



General Certificate of Secondary Education  
2013

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## Religious Studies

Paper 3

The Revelation of God and  
the Christian Church

[GRS31]

FRIDAY 17 MAY, MORNING

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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 of 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

AVAILABLE  
MARKS

Answer **all** questions.

### 1 The Birth of Jesus

(a) (i) Gabriel.  
(AO1) [1]

(ii) Answers may include:  
• gold  
• frankincense  
• myrrh.  
(AO1) [1]

(iii) Caesar Augustus.  
(AO1) [1]

(iv) An angel told them.  
(AO1) [1]

(v) Herod.  
(AO1) [1]

(b) Answers may include:  
• Mary and Joseph had to travel to Bethlehem for the census  
• it fulfilled Old Testament prophecy; people expected a saviour to be born in Bethlehem  
• Joseph was a descendant of King David; Bethlehem was David's home town.  
Mark in levels  
(AO1) [5]

(c) 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]

15

**2 The Christian Church**

- (a) (i)** The body of Christ.  
(AO1) [1]
- (ii)** Answers may include:  
• Church of Ireland  
• Roman Catholic  
• Baptist.  
Accept valid alternatives  
(AO1) [1]
- (iii)** Answers may include:  
• Brethren  
• Baptist  
• Elim Pentecostal.  
Accept valid alternatives  
(AO1) [1]
- (iv)** Answers may include:  
• white robe  
• candle/light  
• water  
• oil.  
Accept valid alternatives  
(AO1) [1]
- (v)** Answers may include:  
• parents  
• Godparents/sponsors  
• the congregation/people present.  
Accept valid alternatives  
(AO1) [1]

(b) Answers may include:

- believer's baptism is the only kind of baptism seen in the New Testament
- baptism cannot make someone a Christian; it is an outward sign of an inner faith
- babies and infants are not old enough to understand what is happening and cannot make their own personal choice
- believer's baptism is more meaningful as it is carried out when a person testifies to their own faith.

On the other hand:

- baptism is a sign of becoming part of the Christian community, so it is appropriate that people are baptised as children
- baptism is a sacrament in which people experience God's grace; children should not be excluded from this
- in the New Testament, whole households were baptised and it is likely that these must have included children as well as adults
- infant baptism is more meaningful as it is the start of a person's Christian life.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15



### 3 The Arrest and Trials of Jesus

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

Answers may include:

- Jesus did not use violence, saying “All who take the sword will die by the sword”
- Jesus did not attempt to resist arrest or fight back; he also appeared not to blame Judas for what he was doing
- Jesus was indignant that an armed crowd had been sent to arrest him secretly at night when he had been openly preaching during the day
- Jesus accepted what was about to happen to him and he knew that Judas’ betrayal and his arrest were all part of God’s plan; he realised the prophecies had to be fulfilled.

Mark in levels  
(AO1)

[5]

- (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 – 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 festival, all of which broke the Sanhedrin’s own rules about the conduct of a trial.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

- (c) Answers may include:

- Pilate is to blame for the death of Jesus; he gave the order for Jesus to be crucified
- although Pilate thought Jesus was not deserving of the death penalty, he sentenced him to death because of pressure from the Jewish leaders
- Pilate was the Roman Governor so he had the power to release Jesus if he wanted to.

On the other hand:

- 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
- Pilate himself showed he was not responsible for the death of Jesus by publicly washing his hands; the Jewish people accepted responsibility
- it was God’s plan for Jesus to die; Pilate was not responsible for Jesus’ death but helping God’s will to happen.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

15

**4 The Christian Church**

(a) Answers may include:

- the congregation pray together during the service, for example, prayers of adoration, confession, intercession, etc.
- set prayers might be said, such as the Eucharistic prayer, Sanctus, Benediction, etc.
- the priest/minister/pastor may lead the prayer, but sometimes prayers by members of the congregation play an important part in the service
- some churches use prayers relevant for the time of year or a particular festival.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) 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, etc.
- some churches nowadays have the use of technology, such as multi-media 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]

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 Identity of Jesus

- (a) Candidates should select and describe the main features of Matthew 16:13–20.

Jesus went to the territory near the town of Caesarea Philippi, where he asked his disciples, “Who do people say the Son of Man is?” “Some say John the Baptist,” they answered. “Others say Elijah, while others say Jeremiah or some other prophet.” “What about you?” he asked them. “Who do you say I am?” Simon Peter answered, “You are the Messiah, the Son of the living God.” “Good for you, Simon son of John!” answered Jesus. “For this truth did not come to you from any human being, but it was given to you directly by my Father in heaven. And so I tell you, Peter: you are a rock, and on this rock foundation I will build my church, and not even death will ever be able to overcome it. I will give you the keys of the Kingdom of heaven; what you prohibit on earth will be prohibited in heaven, and what you permit on earth will be permitted in heaven.” Then Jesus ordered his disciples not to tell anyone that he was the Messiah.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- Jesus is not an ordinary man; they see a glimpse of him in his full heavenly glory
- Jesus is greater than two important people from the Old Testament – Moses and Elijah; he has fulfilled the Law and the Prophets
- Jesus really is the Son of God, as they hear God’s voice confirming this
- Jesus is concerned about them; he chose them to witness this event and he tells them not to be afraid when they are overwhelmed by it.

Accept valid alternatives.

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the title “Son of God” sums up everything that is important about the identity of Jesus
- Jesus was sent to earth as God’s son to redeem sinful humanity; this is the central message of the Gospels
- Jesus’ identity as the Son of God is confirmed at important moments during his life, such as his baptism and transfiguration
- Son of God is the title widely used by Christians today to describe Jesus.

On the other hand:

- there are other titles used to describe Jesus in the Gospels: “Son of David” shows his link to the Old Testament as the one who has fulfilled the prophecies as the promised “Messiah”. Some candidates may suggest that “Son of Man” is also valid descriptions of Jesus, and it is the title Jesus often used for himself
- some people today would see Jesus simply as a religious teacher or prophet
- “Saviour” describes Jesus’ whole mission in being sent to earth by God – to die on the cross for the forgiveness of sins
- many people today know Jesus as their personal saviour and the means of their salvation.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 The Teaching of Jesus

- (a) Candidates should select and describe the main features of discipleship, e.g. Matthew 8:18–22 and Matthew 10:9–14.

When Jesus noticed the crowd around him, he ordered his disciples to go to the other side of the lake. A teacher of the Law came to him. “Teacher,” he said, “I am ready to go with you wherever you go.” Jesus answered him, “Foxes have holes, and birds have nests, but the Son of Man has no place to lie down and rest.” Another man, who was a disciple, said, “Sir, first let me go back and bury my father.” “Follow me,” Jesus answered, “and let the dead bury their own dead.” Do not carry any gold, silver, or copper money in your pockets; do not carry a beggar’s bag for the trip or an extra shirt or shoes or a walking stick. Workers should be given what they need. “When you come to a town or village, go in and look for someone who is willing to welcome you, and stay with him until you leave that place. When you go into a house, say, “Peace be with you.” If the people in that house welcome you, let your greeting of peace remain; but if they do not welcome you, then take back your greeting. And if some home or town will not welcome you or listen to you, then leave that place and shake the dust off your feet.

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- wealth should be shared with those in need but it is important not only to give, but to do so in the correct way and with the right motives
- Jesus taught that Christians should not worry about wealth and possessions but have faith that God would provide for them
- Jesus taught that God must come first: “You cannot serve both God and money.” (Matthew 6:24).

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Jesus taught that it does matter how a person prays, for example, he criticised the religious leaders for praying like hypocrites in a public place
- in the Parable of the Pharisee and the tax collector, the Pharisee was used as an example of how not to pray
- prayers that are said for inappropriate reasons or prayers that are selfish and ask for the wrong things may not be answered by God.

On the other hand:

- prayer should be a desire to communicate with God
- it does not matter whether a person prays on their own, with others, in church – what is important is that it should be sincere
- God always hears prayer and acts in the way he thinks is most appropriate.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 The Christian Church

- (a) Candidates may refer to any Christian denomination.
- **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**: tank used for baptism; located at the front of the church (e.g. 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) Answers may include:

- a **barn-style** building is usually used by denominations that focus on the importance of the word of God, as the pulpit is usually a focal point. Methodist and Presbyterian churches may typically use this style
- a **cruciform** church highlights the importance of the death of Christ; the altar is usually the focal point. Older Roman Catholic and Church of Ireland churches are typically in this style
- a **circular** church can convey the idea of all Christians participating in worship together. Modern churches of any denomination may use this style.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) Answers may include:

- we live in a multi-cultural society where Christianity is no longer the only religion people follow, therefore churches play less of a role in the community than in the past
- many people live totally secular lives in which church attendance plays no part
- people are more individualistic than in the past and gathering together as a community is not important to many people
- some church buildings are empty and unused due to falling congregations; others are being put to different use other than Christian worship.

On the other hand:

- many churches and church based groups are becoming more involved with society and have a positive role to play in the local community
- many churches are involved in a variety of community projects, such as homelessness, working with addicts or involvement with local job schemes
- churches often let their buildings be used by groups in the local community that need premises, such as a parent and toddler group or language classes for new citizens
- candidates may refer to specific examples of church action in the community, such as SVDP, Salvation Army or a church known to them.

Accept valid alternatives  
Mark in levels  
(AO2)

[10]

20

**Section B**

**40**

**SPG**

**5**

**Total**

**105**