



General Certificate of Secondary Education
2017

Religious Studies

Paper 3

The Revelation of God and the Christian Church

[GRS31]

WEDNESDAY 17 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.**1 Jesus' Baptism and Temptations**

- | | | AVAILABLE MARKS |
|--|-----|-----------------|
| <p>(a) (i) River Jordan (Matthew 3:13)
(AO1)</p> | [1] | |
| <p>(ii) A voice from heaven/God's voice (Matthew 3:17)
(AO1)</p> | [1] | |
| <p>(iii) In the desert (Matthew 4:1)
(AO1)</p> | [1] | |
| <p>(iv) To throw himself down from the Temple (Matthew 4:6)
(AO1)</p> | [1] | |
| <p>(v) To kneel down and worship the devil (Matthew 4:9)
(AO1)</p> | [1] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • God's voice was heard, confirming that Jesus was his Son and that he was pleased with him. • The heavens opened and God's spirit descended on Jesus. • This incident marks a turning point in Jesus' life; he is preparing to start his ministry. • Jesus was publicly acknowledged as being the 'greater person' John was preaching about. <p>Accept valid alternatives
Mark in levels
(AO1)</p> | [5] | |
| <p>(c) Answers may include:</p> <ul style="list-style-type: none"> • It is not wrong to be tempted, as even Jesus had to face temptation. • There are benefits to being tempted – it can make you stronger and less able to give in when facing similar temptations in the future. • Resisting temptation can be a real struggle, but it is important to stick to what you know is right, as Jesus did. • Christians can follow Jesus' example and look to the Bible for guidance when they are tempted. <p>On the other hand:</p> <ul style="list-style-type: none"> • Some people may find following the example of Jesus too difficult and unrealistic; he is God's son, whereas ordinary people are weak and sinful. • Some people may feel that the temptations faced by Jesus are different from some of the temptations people face today. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [5] | 15 |

2 The Christian Church

- | | | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Sunday/1st day of week
(AO1) | [1] |
| (ii) | 1. For preaching or Bible teaching.
2. Communion.
Accept valid alternatives
(AO1) | [2] |
| (iii) | Answers may include: <ul style="list-style-type: none"> • Adoration • Confession • Thanksgiving • Petition • Intercession/supplication Accept valid alternatives
(AO1) | [2] |

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

Answers may include:

- Church teaching on moral issues is based on Bible teaching; Christians view the Bible as God's word which is true for all time.
- It is important for the church to set standards and keep to them; this is especially true in an age of secularisation and competing claims about truth.
- Church teaching never goes out of date as it can allow for issues that were not mentioned in the Bible, such as abortion and IVF.

On the other hand:

- The church needs to update its teaching in line with moral standards of the twenty-first century.
- Sacred texts written thousands of years ago can give general standards about moral behaviour but are not always relevant today, e.g. laws regarding food, hygiene and clothing.
- The church needs to be a positive force in society; it will not be taken seriously if it does not show a willingness to change out of date views.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 The Teaching of Jesus

AVAILABLE
MARKS

- (a) Candidates should select and describe the relevant features of Matthew 18:26–35 to re-tell the parable.

²⁶ The servant fell on his knees before the king. ‘Be patient with me,’ he begged, ‘and I will pay you everything!’ ²⁷ The king felt sorry for him, so he forgave him the debt and let him go.

²⁸ “Then the man went out and met one of his fellow servants who owed him a few dollars. He grabbed him and started choking him. ‘Pay back what you owe me!’ he said. ²⁹ His fellow servant fell down and begged him, ‘Be patient with me, and I will pay you back!’ ³⁰ But he refused; instead, he had him thrown into jail until he should pay the debt. ³¹ When the other servants saw what had happened, they were very upset and went to the king and told him everything. ³² So he called the servant in. ‘You worthless slave!’ he said. ‘I forgave you the whole amount you owed me, just because you asked me to. ³³ You should have had mercy on your fellow servant, just as I had mercy on you.’ ³⁴ The king was very angry, and he sent the servant to jail to be punished until he should pay back the whole amount.”

³⁵ And Jesus concluded, “That is how my Father in heaven will treat every one of you unless you forgive your brother from your heart.”

Mark in levels
(AO1)

[5]

- (b) Candidates should refer to Matthew 13:1–9, 18–23.

Answers may include:

- Jesus did not usually explain parables, as part of their appeal was to work out the meaning. However, on this occasion he explained it for the disciples.
- Some people cannot remember or understand what they have been told. This is like the seed falling on the path.
- The person who responds enthusiastically to God’s word but falls away when there are difficulties is like the seed that fell in the rocky places.
- The seed falling among thorns is like the person who lets the worries of life get in the way of following God.
- The seed falling on the good soil represents those who hear the word of God and respond positively, but some making more commitment than others.
- This parable can be taken as encouragement for those trying to preach God’s word. Some people may never respond, but there will always be those who do and God’s kingdom will continue to grow.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Candidates should refer to Matthew 5:38–48.

Answers may include:

- Jesus taught his followers to have a higher standard than the Old Testament principle of ‘An eye for an eye’ (Matthew 6:38).
- Jesus gave examples to show how people might do this – ‘If anyone slaps your right cheek, let him slap your left cheek too’ (v. 39–41).
- Revenge can lead to a cycle of self-destruction and does not produce closure.
- Not taking revenge can be a good witness to others.

On the other hand:

- ‘Turning the other cheek’ may be interpreted as a sign of weakness.
- There may be some situations where Christians need to stand up for themselves or for others who are facing persecution or unjust treatment.
- Some Christians may not feel inclined to let a wrong go unacknowledged if they feel a person is not sorry for what they have done.
- 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.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 The Christian Church

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

Answers may include:

- The birth of the Christian Church.
- Pentecost is when Christians celebrate the coming of the Holy Spirit, which Jesus promised to his disciples.
- Pentecost provides an opportunity for Christians to reflect on the gifts of the Holy Spirit; symbols of the Holy Spirit might be displayed in Churches, such as fire or a dove, and this reminds believers of the power of God and the peace he brings.
- Traditionally, Pentecost is a time for admitting new members into the Church through baptism.

Accept valid alternatives

Mark in levels

(AO1)

[5]

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

Answers may include:

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

On the other hand:

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

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

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

If the 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 Death and Resurrection of Jesus

- (a) Candidates should select and describe the main features of Matthew 26:47–56

The arrest of Jesus

⁴⁷ Jesus was still speaking when Judas, one of the twelve disciples, arrived. With him was a large crowd armed with swords and clubs and sent by the chief priests and the elders. ⁴⁸ The traitor had given the crowd a signal: “The man I kiss is the one you want. Arrest him!” ⁴⁹ Judas went straight to Jesus and said, “Peace be with you, Teacher,” and kissed him. ⁵⁰ Jesus answered, “Be quick about it, friend!”

Then they came up, arrested Jesus, and held him tight. ⁵¹ One of those who were with Jesus drew his sword and struck at the High Priest’s slave, cutting off his ear. ⁵² “Put your sword back in its place,” Jesus said to him. “All who take the sword will die by the sword. ⁵³ Don’t you know that I could call on my Father for help, and at once he would send me more than twelve armies of angels? ⁵⁴ But in that case, how could the Scriptures come true which say that this is what must happen?”

⁵⁵ Then Jesus spoke to the crowd, “Did you have to come with swords and clubs to capture me, as though I were an outlaw? Every day I sat down and taught in the Temple, and you did not arrest me. ⁵⁶ But all this has happened in order to make come true what the prophets wrote in the Scriptures.”

Then all the disciples left him and ran away.

Mark in levels
(AO1)

[5]

(b) Candidates should refer to any relevant material from Matthew 27:15–26.

Answers may include:

- Jesus did not say anything in his defence when Pilate questioned him; this surprised Pilate and gave him no real reason to charge him.
- Pilate knew that the only reason the Jewish authorities had handed Jesus over to him was because they were jealous of him, not because Jesus had committed any crime.
- Pilate was aware that Jesus was very popular with the people and might have wanted to avoid any action that could cause trouble.
- Pilate received a message from his wife, who had been troubled by a dream, confirming that Jesus was innocent.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- It is difficult to believe as the women could have gone to the wrong tomb.
- The disciples could have stolen the body of Jesus and made up the story of the resurrection.
- The disciples could have hallucinated because they wanted to believe that Jesus rose from the dead.

On the other hand:

- It is hard to believe that the disciples would fake the resurrection as they were prepared to die for their faith.
- The religious authorities were unable to produce a body to prove the disciples were wrong.
- The resurrection is a demonstration of God's power over sin and death; this is central to the Christian message which is relevant in any age.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 The Deeds of Jesus

AVAILABLE
MARKS

- (a) Candidates should select and describe the main features of Matthew 15:21–28

A Woman's Faith

²¹ Jesus left that place and went off to the territory near the cities of Tyre and Sidon. ²² A Canaanite woman who lived in that region came to him. "Son of David!" she cried out. "Have mercy on me, sir! My daughter has a demon and is in a terrible condition."

²³ But Jesus did not say a word to her. His disciples came to him and begged him, "Send her away! She is following us and making all this noise!"

²⁴ Then Jesus replied, "I have been sent only to the lost sheep of the people of Israel."

²⁵ At this the woman came and fell at his feet. "Help me, sir!" she said.

²⁶ Jesus answered, "It isn't right to take the children's food and throw it to the dogs."

²⁷ "That's true, sir," she answered, "but even the dogs eat the leftovers that fall from their masters' table."

²⁸ So Jesus answered her, "You are a woman of great faith! What you want will be done for you." And at that very moment her daughter was healed.

Mark in levels
(AO1)

[5]

- (b) Candidates should refer to John 4:1–26.

Answers may include:

- Christians can learn that God can satisfy people's needs in both a physical and spiritual way.
- The woman recognises that Jesus is a prophet as he knows about her lifestyle; Jesus knows people, including their innermost thoughts.
- Jesus has different attitudes as he is prepared to talk to her and accept a drink from her, a woman who is both a social outcast and a Samaritan.
- God has a plan of salvation for all people which will be fulfilled through Jesus, the promised Messiah.
- Jesus knew the woman was a sinner, yet he did not shun her but took time to speak to her.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- Jesus treated women as equals to men.
- His encounter with the Canaanite woman shows he does not regard them as unintelligent or lacking in faith.
- At the anointing in Bethany, Jesus stood up for the woman, despite the criticism of the disciples, and praised her understanding.
- In many churches, women do not play leadership roles, such as preaching or leading sacramental worship, so it could be argued they could learn from the example of Jesus.

On the other hand:

- It could be argued that although Jesus was not prejudiced towards women, he still followed the convention of his day by only having men as his closest followers.
- This could be taken to mean that although women are important in the church, they have a different role to play to men.
- Some might argue that women do already have an important role in the church and are equal to men.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The Christian ChurchAVAILABLE
MARKS

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

Answers may include:

- Reference to whether there is a special time for communion/Eucharist or whether it is celebrated every service.
- Whether the service is liturgical, structured or leaderless.
- Who can take part in the service.
- How the elements are distributed.
- Whether communion is received in one or both kinds.
- The conclusion to the service.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The word Eucharist means 'thanksgiving'. By receiving Holy communion, Christians are saying thanks to God for the gift of salvation.
- It is an act of giving thanks for Jesus that he allowed his body to be broken and his blood to be shed for humanity.
- In the service the congregation thank God for feeding them with the spiritual food of the body and blood of Christ.
- The Eucharist is thanksgiving not only for the death of Jesus but also for his resurrection, ascension and the promise of the coming of his kingdom.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- 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 or taking communion does not make a person become a Christian; it is a person's faith which is important.

On the other hand:

- Jesus instituted the Lord's Supper as a way for his followers to remember his sacrifice on the cross.
- Christians take part in Communion/Eucharist/Mass as a way of following this command of Jesus and also to be strengthened in their faith.
- 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.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS