are forgiven (ch9v2), Get up and walk (ch9v6)<br>(AO1)                             | [1]             |

**(b) Answers may include:**

- Jesus set an example of putting the welfare of people before religious laws.
- The teaching of Jesus was to “love your neighbour” and this can be done by helping those in need.
- Helping ill people as soon as possible may save them from a serious illness or even death.
- There are plenty of other times to worship God. It does not have to be done on a set day or time every week.
- It is a sign of Christian compassion and concern.

On the other hand:

- The opening commandments stress the importance of worshipping God.
- Jesus taught that his followers should “love God with all their heart, soul and mind” and can be achieved through worshipping God.
- Attending church worship can help to build up faith.
- Worshipping God is a way of praising and thanking him for all his blessings to mankind.
- Attending church worship is an opportunity to have fellowship with other Christians.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

### 3 Jesus' Entry into Jerusalem

AVAILABLE  
MARKS

(a) Candidates should select and describe the main features of Matthew 21:6-11

<sup>6</sup> The disciples went and did as Jesus had instructed them. <sup>7</sup> They brought the donkey and the colt and placed their cloaks on them for Jesus to sit on. <sup>8</sup> A very large crowd spread their cloaks on the road, while others cut branches from the trees and spread them on the road. <sup>9</sup> The crowds that went ahead of him and those that followed shouted, "Hosanna to the Son of David!" "Blessed is he who comes in the name of the Lord!" "Hosanna in the highest heaven!" <sup>10</sup> When Jesus entered Jerusalem, the whole city was stirred and asked, "Who is this?" <sup>11</sup> The crowds answered, "This is Jesus, the prophet from Nazareth in Galilee."

Mark in levels

(AO1)

[5]

(b) Answers may include:

- By riding on a donkey he was emphasising that he was not coming as a military and political figure to overthrow the occupying Roman forces.
- By fulfilling the Old Testament prophecy he showed he was coming in peace and that he was a different type of Messiah from what the Jewish people were expecting.
- He was descended from the great King David of the Old Testament.
- He was coming to save the nation in a spiritual rather than a political way.
- Some recognised him as a prophet through his teachings and miraculous acts.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- He knew that at some stage in his life he would have to do this if he was to achieve God's will for his life.
- He knew the significance of what he was doing and how it would help reconcile man to God.
- He was fulfilling what the Old Testament prophets had stated.
- He realised the time had come to complete his ministry on earth.
- It was part of his role as Messiah.
- When he completed his mission God would be glorified.
- It was all part of God's plan to bring salvation.

On the other hand:

- It was difficult because he knew what lay ahead in that he faced suffering, crucifixion and death on a cross.
- He knew that his disciples had not grasped this and the coming events would be a traumatic and disturbing experience for them.
- He might be building up the peoples' expectation in the wrong way.
- Coming in such a way made it easier for the authorities to arrest Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Peter's Denial

- (a) Candidates should select and describe the main features of Matthew 26 v31-35 and 26 v69-74

<sup>31</sup> Then Jesus told them, "This very night you will all fall away on account of me, for it is written: "I will strike the shepherd, and the sheep of the flock will be scattered." <sup>32</sup> But after I have risen, I will go ahead of you into Galilee."

<sup>33</sup> Peter replied, "Even if all fall away on account of you, I never will." <sup>34</sup> "Truly I tell you," Jesus answered, "this very night, before the rooster crows, you will disown me three times." <sup>35</sup> But Peter declared, "Even if I have to die with you, I will never disown you." And all the other disciples said the same.

<sup>69</sup> Now Peter was sitting out in the courtyard, and a servant girl came to him. "You also were with Jesus of Galilee," she said. <sup>70</sup> But he denied it before them all. "I don't know what you're talking about," he said. <sup>71</sup> Then he went out to the gateway, where another servant girl saw him and said to the people there, "This fellow was with Jesus of Nazareth." <sup>72</sup> He denied it again, with an oath: "I don't know the man!" <sup>73</sup> After a little while, those standing there went up to Peter and said, "Surely you are one of them; your accent gives you away." <sup>74</sup> Then he began to call down curses, and he swore to them, "I don't know the man!" Immediately a rooster crowed.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Peter felt isolated in the courtyard of the high priest's house because all the other disciples had fled when Jesus was arrested in the Garden of Gethsemane.
- He was put under pressure by the continual questioning about his identity and he lost his nerve and denied knowing Jesus.
- He realised that his life was in danger especially when they stated that he was a Galilean like Jesus was.
- He was recognised as a follower of Jesus and this made him afraid.
- Unlike the other disciples he had been more brave than them because he had gone to the courtyard to give Jesus moral support and to see what was going to happen.
- Many people would respond in the same way as Peter did due to the threat they were under.

On the other hand:

- He had made a boast in front of the other disciples that he would never disown Jesus and he had failed to do this.
- Peter could "talk the talk" but not "walk the walk."
- It was a servant girl who had first stated that he was with Jesus. It was a comment rather than a threatening question and a simple answer could have released the pressure.
- He let Jesus down at a very important stage in his life.
- The outspoken disciple had become a coward and was disloyal to his leader by being untruthful.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE  
MARKS

15

60

Section A

## 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 Sermon on the Mount**

- (a) Candidates should select and describe relevant sections from Matthew 6 v 5-13

<sup>5</sup> “And when you pray, do not be like the hypocrites, for they love to pray standing in the synagogues and on the street corners to be seen by others. Truly I tell you, they have received their reward in full. <sup>6</sup> But when you pray, go into your room, close the door and pray to your Father, who is unseen. Then your Father, who sees what is done in secret, will reward you. <sup>7</sup> And when you pray, do not keep on babbling like pagans, for they think they will be heard because of their many words. <sup>8</sup> Do not be like them, for your Father knows what you need before you ask him. <sup>9</sup> “This, then, is how you should pray:

“Our Father in heaven,  
hallowed be your name,

<sup>10</sup> your kingdom come,  
your will be done,

on earth as it is in heaven.

<sup>11</sup> Give us today our daily bread.

<sup>12</sup> And forgive us our debts,  
as we also have forgiven our debtors.

<sup>13</sup> And lead us not into temptation,[a]  
but deliver us from the evil one.[b]’

Mark in levels

(AO1)

[5]

(b) Answers may include:

- This prayer contains key aspects of what makes a good prayer.
- It recognises who God is and that Christians are praying to a father figure who is holy and special. In this way they are showing their adoration to God and this is the best way to commence a prayer.
- Christians are recognising that God has an overall purpose for the world and for their lives.
- It recognises that God supplies their needs and that they can make requests to God. These can be prayers of intercession or petition.
- The prayer highlights the need for seeking forgiveness because all Christians let God down through their sinful actions.
- It is very important that Christians show forgiveness to other people.
- Christians live in a dangerous and evil world in which there are many temptations and they need to pray for God's protection and support to combat these.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The Sermon on the Mount covers matters that people still have to encounter today. It deals with anger, revenge and loving your enemies.
- It tackles spiritual issues in relation to religious observances. These include giving to charity, fasting and praying.
- The Sermon on the Mount gives clear guidance on how Christians should behave and it presents some very challenging and thought provoking ideas.
- It stresses the need for reconciliation and forgiveness as a way to create harmony in society.
- It encourages that prompt action be taken rather than letting the issue fester and create even more harm.
- Religion is mainly a private thing and not to be used as an opportunity to create personal glorification.
- The section on moral behaviour encourages that people aim for perfection in their lives and this challenge and goal is a good thing.
- Candidates could evaluate some of the individual topics which Jesus covers in his address.

On the other hand:

- The context of some of Jesus' advice is very different from those of his day and some people may find it difficult to understand what he is saying.
- Fasting is no longer a religious discipline in the lives of many Christians today.
- The demands of Jesus are not realistic for the secular and materialistic society of today. Applying his teaching would leave people at a disadvantage.
- People would be taken advantage of and others would make unrealistic demands on them.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 The Parable of the Workers in the Vineyard

AVAILABLE  
MARKS

- (a) Candidates should select and describe relevant sections from Matthew 20 v1-16

<sup>1</sup> “For the kingdom of heaven is like a landowner who went out early in the morning to hire workers for his vineyard. <sup>2</sup> He agreed to pay them a denarius for the day and sent them into his vineyard. <sup>3</sup> “About nine in the morning he went out and saw others standing in the marketplace doing nothing. <sup>4</sup> He told them, ‘You also go and work in my vineyard, and I will pay you whatever is right.’ <sup>5</sup> So they went. “He went out again about noon and about three in the afternoon and did the same thing. <sup>6</sup> About five in the afternoon he went out and found still others standing around. He asked them, ‘Why have you been standing here all day long doing nothing?’ <sup>7</sup> ““Because no one has hired us,” they answered. “He said to them, ‘You also go and work in my vineyard.’ <sup>8</sup> “When evening came, the owner of the vineyard said to his foreman, ‘Call the workers and pay them their wages, beginning with the last ones hired and going on to the first.’ <sup>9</sup> “The workers who were hired about five in the afternoon came and each received a denarius. <sup>10</sup> So when those came who were hired first, they expected to receive more. But each one of them also received a denarius. <sup>11</sup> When they received it, they began to grumble against the landowner. <sup>12</sup> ‘These who were hired last worked only one hour,’ they said, ‘and you have made them equal to us who have borne the burden of the work and the heat of the day.’ <sup>13</sup> “But he answered one of them, ‘I am not being unfair to you, friend. Didn’t you agree to work for a denarius? <sup>14</sup> Take your pay and go. I want to give the one who was hired last the same as I gave you. <sup>15</sup> Don’t I have the right to do what I want with my own money? Or are you envious because I am generous?’ <sup>16</sup> “So the last will be first, and the first will be last.”

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- The owner of the vineyard is God.
- There are certain set conditions for entry into God’s kingdom and these apply to every one. They are like the agreement of the wages in the story which were the same regardless of when the labourers signed on.
- The parable is about making a commitment to follow Jesus and this can be done at any stage in a person’s life. It is like the men in the story who were employed at different times during the day. It could be very close to their death.
- Regardless of the timing the reward is exactly the same for all who make the commitment. They will have a place in heaven.
- In a sense God sets the rules for entry into his kingdom and people have to obey these even if they think they are unfair.

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Many of the stories told by Jesus have never been forgotten. The meaning behind the parable is still relevant even though the cultural background is different.
- People still enjoy listening to stories especially if there is a personal aspect to it.
- Stories are retold and the message behind them is passed on.
- Stories can help explain a Christian belief in a non threatening way. The belief can be explained in terms that people can understand.
- Stories are contemporary and can be adapted to today's society.

On the other hand:

- There are other ways to explain Christian beliefs which can be more effective today.
- Christians live in a very visual society with multi media presentations. The use of Powerpoint, internet and DVD material is very appealing to a younger generation.
- People today spend less time in conversation and listening and the power of stories has become less effective.
- Using stories can result in the story being remembered and the key belief being overlooked. Even Jesus had to explain some of his parables to his disciples.
- Stating the belief in black and white terms can just be as effective. Stories can blur the meaning.
- The best way is to use a variety of different strategies. Something different can make people sit up and take notice.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 7 The Crucifixion and the Resurrection of Jesus

AVAILABLE  
MARKS

- (a) Candidates should select and describe relevant sections from Matthew 28: v 1-9

<sup>1</sup> After the Sabbath, at dawn on the first day of the week, Mary Magdalene and the other Mary went to look at the tomb. <sup>2</sup> There was a violent earthquake, for an angel of the Lord came down from heaven and, going to the tomb, rolled back the stone and sat on it. <sup>3</sup> His appearance was like lightning, and his clothes were white as snow. <sup>4</sup> The guards were so afraid of him that they shook and became like dead men. <sup>5</sup> The angel said to the women, "Do not be afraid, for I know that you are looking for Jesus, who was crucified. <sup>6</sup> He is not here; he has risen, just as he said. Come and see the place where he lay. <sup>7</sup> Then go quickly and tell his disciples: 'He has risen from the dead and is going ahead of you into Galilee. There you will see him.' Now I have told you." <sup>8</sup> So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples. <sup>9</sup> Suddenly Jesus met them. "Greetings," he said. They came to him, clasped his feet and worshiped him.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- The popularity of Jesus with the people was undermining their position.
- Jesus criticised the religious leaders.
- He was making claims to be the Messiah and his profile did not fit in with the current thinking about the Messiah.
- He had committed blasphemy by publically forgiving people's sins.
- He showed disrespect to important religious rules, e.g. he worked on the Sabbath.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Answers may include:

- In the resurrection Jesus overcame the power of death and sin.
- It gives Christians hope of a future resurrection and eternal life.
- The resurrection is the focal point of the Christian faith.
- It proved that Jesus was the Son of God and that he had fulfilled the prophecies he had made.
- God had achieved the greatest miracle by raising Jesus from the dead.
- Both the resurrection and the death of Jesus are of equal importance. Both were essential elements in God's plan for mankind.

On the other hand:

- Jesus' crucifixion and death were the perfect sacrifice for the sins of mankind. Other types of sacrifices were no longer needed.
- Through his death Jesus was opening the way to salvation. He was taking the punishment for the sins of the world.
- Through his death Jesus had opened the way for man to be reconciled to God.
- Without the death of Jesus there could have been no resurrection.
- Jesus had fulfilled God's plan for his life.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**Section B**

**SPaG**

**Total**

**AVAILABLE  
MARKS**

20

**40**

**5**

**105**

