



*Rewarding Learning*

General Certificate of Secondary Education  
2016

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## **Religious Studies**

Paper 4

Christianity through a Study  
of the Gospel of Matthew

**[GRS41]**

**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.AVAILABLE  
MARKS**1 The Birth of Jesus**

- (a) (i) Mary (ch1v18)  
(AO1) [1]
- (ii) An angel of the Lord (ch1v 20)  
(AO1) [1]
- (iii) God with us (ch1v23)  
(AO1) [1]
- (iv) David (ch1v20)  
(AO1) [1]
- (v) Gold, Frankincense, Myrrh (ch2v11)  
(AO1) [1]

**(b) Answers may include:**

- The visitors from the East were looking for a new king and this threatened Herod, who was the king of Judea
- The chief priests and teachers of Law explained that the new leader would come from the town of Bethlehem
- Herod was insulted by the suggestion that there was another king of the Jews
- He pretended that he wanted to worship the new king and was upset that the visitors did not return to inform him of the child's whereabouts.

Accept valid alternatives

Mark in levels

(AO1) [5]

**(c) Answers may include:**

- When Christians read and study the Word of God they believe that God is speaking directly to them. The reading may be very appropriate to a contemporary situation
- Those involved in vocational or religious ministry believe that God has called them
- God speaks to people through prayer as he responds to their requests
- God can send a message through a sermon preached by a church leader
- The Holy Spirit guides people today because he is active in their lives
- Conscience.

On the other hand:

- Some people do not believe that God exists
- Society today has become much more secular and people are no longer interested in matters of prayer and bible study
- People pray and they say there was no response from God.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

## 2 The Parable of the Final Judgement

- |         |   | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Answers may include: <ul style="list-style-type: none"> <li>• Fed the hungry(ch25v35)</li> <li>• Gave a drink to the thirsty (ch25v35)</li> <li>• Invited the stranger in (ch25v35)</li> <li>• Clothed the naked (ch25v36)</li> <li>• Cared for the sick (ch25v36)</li> <li>• Visited those in prison (ch25v36)</li> </ul> (AO1)  | [3]             |
| (ii)    | Sheep; goats (ch25v32)<br>(AO1)   | [2]             |
| (b)     | Answers may include: <ul style="list-style-type: none"> <li>• There are examples of high profile people who contribute money to fund causes which are helping others in need, e.g. Rory McIlroy supports a centre in Newcastle</li> <li>• Pop stars and celebrities during Children in Need or Comic Relief, become involved in a range of activities which raise money and raise awareness of those who are suffering. These events encourage others to be involved</li> <li>• As public figures, the media take greater notice of what they are doing and this can overemphasise their contribution</li> <li>• What is the motive for helping others, is it out of genuine concern or is it for their own publicity. Are they being like the Pharisees at the time of Jesus who gave to charity so that they could show how good they were.</li> </ul> On the other hand: <ul style="list-style-type: none"> <li>• Sometimes people are not aware of how the Church continues to help others in a vast variety of ways. This can be through pastoral care, by tithing and by wise stewardship of their money</li> <li>• Churches have been behind the formation of worthwhile charities which aim at improving the welfare of other people</li> <li>• During periods like Lent churches encourage their congregations to make financial sacrifices and give the money to good causes</li> <li>• Churches obey the command of Jesus “To love your neighbour as yourself” and this is done in practical support</li> <li>• Many are unaware of the helping attitude of churches to others, because it is not a big news story and some churches follow Jesus’ teaching of not making a showpiece of their kindness to others.</li> </ul> Accept valid alternatives<br>Mark in levels<br>(AO2) | [10]            |
|         |   | 15              |

### 3 The Transfiguration

(a) Candidates should select and describe Matthew 17v 2–9

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Reinforced the events at Caesarea Philippi when Peter stated that Jesus was the Son of the living God
- The voice from heaven confirmed that Jesus was God's Son
- The significance of Jesus talking to Moses (Law Giver) and Elijah (Prophets) whom he had come to fulfil. Jesus' appearance had fulfilled the Old Testament prophecies and his teaching fulfilled the Law
- They realised that John the Baptist had prepared the way for Jesus
- They saw Jesus in all his heavenly splendour
- In their later lives this experience would sustain them in times of difficulty.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Son of Man emphasises the human nature of Jesus. He gave himself this title because he wanted to show his disciples that he was an ordinary person
- The term Son of Man was used to describe a person with authority from God.
- Jesus used the title when he talked to the disciples about his death.

On the other hand:

- Son of God stresses the divine side of Jesus
- Saviour reminds Christians that Jesus offers salvation to humankind through his death and resurrection. He took the punishment that was due to mankind
- Son of David shows his link with David who was considered to be Israel's greatest king. Jesus would also rule a kingdom as a king
- Messiah was used to identify someone who was to carry out a special task. Rather than being a military leader, Jesus saw his role as being a "suffering servant".

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE  
MARKS

15

#### 4 The Sermon on the Mount

- (a) Candidates should select and describe the main features of Matthew 5v21–26 and v38–42  
Mark in levels  
(AO1) [5]

(b) Answers may include:

- Christians are expected to forgive, because in the Lord's Prayer Jesus taught that "Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us." Jesus reminds his followers that only those who are prepared to forgive could ask for forgiveness
- In the parable of the unforgiving servant, Christians are reminded that they have been forgiven so much themselves, that they must never be unwilling to forgive others
- In the Sermon on the Mount Jesus taught that people should not seek revenge, and they should love their enemies
- A willingness to forgive can take the tension and uncertainty out of a situation, otherwise the situation can become worse.

On the other hand:

- Christians are human and there are times when they find it very hard to forgive particularly if a family member has suffered greatly because of a deliberate act of evil
- Christians see injustice in the world and are reluctant to forgive, because they see it is not fair
- If they show forgiveness it can be interpreted as a sign of weakness and they will be taken advantage of in the future.

Accept valid alternatives

Mark in levels  
(AO2) [10]

**Section A**

AVAILABLE  
MARKS

15

**60**

## Section B

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

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

**Threshold performance [1]**

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

**Intermediate performance [2]–[3]**

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

**High performance [4]–[5]**

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

**5 Healing a Paralysed Man**

- (a) Candidates should select and describe the main features of Matthew 9v1–7  
Mark in levels  
(AO1) [5]

**(b) Answers may include:**

- To show compassion to those who were suffering from illness and were being treated as outcasts. For example the man suffering with a dreaded skin disease
- To show that a concern for human life was more important than upholding religious obligations. For example the man with the paralysed hand who was healed on the Sabbath day
- In response to the faith an individual person had. For example the woman who had suffered from internal bleeding for 12 years
- To show that the message of God is for everyone, both Jews and Gentiles. For example when he healed the Roman officer's servant
- To show that Jesus was concerned about both the physical and spiritual welfare of people. For example he told the paralysed man that his sins were forgiven
- To show that everyone was important in the eyes of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians today believe that miracles are possible but they cannot be expected
- Many people show they have faith by going to religious places in the hope of being healed
- Christians offer prayers to God in the faith they will be healed
- Some miracles which happen today cannot be explained by science.

On the other hand:

- Miracles do not happen in the 21st century, science can explain most miracles today
- You do not need to have a lot of faith for miracles to happen because people have recovered from serious illness

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 The call of Matthew

(a) Candidates should select and describe the main features of Matthew 9v9–13

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Tax collectors were hated because they were dishonest and worked for the Romans
- The Romans were an occupying force in their land and those who worked for them were seen as traitors
- Jews would have classed tax collectors as sinners and outcasts. They were seen as being religiously unclean
- They used their position to exploit their fellow countrymen.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jesus during his ministry mixed with all kinds of people, regardless of their religious, political or social background
- His choice of disciples represented a group of men from different backgrounds
- If Christians are to fulfil Christ's command to spread the gospel message to everyone the best way to achieve that is to get out into society and to mix with all kinds of people
- By helping all kinds of people it creates the opportunities to talk about their faith
- It shows that they want to be involved in society and are just normal people who can enjoy themselves and are not some kind of religious freaks
- Christians involved in things like sport can have an influence on the lives of non Christians.

On the other hand:

- For Christians growing in the faith they may need to choose their company carefully because the lifestyles of some individuals could cause them to drift away from their faith
- They need to set aside specific time to be with other Christians so that they can grow in their faith
- Some Christians devote their lives to prayer and dedication to God and mixing with all kinds of people would hinder this
- Some people may feel uncomfortable socialising with Christians and it is best they go their separate ways.

Accept valid alternatives

Mark in levels

(AO1)

[10]

AVAILABLE  
MARKS

20

## 7 Death of Jesus

- (a) Candidates should select and describe relevant sections from Matthew ch27v1-2; v11-26

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Pilate questioned Jesus twice, asking him to listen to their accusations
- After Jesus did not answer, Pilate was amazed
- His wife sent him a message to have nothing to do with the man because of a dream she had
- Pilate knew that the chief priests had handed Jesus over because they were jealous
- Pilate gave the people the choice to free Jesus
- Pilate washed his hands.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Agree

- To be a good Christian one must follow Jesus' command to love our neighbour
- Helping others donating to charity etc does not involve suffering
- God would not allow suffering for his followers.

On the other hand:

- When faced with difficulties Christians look at Jesus' obedience to God
- Jesus suffering on the cross gives Christians comfort when they are going through hardship and challenges in their own lives
- Jesus' death on the cross was to save us from sin as he gave his life as a ransom for many.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**