



Rewarding Learning

**General Certificate of Secondary Education
2014**

Religious Studies

Paper 4

Christianity through a Study
of the Gospel of Matthew

[GRS41]

THURSDAY 15 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

AVAILABLE
MARKS

Answer **all** questions.

1 The Visitors from the East

- (a) (i) Bethlehem (ch2v1)
(AO1) [1]
- (ii) Herod (ch2v1)
(AO1) [1]
- (iii) Star (ch2v2)
(AO1) [1]
- (iv) Inform him of the location of the new king (ch2v8)
(AO1) [1]
- (v) They were warned in a dream not to return to Herod (ch2v12)
(AO1) [1]

(b) Answers may include:

- Gold: gift for a king, Jesus was the Messiah, the king as prophesied in the Old Testament.
- Frankincense: gift for a priest, Jesus acted in a priestly role, opening the way between God and man.
- Myrrh: gift for one who is to die, a prediction that Jesus would die a painful death to save the world.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- Many families do very little to emphasise that Christmas is a time to celebrate the birth of Jesus. Instead the focus is placed on Santa Claus.
- Christmas is seen as an opportunity to party and to buy expensive gifts.
- It is no longer a religious event and instead has become a time for secularism and consumerism.
- The media and television in particular give little or no coverage to the story of the birth of Jesus.
- Few Advent calendars have anything to do with the first Christmas.

On the other hand:

- Primary schools through nativity plays attempt to teach that Christmas is about the coming of Jesus into the world.
- Churches hold special events to try to focus attention on Jesus by organising carol services and other religious events.
- Individual Christians use the period of time leading up to Christmas to reflect on why Jesus was born.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

2 The plot against Jesus

AVAILABLE
MARKS

- (a) (i) High Priest's house; Palace of Caiaphas (ch26v3)
or Jerusalem
(AO1) [1]
- (ii) It could cause a riot (ch26v5)
(AO1) [1]
- (iii) Expensive perfume (ch26v7)
(AO1) [1]
- (iv) The perfume could have been sold and the money given to the poor
(ch26v9)
(AO1) [1]
- (v) 30 silver pieces (ch26v15)
(AO1) [1]

(b) Answers may include:

The chief priests and the elders were to blame:

- They initiated the plot against Jesus.
- They opposed Jesus throughout his ministry.
- They brought false evidence against Jesus.
- They found him guilty of blasphemy.
- They brought him before Pilate.
- They urged the people to free Barabbas.

On the other hand:

- Pilate passed the death sentence.
- The crowd chose Barabbas.
- Jesus went to his death according to the plan of God.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 The Ministry of John the Baptist

AVAILABLE
MARKS

(a) Answers may include:

- John prepared the way for the coming of Jesus.
- He talked about the need for repentance and the need to be baptised.
- He emphasised that Jesus was much more important than he was and that he had the power to judge.
- John baptised Jesus and this was to set the scene for the ministry of Jesus. In baptising Jesus he was fulfilling God's will.
- He fulfilled Old Testament prophecies in that he was the forerunner of the Messiah.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The Pharisees thought that because they were descendants of Abraham their Jewish ancestry assured them a place in the kingdom of God.
- They thought they would be exempt from punishment.
- John emphasised the need for personal repentance and that salvation was a personal matter. They needed to show that they had turned away from their sins.
- Warned them that their lives needed to show godly living or they would be excluded from God's kingdom.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- It is important to lead a good life
- Jesus said that the righteousness of his followers must exceed that of the Scribes and Pharisees

On the other hand:

- Salvation requires repentance and faith
- "A good life" in the eyes of society may be self-centred and focused on respectability
- The life of a disciple may entail suffering and rejection

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Kingdom of God

(a) Candidates should select and describe the main features of Matthew 13: 3–8

He used parables to tell them many things. “Once there was a man who went out to sow corn. ⁴ As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. ⁵ Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn’t deep. ⁶ But when the sun came up, it burnt the young plants; and because the roots had not grown deep enough, the plants soon dried up. ⁷ Some of the seed fell among thorn bushes, which grew up and choked the plants. ⁸ But some seeds fell in good soil, and the plants produced corn; some produced a hundred grains, others sixty, and others thirty.”

Accept valid alternatives
Mark in levels
(AO1)

[5]

(b) Answers may include:

I disagree

- There are more ways to spread the message with modern technology whereas Jesus was relying on oral communication.
- The bible has been translated into a range of modern versions which make it easier for people to understand the message about the kingdom of God. Modern bibles have detailed notes of explanation about the key teachings.
- There are people today who are ready to listen and understand the teachings of Jesus
- Religious education has a valued position in the education of young people.
- People are better educated than in the time of Jesus and can grasp the key aspects more easily.

I agree

- As in the parable there are those who have no interest whatsoever in religious matters or are distracted by things like the media, money and fame, or problems in their lives.
- Fewer people attend church and have less opportunity to hear the message.
- Questions exist about aspects of Jesus’ life, e.g. the circumstances of his birth and the possibility of his resurrection.
- Agricultural terms are not widely understood today.

Accept valid alternatives
Mark in levels
(AO2)

[10]

15

Section A

60

AVAILABLE
MARKS

Section B

AVAILABLE
MARKS

Assessment of Spelling, Punctuation and Grammar

If the candidate does not answer 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 Roman Officer's Servant

- (a) Candidates should select and describe relevant sections from Matthew 8: v5–13

When Jesus entered Capernaum, a Roman officer met him and begged for help: ⁶ "Sir, my servant is sick in bed at home, unable to move and suffering terribly." ⁷ "I will go and make him well," Jesus said. ⁸ "Oh no, sir," answered the officer. "I do not deserve to have you come into my house. Just give the order, and my servant will get well. ⁹ I, too, am a man under the authority of superior officers, and I have soldiers under me. I order this one, 'Go!' and he goes; and I order that one, 'Come!' and he comes; and I order my slave, 'Do this!' and he does it." ¹⁰ When Jesus heard this, he was surprised and said to the people following him, "I tell you, I have never found anyone in Israel with faith like this. ¹¹ I assure you that many will come from the east and the west and sit down with Abraham, Isaac, and Jacob at the feast in the Kingdom of heaven. ¹² But those who should be in the Kingdom will be thrown out into the darkness, where they will cry and grind their teeth." ¹³ Then Jesus said to the officer, "Go home, and what you believe will be done for you." And the officer's servant was healed that very moment.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- The Roman officer was a Gentile and seen as a second class citizen in the eyes of many Jewish people of Jesus' day.
- Jesus was prepared to meet the request of this man despite the fact that he was a member of the Roman occupying force.
- Jesus praised the Gentile for his faith, claiming that it was greater than the faith of the Jews.
- Jesus stated that some of the descendents of the patriarchs would not be in the Kingdom. Jews believed that their places were assured.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The church preaches the message of Jesus that everyone is equal before God.
- This message is reinforced by the apostle Paul when he wrote that there was no difference between Jew and Gentile, slave and free person, male and female.
- In his ministry Jesus set a clear practical example of helping everyone regardless of colour, creed or class. The church today tries to follow this example.
- The church is involved in the struggle for racial and social justice in many parts of the world. The church has spoken out on the issue of company bonuses, the exploitation of people in the developing world.
- Church leaders have spoken out against prejudice and discrimination.

On the other hand:

- In Northern Ireland church leaders have not always been helpful in promoting positive relationships between denominations.
- People in wider society do not always respect the opinions of Church leaders.
- The church does not want to get involved in controversy especially when it comes to political issues.
- The church is more interested in the spiritual needs of its congregation rather than in the wider issues in society.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 Jesus Prays in Gethsemane

AVAILABLE
MARKS

- (a) Candidates should select and describe relevant sections from Matthew 26 v36–46

Then Jesus went with his disciples to a place called Gethsemane, and he said to them, “Sit here while I go over there and pray.”³⁷ He took with him Peter and the two sons of Zebedee. Grief and anguish came over him,³⁸ and he said to them, “The sorrow in my heart is so great that it almost crushes me. Stay here and keep watch with me.”³⁹ He went a little farther on, threw himself face downwards on the ground, and prayed, “My Father, if it is possible, take this cup of suffering from me! Yet not what I want, but what you want.”⁴⁰ Then he returned to the three disciples and found them asleep; and he said to Peter, “How is it that you three were not able to keep watch with me even for one hour?⁴¹ Keep watch and pray that you will not fall into temptation. The spirit is willing, but the flesh is weak.”⁴² Once more Jesus went away and prayed, “My Father, if this cup of suffering cannot be taken away unless I drink it, your will be done.”⁴³ He returned once more and found the disciples asleep; they could not keep their eyes open.⁴⁴ Again Jesus left them, went away, and prayed the third time, saying the same words.⁴⁵ Then he returned to the disciples and said, “Are you still sleeping and resting? Look! The hour has come for the Son of Man to be handed over to the power of sinners.⁴⁶ Get up, let us go. Look, here is the man who is betraying me!”

Accept valid alternatives
Mark in levels
(AO1)

[5]

- (b) Answers may include:

- The personal anguish of Jesus as he struggled with what lay ahead and the suffering he had to endure.
- The inability of the three closest disciples to support him in prayer and the disappointment of finding them asleep on three occasions.
- The struggle to fulfil God’s will. At the end he was prepared to do it.
- Despite his teaching about non violence the disappointment that one of his disciples attacked the High Priest’s slave.
- Throughout the events in the garden Jesus experienced physical and mental pressures.
- He had been betrayed by a friend.

Mark in levels
(AO1)

[5]

(c) Answers may include:

- At a time of crisis in their lives, e.g. serious illness a person may pray to God for healing.
- Everything else has failed and so they turn to prayer as a last resort.
- They have been let down by family and friends and realise they cannot cope with the situation on their own.
- They find themselves in danger or are faced with what appears to be an insurmountable problem.

On the other hand:

- There are many people who pray on a daily basis because they believe it is a fundamental part of their religious beliefs.
- It is part of their relationship with God and prayer helps them to develop it.
- They may turn to God in difficult and challenging times but they also use prayer to express their adoration of God, to seek his forgiveness, to give thanks and praise for their many blessings in life and to pray for the needs of other people.
- Like Jesus in the Garden of Gethsemane or when he spent time in the wilderness they will turn to God in prayer when they are faced with major decisions in their lives.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The Nature of Christian Discipleship

AVAILABLE
MARKS

- (a) Candidates should select and describe relevant sections from Matthew 19: v16–22

¹⁶ Once a man came to Jesus. “Teacher,” he asked, “what good thing must I do to receive eternal life?” ¹⁷ “Why do you ask me concerning what is good?” answered Jesus. “There is only One who is good. Keep the commandments if you want to enter life.” ¹⁸ “What commandments?” he asked. Jesus answered, “Do not commit murder, do not commit adultery, do not steal, do not accuse anyone falsely; ¹⁹ respect your father and your mother; and love your neighbour as you love yourself.” ²⁰ “I have obeyed all these commandments,” the young man replied. “What else do I need to do?” ²¹ Jesus said to him, “If you want to be perfect, go and sell all you have and give the money to the poor, and you will have riches in heaven; then come and follow me.” ²² When the young man heard this, he went away sad, because he was very rich.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Making huge sacrifices, e.g. leaving family, friends, jobs.
- They had put their life at risk, e.g. threat of persecution.
- They encountered criticism from the Jewish authorities and Jewish people.
- They found it difficult to understand the teachings of Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Living out the Christian faith by helping others or by the way people react to different circumstances can make another person see what Christianity is all about and cause them to consider becoming a Christian.
- Jesus used actions like healing others and helping those in need and this caused people to respond to him.
- Faith is only meaningful if actions accompany what people say they believe in. Non Christians will criticise if they think a person's actions are not in line with Christ's teaching.
- Jesus' actions on the cross and when he entered Jerusalem speak volumes about the Christian message.
- An act of kindness or charity can open the door to people asking questions about Christianity.
- Acts of sacrifice can make people think about the Christian faith.

On the other hand:

- Jesus' final command to his disciples at the Great Commission was to pass on what he had taught and he expected the disciples to communicate this orally.
- On the Day of Pentecost Peter's speech resulted in 3000 people becoming Christians.
- The words contained in the Bible are essential in building up the faith.
- Christians can talk about the importance of their faith on a one to one basis or through sermons and testimonies in a formal worship setting.
- Both actions and words are equally important and they can complement each other.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

**AVAILABLE
MARKS**