



*Rewarding Learning*

**General Certificate of Secondary Education  
2016**

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**Religious Studies**

Paper 3

The Revelation of God and the Christian Church

**[GRS31]**

**WEDNESDAY 18 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.

## 1 The Death and Resurrection of Jesus

- |  |     | AVAILABLE MARKS |
|--|-----|-----------------|
| <p>(a) (i) This is my body (Matthew 26:26)<br/>(AO1)</p>   | [1] |                 |
| <p>(ii) Judas (Matthew 26:49)<br/>(AO1)</p>  | [1] |                 |
| <p>(iii) Pilate (Matthew 27:2)<br/>(AO1)</p>   | [1] |                 |
| <p>(iv) Simon (Matthew 27:32)<br/>(AO1)</p>  | [1] |                 |
| <p>(v) Very early on Sunday morning (Luke 24:1)<br/>(AO1)</p>  | [1] |                 |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> <li>• In the Garden of Gethsemane, 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</li> <li>• When Jesus had to suffer unfair treatment he did so without complaint or thought of revenge; Christians can try to do the same</li> <li>• We can only imagine how much pain was involved in crucifixion; thinking about how Jesus suffered can help Christians come to terms with pain they may have to endure</li> <li>• Jesus prayed as a response to suffering.</li> </ul> <p>Accept valid alternatives<br/>Mark in levels<br/>(AO1)</p>   | [5] |                 |
| <p>(c) Answers may include:</p> <ul style="list-style-type: none"> <li>• It was the Jewish leaders who brought Jesus to Pilate for trial as they wanted him to receive the death penalty; they found him a constant challenge to their authority</li> <li>• Jesus did not receive justice in his trial before the Jewish leaders, as false evidence and witnesses were used in their determination to have him sentenced to death</li> <li>• Pilate himself showed he was not responsible for the death of Jesus by publicly washing his hands; the Jewish people accepted responsibility.</li> </ul> <p>On the other hand:</p> <ul style="list-style-type: none"> <li>• Pilate is to blame for the death of Jesus; he gave the order for Jesus to be crucified</li> <li>• Pilate was the Roman Governor so he had the power to release Jesus if he wanted too</li> <li>• It was God's plan for Jesus to die; the religious leaders were not responsible for Jesus' death but helping God's will to happen.</li> </ul> <p>Accept valid alternatives<br/>Mark in levels<br/>(AO2)</p> | [5] | 15              |

## 2 The Christian Church

- |  |     | AVAILABLE MARKS |
|--|-----|-----------------|
| <p><b>(a) (i)</b> Answers may include:</p> <ul style="list-style-type: none"> <li>• Baptist</li> <li>• Brethren</li> <li>• Pentecostal</li> </ul> <p>Accept valid alternatives<br/>(AO1)</p>               | [1] |                 |
| <p><b>(ii)</b> Answers may include:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• God parents/sponsors</li> <li>• The congregation</li> </ul> <p>Accept valid alternatives<br/>(AO1)</p> | [1] |                 |
| <p><b>(iii)</b> Answers may include:</p> <ul style="list-style-type: none"> <li>• Water</li> <li>• Oil</li> <li>• White garment</li> <li>• Candle</li> </ul> <p>Accept valid alternatives<br/>(AO1)</p>    | [1] |                 |
| <p><b>(iv)</b> The blood of Jesus<br/>(AO1)</p>  | [1] |                 |
| <p><b>(v)</b> Answers may include:</p> <ul style="list-style-type: none"> <li>• Church of Ireland</li> <li>• Roman Catholic</li> <li>• Brethren</li> </ul> <p>Accept valid alternatives.<br/>(AO1)</p>     | [1] |                 |

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

Answers may include:

- Some churches place emphasis on Communion/Eucharist as being a central part of all acts of worship, so it may be celebrated daily, as in the Roman 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 that the importance of communion is reflected in frequent observance.

On the other hand:

- Some Christians feel that as Holy Communion is so special, it should not be celebrated so often as it will become a ritual and the meaning behind it will be forgotten
- Therefore, 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).

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 The Birth of Jesus

- (a) Candidates should select and describe the relevant features of Matthew 2:1–8

Answers may include:

- Herod was the king of Judea at the time when Jesus was born in Bethlehem. He would not welcome any threat to his rule
- Herod then asked the chief priests and teachers of the Law to consult the prophecies. When they replied that the Messiah would be born in Bethlehem, this made Herod even more worried and he made plans to find out the location of the new king.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- GOLD – A precious metal and represents kingship; it emphasises Jesus' role as ruler over God's kingdom
- FRANKINCENSE – A resin burnt in the temple to worship God; it represents that Jesus is to be worshipped as God. This gift can also symbolise Jesus' priestly role as intercessor with God on behalf of humankind
- MYRRH – An oil used to anoint the dead; indicated Christ's humanity and death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Candidates should refer to Matthew 1:18–25 and Luke 1:26–38.

Answers may include:

- Mary showed complete obedience to God when she was told she would give birth to his son; Joseph also did what the angel told him and married Mary
- Mary is humble and modest; she realises what a great honour God has given her
- Joseph is kind and considerate; he intends to divorce Mary quietly before he realises the baby is God's son
- Mary and Joseph have been especially chosen by God as the right people for the task of raising his son.

On the other hand:

- Mary and Joseph are just humans, like the rest of us, and no human being is perfect
- Mary and Joseph no doubt had their faults and weaknesses; Jesus is the only perfect example we have of how Christians should behave
- The Gospel writers give us very little information about Mary and Joseph as their main focus is teaching and mission of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE  
MARKS

15

#### 4 The Christian Church

- (a) Candidates may refer to any Christian denomination(s).
- **Pulpit:** used for preaching; located centrally in some denominations (such as Presbyterian or Methodist) or located to one side of the church (Church of Ireland or Roman Catholic)
  - **Altar/Communion table:** Used during a celebration of the Eucharist/ Mass/Holy Communion; located centrally in some denominations (such as Church of Ireland or Roman Catholic) or located to one side of the church (Presbyterian or Methodist)
  - **Reading desk/Ambo:** Used for readings from scripture; located in a prominent position at the front of the church
  - **Baptismal Font:** Used for the baptism of infants; located at the front of the church (Presbyterian or Methodist) or at the back near the door (Church of Ireland or Roman Catholic)

Accept valid alternatives

Mark in levels

(AO1)

[5]

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

Answers may include:

- Preaching is central to any worship service as through the words of the minister or priest, God is communicating with his people
- The Bible is the word of God and the words of the sermon may be inspired by the Holy Spirit
- The sermon is often based on the Bible readings and can help people to understand them more fully
- Through the sermon, Christians can learn how to apply Christian teaching to their everyday lives.

On the other hand:

- There are many other elements in a service of worship, so while a sermon or homily is necessary, it is not the most important part of worship
- Christ's sacrifice on the cross has to be the most important part of the Christian faith, so remembering this through Holy Communion is the most important part of worship
- Prayer is when an individual communicates with God, so this is more important than the sermon.

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 Deeds of Jesus**

- (a) Candidates should select and describe the main features of Mark 14:3–9

**Jesus Is Anointed at Bethany**

Jesus was in Bethany at the house of Simon, a man who had suffered from a dreaded skin disease. While Jesus was eating, a woman came in with an alabaster jar full of a very expensive perfume made of pure nard. She broke the jar and poured the perfume on Jesus' head. Some of the people there became angry and said to one another, "What was the use of wasting the perfume? It could have been sold for more than three hundred silver coins and the money given to the poor!" And they criticized her harshly.

But Jesus said, "Leave her alone! Why are you bothering her? She has done a fine and beautiful thing for me. You will always have poor people with you, and any time you want to, you can help them. But you will not always have me. She did what she could; she poured perfume on my body to prepare it ahead of time for burial. Now, I assure you that wherever the gospel is preached all over the world, what she has done will be told in memory of her."

Mark in levels  
(AO1)

[5]

(b) Candidates may refer to Matthew 23:1–12 and 23–28.

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
- 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 cannot see what is really important and what isn't. They take some rules to extreme lengths, for example tithing even tiny amounts of herbs and spices. However, they neglect justice, mercy and faithfulness
- They make a big fuss about cleaning their bowls and dishes. They might look as pure on the outside as their utensils, but inside they are greedy and self-indulgent
- Just like the white-washed tomb, the Scribes and Pharisees look good on the outside but on the inside they are full of rot and decay.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- There were various social “outcasts” in the time of Jesus, e.g. leprosy sufferers, Samaritans, those with certain illnesses
- In Jesus' day, women were sometimes regarded as being less important than men, especially when it came to teaching and religious matters; Jesus debated with the Canaanite woman and praised the understanding of the woman who anointed him at Bethany
- The Canaanite woman was a Gentile and the woman at the well a Samaritan; Jesus crosses social and religious barriers in speaking to them and does not treat either of them as “outcasts”
- Some groups of people might be marginalised and treated as “outcasts” today – perhaps because they are unemployed, new citizens or homeless. The example of Jesus teaches that this is wrong.

On the other hand:

- Jesus associated with a Gentile and a Samaritan; it could be argued that this situation is no longer relevant today
- The society we live in today is multi-religious. Many people do not accept the Christian message so they would not see the teaching of Jesus as having any particular importance
- Society could learn as much from a secular view, or the teaching of another religion
- Some might argue that the church is often sexist and does not follow the example of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 The Teaching of Jesus

- (a) Candidates should select and describe the main features of Luke 18:9–14

### 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  
(AO1)

[5]

- (b) Candidates should refer to Matthew 18:21–35.

Answers may include:

- In the Parable of the Unforgiving Servant, God is like the king who showed great mercy and forgiveness, even though he was under no obligation to do so
- The message of the parable is that God will always forgive
- People should always forgive each other, especially if they want to be shown forgiveness by God and others
- Those who do not show forgiveness to others may end up suffering the most, like the unforgiving servant who was punished in the parable.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

AVAILABLE  
MARKS

(c) Candidates may refer to Matthew 6:1–4 and 24–34.

Answers may include:

- Jesus taught ‘You cannot serve God and money’. Many Christians in our society may not appear to take this seriously as they enjoy a privileged lifestyle with expensive homes, cars and holidays
- Jesus taught that it was an important duty to give to the poor. While many Christians support their church and various good causes, the money given is a very small percentage of their income
- Jesus also taught that charitable giving was a private matter between the giver and God, not something to boast about. Today we often seem to forget this with high profile charity events.

On the other hand:

- Many Christians do take Jesus’ teaching on wealth seriously. This can include giving regularly to their church as well as supporting charities
- At certain times of the year, such as Lent or Harvest, many churches make a special effort to support initiatives in the developing world. At Christmas, there may be a focus on the needy in the local community
- Some Christians may choose to give up virtually everything they own, perhaps to serve overseas or enter a religious order. However, Jesus did not demand this of everyone. Jesus taught his followers to have a responsible attitude towards wealth and possessions.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 The Christian Church

(a) Candidates may refer to any Christian denomination(s).

Answers may include:

- Hymns and songs, whether traditional or modern, are used in worship to praise God and convey Christian teaching
- Psalms are songs of praise found in the Bible and are sometimes sung in Church worship
- Many churches have a choir or praise band to lead the people in worship
- Music played on the organ or piano can also play an important part in leading the congregation in worship
- Some churches may have traditional singing in Latin.

Accept valid alternatives

Mark in levels

(AO1)

[5]

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

Answers may include:

- The main types of prayer, e.g. adoration, thanksgiving, petition, confession may be referred to with reference to how each may play an important part in Christian worship
- Reference may also be made to specific churches, for example:
  - Church of Ireland** – Written liturgical prayers are an important part of the service. These include the Lord’s Prayer and Collects.
  - Baptist Church** – The first prayer is often a prayer of adoration, to focus attention on God. The pastor will pray in his own words.
  - Methodist Church** – Some prayers are recited together, such as the Lord’s Prayer; others will be spoken freely without preparation. Methodist worship sometimes includes a time for quiet reflection, waiting for God to speak.
  - Presbyterian Church** – Set, written prayers are not normally used. The first prayer is likely to be a prayer of confession, asking for God’s forgiveness.
  - Roman Catholic Church** – Reference may be made to the Prayers of the Faithful, where the needs of others are brought before God. The Eucharistic Prayer is an important part of the mass and included praise and thanksgiving. Reference may also be made to the Rosary and novenas.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Many teenagers find church boring and choose not to go; even young people brought up to attend church stop going when they are older
- The majority population in churches seems to be older people and most of the service seems to be more relevant for them
- Jesus set an example by making his message relevant for all people so churches should do the same.

On the other hand:

- Many churches do make an effort to appeal to young people, with youth services and events, Youth Fellowship groups
- Some churches nowadays have the use of technology, such as PowerPoint and may use modern instruments as an alternative to the piano or organ
- Some young people are not interested in going to church no matter what the service is like; churches have to spread the word of God rather than trying to appeal to one section of the population.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**