



**General Certificate of Secondary Education  
2018**

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## **Religious Studies**

**Paper 4**

**Christianity through a Study  
of the Gospel of Matthew**

**[GRS41]**

**WEDNESDAY 16 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 of 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 Trials of Jesus

- (a) (i) Judas (ch26v14)  
(AO1) [1]
- (ii) Caiaphas; High Priest (ch26v57)  
(AO1) [1]
- (iii) Blasphemy (ch26v65)  
(AO1) [1]
- (iv) Pilate (ch27v2)  
(AO1) [1]
- (v) Crucifixion (ch27v22)  
(AO1) Accept valid alternatives [1]
- (b) Answers may include:
- The Sanhedrin was looking for false evidence against Jesus; many people came forward and told lies about him.
  - Jesus was spat on and slapped which was not the treatment expected at a proper trial.
  - Jesus had no-one to speak in his defence.
  - Jesus was questioned at night, in the house of the High Priest and during a religious festival, all of which broke the Sanhedrin's own rules about the conduct of a trial.
  - In his trial before the Roman authorities Pilate allowed the crowd to decide on the fate of Jesus. The crowd was influenced by the Jewish leaders.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]

(c) Answers may include:

- Jesus accepted that the suffering he encountered during his trials and the crucifixion 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 for their lives.
- When Jesus had to suffer unfair treatment he did so without complaining or thought of revenge. Christians can try to follow his example.
- We can only imagine how much pain was involved in being crucified. The pain Christians experience in their lives is usually much less than what Jesus experienced. Comparing the two can help Christians to cope and find meaning to their personal suffering.
- Jesus prayed as a response to what he was going through. Christians can pray that God will give them the strength to cope with the situation.
- Jesus understands what suffering entails and this can help Christians.

On the other hand:

- Jesus had a strength and sense of destiny and duty that most people do not possess. He was prepared to fulfil God's will for his life.
- 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.
- Christians may be tempted to ask the question "Why me?" and take a very negative attitude to their circumstances.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE  
MARKS

## 2 The Temptations of Jesus

- |         |  | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Desert/wilderness (ch4v1)<br>(AO1)   | [1]             |
| (ii)    | Forty days and nights (ch4v2).<br>(AO1)  | [1]             |
| (iii)   | Three<br>(AO1)   | [1]             |
| (iv)    | To throw himself from the highest point of the Temple (ch4v7)/<br>2nd temptation.<br>(AO1)       | [1]             |
| (v)     | Jesus said "Go away Satan"; "Worship the Lord your God and serve<br>only him" (ch4v10).<br>(AO1) | [1]             |

**(b)** Answers may include:

- It is not wrong to be tempted because Jesus faced temptation in his life. For example on the cross, in the Garden of Gethsemane as well in the wilderness. He did not give in because it would have been against God's will for his life. Jesus put God first and so should Christians today.
- Temptation usually comes at times of weakness and pressure. The Devil tempted Jesus after he had fasted for 40 days. Jesus was prepared for each of the three temptations in the wilderness. Christians need to realise that the Devil is persistent and does not give up easily.
- There are benefits to being tempted – it can make a person stronger and less able to give into temptation in the future. Jesus was strong after his wilderness experience and ready to start his ministry.
- Resisting temptation can be a real struggle, but it is important to stick to what is right, as Jesus did.
- Temptation can take different forms. In his life Jesus was tempted in different ways.
- Christians can follow Jesus' example and turn to the Bible for guidance. They can also pray.

On the other hand:

- Jesus was divine and had supernatural powers to resist and that is something that Christians do not possess.
- Jesus was God's Son whereas ordinary people are weak and sinful and do not have the power to resist temptation.
- Jesus did not have to cope with the pressure of social media and of non Christian friends to reject the teachings of the Bible.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

### 3 Jesus' Teaching on Forgiveness

- (a) Candidates should select and describe the main features of Matthew 18 v24–35

<sup>24</sup> He had just begun to do so when one of them was brought in who owed him millions of pounds. <sup>25</sup> The servant did not have enough to pay his debt, so the king ordered him to be sold as a slave, with his wife and his children and all that he had, in order to pay the debt. <sup>26</sup> The servant fell on his knees before the king. 'Be patient with me,' he begged, 'and I will pay you everything!' <sup>27</sup> The king felt sorry for him, so he forgave him the debt and let him go.

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

<sup>35</sup> 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) Answers may include:

- Loving enemies was a radical new idea that would have shocked Jesus' listeners.
- It was a huge challenge to love or pray for the Romans who occupied their land and often treated them badly.
- At the time of Jesus the original command in the Old Testament to "love your neighbour as you love yourself" had turned into a saying "love your neighbour and hate your enemies". The Jews would have liked this because it allowed them to hate the Romans. Now Jesus was making even more challenging demands.
- Loving those who are friendly does not make huge demands. The pagans and the tax collectors can do this but the followers of Jesus have much higher and challenging standards to achieve.
- Jesus was challenging their attitude as well as their actions.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

AVAILABLE  
MARKS

(c) Answers may include:

- Bearing a grudge can be a bad witness and example to others.
- Having a grudge can lead to a cycle of self-destruction and does not produce closure.
- God will forgive those who repent, so Christians should also forgive others. This is summed up in the Lord's Prayer "Forgive us our sins, as we forgive those who sin against us". Christians should not hold a grudge.
- Jesus taught forgiveness (e.g. in the Sermon on the Mount) and also gave people an example to follow when he forgave those who had crucified him. Jesus did not hold a grudge.

On the other hand:

- The Bible does stress the need for repentance and a genuine desire to change. Some Christians may want to hold a grudge if they feel a person is not sorry for what they have done.
- Some acts are so horrendous, it is realistic to expect victims to bear a grudge.
- "Turning the other cheek" may be interpreted as a sign of weakness.
- Not holding a grudge can help people to move on and be able to cope with a difficult situation.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE  
MARKS

#### 4 The Official's Daughter and the Woman with Bleeding

- (a) Candidates should select and describe the main features of Matthew 9 v 19–26

<sup>19</sup> So Jesus got up and followed him, and his disciples went along with him.

<sup>20</sup> A woman who had suffered from severe bleeding for twelve years came up behind Jesus and touched the edge of his cloak. <sup>21</sup> She said to herself, "If I only touch his cloak, I will get well."

<sup>22</sup> Jesus turned round and saw her, and said, "Courage, my daughter! Your faith has made you well." At that very moment the woman became well.

<sup>23</sup> Then Jesus went into the official's house. When he saw the musicians for the funeral and the people all stirred up, <sup>24</sup> he said, "Get out, everybody! The little girl is not dead — she is only sleeping!" Then they all laughed at him.

<sup>25</sup> But as soon as the people had been put out, Jesus went into the girl's room and took hold of her hand, and she got up. <sup>26</sup> The news about this spread all over that part of the country.

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- Modern society sees miracles as supernatural events.
- Science can offer explanations for what some perceive as miracles.
- Society now looks entirely to medicine and doctors to deal with those coping with illness and ill health.
- Miracles cannot be proven with certainty. Even the ones in the Bible are classed as mythological stories.
- There is a tendency to look for a logical or scientific approach to unusual events.
- In a secular society the impact of religious faith is no longer seen as being relevant.

On the other hand:

- People with faith will always perceive miracles as the work of God. They have faith and belief that God can do what appears to be the impossible.
- Many people have claimed to have experienced miracles in their lives. Their recovery from terminal illness has surprised the medical staff who are caring for them.
- Some healings cannot be explained by science.
- The church today still believes in miracles and it continues to offer a ministry of healing.

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 Birth of Jesus**

- (a) Candidates should select and describe relevant sections from Matthew 1v19–24.

<sup>19</sup> Joseph was a man who always did what was right, but he did not want to disgrace Mary publicly; so he made plans to break the engagement privately.

<sup>20</sup> While he was thinking about this, an angel of the Lord appeared to him in a dream and said, “Joseph, descendant of David, do not be afraid to take Mary to be your wife. For it is by the Holy Spirit that she has conceived. <sup>21</sup> She will have a son, and you will name him Jesus — because he will save his people from their sins.”

<sup>22</sup> Now all this happened in order to make what the Lord had said through the prophet come true, <sup>23</sup> “A virgin will become pregnant and have a son, and he will be called Immanuel” (which means, “God is with us”).

<sup>24</sup> So when Joseph woke up, he married Mary, as the angel of the Lord had told him to do. <sup>25</sup> But he had no sexual relations with her before she gave birth to her son. And Joseph named him Jesus.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- The visitors have a symbolic role to play in the story of Jesus' birth. Coming from the east, they represent the Gentile or non-Jewish world coming to worship the new King of the Jews. It emphasises the point that Jesus came for everyone and not just the Jews.
- The gifts they presented were also symbolic and gave a clear insight into the life and ministry of Jesus.
- Gold emphasised that Jesus is ruler over the Kingdom of God.
- Frankincense represents his role as a priest, making a link between God and his people.
- Myrrh represents both Jesus' humanity and death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- In his gospel Matthew refers to a number of different titles and each one tells the reader something different about the identity of Jesus. All the titles are equally important so that all aspects of Jesus' identity are considered.
- Some titles are more difficult to understand and they need to be explained in a particular context. For example the title Son of David needs to be seen in a Jewish context. Most Jews expected that their future Messiah would be a descendant of the great Israelite king David and this title might be difficult for some people to understand.
- Messiah also has an Old Testament background and it was used to identify someone who was to carry out a special task. Jesus did not see himself as the great military leader, rather he saw himself as a "suffering servant". Some people see that as a better title to describe Jesus.

On the other hand:

- Jesus often referred to himself as the Son of Man to emphasise his human nature. He wanted to show that he was an ordinary person as well as having authority from God.
- For many Christians the title Saviour is the best because it has a personal feel about it. Jesus offers salvation to humankind through his death and resurrection. He took the punishment for the sins of mankind.
- Son of God reminds Christians that Jesus had divine as well as human characteristics.
- The titles do not give the full description of the life of Jesus. This can only be achieved by studying all aspects of his life.
- The word Immanuel emphasises that Jesus was God in human form.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 The Pressure of Discipleship

AVAILABLE  
MARKS

- (a) Candidates should select and describe relevant sections from Matthew 26 v69–75.

<sup>69</sup> Peter was sitting outside in the courtyard when one of the High Priest's servant women came to him and said, "You, too, were with Jesus of Galilee."

<sup>70</sup> But he denied it in front of them all. "I don't know what you are talking about," he answered, <sup>71</sup> and went on out to the entrance of the courtyard. Another servant woman saw him and said to the men there, "He was with Jesus of Nazareth."

<sup>72</sup> Again Peter denied it and answered, "I swear that I don't know that man!"

<sup>73</sup> After a little while the men standing there came to Peter. "Of course you are one of them," they said. "After all, the way you speak gives you away!"

<sup>74</sup> Then Peter said, "I swear that I am telling the truth! May God punish me if I am not! I do not know that man!"

Just then a cock crowed, <sup>75</sup> and Peter remembered what Jesus had told him: "Before the cock crows, you will say three times that you do not know me." He went out and wept bitterly.

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- Jesus wanted individuals to leave everything and follow him.
- Jesus wanted them to become "fishers of men". Jesus wanted them to learn how to bring people back to God.
- He wanted individuals to carry out the Great Commission following his death, resurrection and ascension. This involved teaching people to obey everything he had commanded them to do.
- They needed to be witnesses of all Jesus had said and done so that people could grasp the significance of his life and ministry.
- Jesus wanted individuals who were committed and ready to make sacrifices. He wanted them to even face death for the sake of the Gospel. "If any of you want to come with me, you must forget yourself, carry your cross, and follow me." There had to be self-denial.
- He wanted them to be like salt and light so that their faith would have an impact on other people.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Peter recognised the importance of Jesus and came to the conclusion that he was the Son of the Living God. He made this point at Caesarea Philippi.
- Peter's weaknesses show that Christians do not have to be perfect to follow Jesus.
- Peter was prepared to be a leader and he responded to Jesus' call to be a disciple.
- He was not afraid to speak out in difficult circumstances and to seek clarification on issues which gave him concern. For example when he asked Jesus about forgiving others.
- He was beside Jesus in some of the key points in Jesus' life. For example in the Garden of Gethsemane and at the Transfiguration.
- He showed courage when he followed Jesus to the house of the High Priest after Jesus had been arrested and the other disciples had fled. He wanted to do the right thing and be loyal to Jesus. There was a determination to live up to his claim that he would never deny Jesus.

On the other hand:

- Peter caved in under pressure when he was questioned in the courtyard of the High Priest.
- In the end he was disloyal to Jesus by denying him three times. He did keep the promise that he would never deny Jesus.
- Like everyone he had his faults and he could be outspoken at times.
- He struggled to understand the type of Messiah Jesus was. He could not fully accept that Jesus was to be a Suffering Servant.
- There were occasions when Peter displayed a lack of faith.
- Like the other disciples he struggled to grasp the full meaning of the parables of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 7 The Kingdom of God

AVAILABLE  
MARKS

- (a) Candidates should select and describe relevant sections from Matthew 13v24–30

<sup>24</sup> Jesus told them another parable: “The Kingdom of heaven is like this. A man sowed good seed in his field. <sup>25</sup> One night, when everyone was asleep, an enemy came and sowed weeds among the wheat and went away.

<sup>26</sup> When the plants grew and the ears of corn began to form, then the weeds showed up. <sup>27</sup> The man’s servants came to him and said, ‘Sir, it was good seed you sowed in your field; where did the weeds come from?’ <sup>28</sup> ‘It was some enemy who did this,’ he answered. ‘Do you want us to go and pull up the weeds?’ they asked him. <sup>29</sup> ‘No,’ he answered, ‘because as you gather the weeds you might pull up some of the wheat along with them. <sup>30</sup> Let the wheat and the weeds both grow together until harvest. Then I will tell the harvest workers to pull up the weeds first, tie them in bundles and burn them, and then to gather in the wheat and put it in my barn.’ ”

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- In the parable the wheat and the weeds are allowed to grow together. This means that believers and unbelievers will be together and live side by side. They will not be separated until the end of the age.
- There will be a day of judgement for all.
- In the story the sower represents the “Son of Man” and the enemy is the devil. People need to choose which of the two they will commit themselves to.
- The good seed are those who belong to the Kingdom of God and the weeds are the “sons of the evil one”. The harvest workers are angels who will sort out the good from the bad.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Many of the parables told by Jesus have never been forgotten. The meaning still has relevance even though the cultural background is different.
- Parables of Jesus covered important issues of salvation, how to enter the kingdom of God and how to live as Christians.
- People enjoy listening to stories and they are easy to remember and that is true of the stories told by Jesus.
- Parables help to pass on the message today and the content of the parable can be adapted to the 21st century without losing the key meaning.

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 multimedia presentations making a greater impact.
- The parables of Jesus focus too much on farming and fishing.
- For people to understand the parables of Jesus they need to know the cultural setting to fully understand the significance of the story.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

AVAILABLE  
MARKS