

New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2018**

Religious Studies

Paper 4

Christianity through a Study
of the Gospel of Matthew

[GRE41]

WEDNESDAY 16 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are 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 which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

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 are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for 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 schemes

Mark schemes for tasks or 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

Tasks and 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 in the level 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.

AO1 (5 mark responses):

Level 1: The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

Level 2: The candidate presents a clear knowledge and understanding with some development.

Level 3: The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

Level 1: The candidate presents opinion supported by one simple reason.

Level 2: The candidate presents opinion supported by two simple reasons or one developed reason.

Level 3: The candidate presents a well-argued response with evidence of informed insights.

Quality of written communication

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These 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.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

Level 2 (Limited): The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

Level 3 (Good): A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

Level 4 (Very good): Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

Level 5 (Excellent): The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 Jesus' Entry into Jerusalem

(a) (i) On what animal did Jesus enter Jerusalem?

Donkey (ch21v7)

(AO1)

[1]

(ii) Who brought this animal to Jesus?

Two disciples (ch21v1)

(AO1)

[1]

(iii) What did the crowd spread on the road?

Cloaks and tree branches (ch21v8)

(AO1)

[2]

(iv) What title did the people give to Jesus as he entered Jerusalem?

Son of David (ch21v9);

this is the prophet Jesus from Nazareth (ch21v11)

(AO1)

[1]

(b) What does the entry into Jerusalem tell us about Jesus?

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the personality and Identity of Jesus.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Jesus was a very popular figure and the crowds saw him as a political and military leader who would overthrow the Romans.
- Jesus was a humble servant coming in peace and so he rode on a donkey and not a horse as a king would have done.
- He was ready to reveal his true identity as the Messiah predicted in the Jewish scriptures.
- He had come to fulfil what had been written in the scriptures.
- Jesus was using this event to get his message about himself across.
- When he sent the two disciples to collect the donkey he said that the Lord needs the animal.

Accept valid alternatives
(AO1)

[5]

- (c) “Entering Jerusalem was the bravest thing Jesus ever did.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of incidents where Jesus displayed bravery.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- This was the step that would lead to his suffering and death on the cross.
- He was showing that he was prepared to carry out the will of God and be offered as a sacrifice for the sins of the world.
- He was putting himself in an even more dangerous situation having already endured hostility and criticism from the religious leaders.
- He knew what lay ahead and that he would end up deserted by his disciples.

On the other hand:

- There are other incidents when he showed bravery. At the Garden of Gethsemane he agonised over what lay ahead and finally said he would do God’s will.
- The actual crucifixion was the most extreme form of Roman execution and involved scourging, being nailed to a cross and facing the mocking of the onlookers.
- Throughout his life he was not afraid to criticise the religious authorities and question their religious activities and teaching. It took bravery to do this.
- He was brave in his leading a group of men who had conflicting attitudes to life.

Accept valid alternatives
(AO2)

[5]

15

2 Jesus' Attitude to Money and Wealth

AVAILABLE
MARKS

- (a) (i) **What was the first question the rich young man asked Jesus?**
What good thing must I do to inherit eternal life (ch19v16)
(AO1) [1]
- (ii) **Name three commandments the rich young man had kept.**
Do not commit murder; do not commit adultery; do not steal; do not
accuse anyone falsely; respect your father and your mother; love your
neighbour as you love yourself (ch19v18-19)
(AO1) [3]
- (iii) **What did Jesus tell this man to do if he wanted to be perfect?**
Go and sell all you have and give the money to the poor (ch19v21)
(AO1) [1]

**(b) Do you think it was right for the Jews to pay taxes to the Romans?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of paying taxes at the time of Jesus.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The nation of Israel and the Jewish people were part of the Roman Empire and the people had to pay taxes to their conquerors, as a result of Roman occupation.
- Jesus said “Give to Caesar what is Caesar’s and to God what is God’s”.
- Not paying taxes was breaking the law.
- Taxes were needed to keep the country running efficiently.

On the other hand:

- The Jewish people were exploited by tax collectors who overcharged them and the people may have been reluctant to pay taxes.
- They were encouraging Caesar as king, when God should come first in their lives.
- Taxes were being used to support and for the upkeep of the Roman Empire in other areas.
- Refusal to pay would be a sign of rebellion.

Accept valid alternatives
(AO1)

[5]

(c) “Giving to charity should be done in a private way rather than with lots of publicity.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of how to donate to charitable causes.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Jesus in the Sermon on the Mount was critical of the way the religious leaders made great showpieces of their giving to the needy so that people would praise them.
- Jesus said giving should be done in secret and that God sees and knows what a person is doing and He will reward the person eventually.
- Many high profile personalities do donate to good causes and they seek no publicity for their actions.
- People are sometimes embarrassed when public attention is given to their efforts.

On the other hand:

- Charity organisations sometimes seek to use publicity and if they can use a well known personality that highlights the work of the charity then it encourages others to contribute.
- Some people like to be in the limelight because it gives them a feel good factor and encourages them to do more.
- It is the cause that is supported rather than the giver which is important.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

15

3 Parables

(a) Describe what happened in the Parable of the Workers in the vineyard when the workers were paid.

Target: Knowledge of Matthew ch20v8–16.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

(AO1)

[5]

Matthew 20v8–16		
GNB	NIV	RSV
<p>⁸ “When evening came, the owner told his foreman, ‘Call the workers and pay them their wages, starting with those who were hired last and ending with those who were hired first.’ ⁹ The men who had begun to work at five o’clock were paid a silver coin each. ¹⁰ So when the men who were the first to be hired came to be paid, they thought they would get more; but they too were given a silver coin each. ¹¹ They took their</p>	<p>⁸ “When evening came, the owner of the vineyard said to his foreman, ‘Call the workers and pay them their wages, beginning with the last ones hired and going on to the first.’ ⁹ “The workers who were hired about five in the afternoon came and each received a denarius. ¹⁰ So when those came who were hired first, they expected to receive more. But each one of them also received a denarius. ¹¹ When they</p>	<p>⁸ And when evening came, the owner of the vineyard said to his steward, ‘Call the laborers and pay them their wages, beginning with the last, up to the first.’ ⁹ And when those hired about the eleventh hour came, each of them received a denarius. ¹⁰ Now when the first came, they thought they would receive more; but each of them also received a denarius. ¹¹ And on receiving it they grumbled at the householder, ¹² saying.</p>

AVAILABLE
MARKS

money and started grumbling against the employer. ¹² ‘These men who were hired last worked only one hour,’ they said, ‘while we put up with a whole day’s work in the hot sun—yet you paid them the same as you paid us!’ ¹³ ‘Listen, friend,’ the owner answered one of them, ‘I have not cheated you. After all, you agreed to do a day’s work for one silver coin. ¹⁴ Now take your pay and go home. I want to give this man who was hired last as much as I gave you. ¹⁵ Don’t I have the right to do as I wish with my own money? Or are you jealous because I am generous?’” ¹⁶ And Jesus concluded, “So those who are last will be first, and those who are first will be last.”

received it, they began to grumble against the landowner. ¹² ‘These who were hired last worked only one hour,’ they said, ‘and you have made them equal to us who have borne the burden of the work and the heat of the day.’ ¹³ “But he answered one of them, ‘I am not being unfair to you, friend. Didn’t you agree to work for a denarius? ¹⁴ Take your pay and go. I want to give the one who was hired last the same as I gave you. ¹⁵ Don’t I have the right to do what I want with my own money? Or are you envious because I am generous?’” ¹⁶ “So the last will be first, and the first will be last.”

‘These last worked only one hour, and you have made them equal to us who have borne the burden of the day and the scorching heat.’ ¹³ But he replied to one of them, ‘Friend, I am doing you no wrong; did you not agree with me for a denarius? ¹⁴ Take what belongs to you, and go; I choose to give to this last as I give to you. ¹⁵ Am I not allowed to do what I choose with what belongs to me? Or do you begrudge my generosity? ¹⁶ So the last will be first, and the first last.”

AVAILABLE MARKS

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(b) Explain the meaning of the Parable of the Sower.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of the parable.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- To encourage his disciples and remind them that not everyone will respond to the gospel.
- 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.
- 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.

Accept valid alternatives
(AO1)

[5]

- (c) **“Story telling is the best way to teach Christian beliefs.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of what the best way to communicate the gospel message is.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Many of the stories told by Jesus have never been forgotten. The meaning behind the parable is still relevant even though the cultural background is different.
- People still enjoy listening to stories especially if there is a personal aspect to it.
- Stories are retold and the message behind them is passed on.
- Stories can help explain a Christian belief in a non-threatening way. The belief can be explained in terms that people can understand.
- Stories are contemporary and can be adapted to today’s society.

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. The use of Powerpoint, internet and DVD material is very appealing to a younger generation.
- People today spend less time in conversation and listening and the power of stories has become less effective.
- Using stories can result in the story being remembered but the key belief being overlooked. Even Jesus had to explain some of his parables to his disciples.
- Stating the belief in black and white terms can be just as effective. Stories can blur the meaning.
- The best way is to use a variety of different strategies. Something different can make people sit up and take notice.

Accept valid alternatives
(AO1)

[5]

15

4 Teaching of Jesus on the Sermon on the Mount

**AVAILABLE
MARKS**

(a) Outline what Jesus taught about anger in the Sermon on the Mount.

Target: Knowledge of Matthew ch5v21–26.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

(AO1)

[5]

Matthew 5: 21–26		
GNB	NIV	RSV
<p>²¹ “You have heard that people were told in the past, ‘Do not commit murder; anyone who does will be brought to trial.’ ²² But now I tell you: if you are angry^[b] with your brother you will be brought to trial, if you call your brother ‘You good-for-nothing!’ you will be brought before the Council, and if you call your brother a worthless fool you will be in danger of going to the fire of hell. ²³ So if you are about to offer your gift to God at the altar and there you remember that your</p>	<p>²¹ “You have heard that it was said to the people long ago, ‘You shall not murder,^[a] and anyone who murders will be subject to judgment.’ ²² But I tell you that anyone who is angry with a brother or sister^{[b][c]} will be subject to judgment. Again, anyone who says to a brother or sister, ‘Raca,’^[d] is answerable to the court. And anyone who says, ‘You fool!’ will be in danger of the fire of hell. ²³ “Therefore, if you are offering your gift at the altar</p>	<p>²¹ “You have heard that it was said to the men of old, ‘You shall not kill; and whoever kills shall be liable to judgment.’ ²² But I say to you that every one who is angry with his brother^[a] shall be liable to judgment; whoever insults^[b] his brother shall be liable to the council, and whoever says, ‘You fool!’ shall be liable to the hell^[c] of fire. ²³ So if you are offering your gift at the altar, and there remember that your brother has something against</p>

<p>brother has something against you, ²⁴ leave your gift there in front of the altar, go at once and make peace with your brother, and then come back and offer your gift to God. ²⁵ “If someone brings a lawsuit against you and takes you to court, settle the dispute while there is time, before you get to court. Once you are there, you will be turned over to the judge, who will hand you over to the police, and you will be put in jail. ²⁶ There you will stay, I tell you, until you pay the last penny of your fine.</p>	<p>and there remember that your brother or sister has something against you, ²⁴ leave your gift there in front of the altar. First go and be reconciled to them; then come and offer your gift. ²⁵ “Settle matters quickly with your adversary who is taking you to court. Do it while you are still together on the way, or your adversary may hand you over to the judge, and the judge may hand you over to the officer, and you may be thrown into prison. ²⁶ Truly I tell you, you will not get out until you have paid the last penny.</p>	<p>you, ²⁴ leave your gift there before the altar and go; first be reconciled to your brother, and then come and offer your gift. ²⁵ Make friends quickly with your accuser, while you are going with him to court, lest your accuser hand you over to the judge, and the judge to the guard, and you be put in prison; ²⁶ Truly, I say to you, you will never get out until you have paid the last penny.</p>
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AVAILABLE MARKS
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**(b) Do you think Jesus' teaching on the love of enemies is realistic?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of relevance and suitability of Jesus' teaching in today's society.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Loving enemies was a radical new idea that would have shocked Jesus' listeners. How could they love or pray for the Romans who occupied their land and often treated them harshly.
- There is so much violence and terrorism in the world today it is very hard for those who have lost loved ones to show love and forgiveness.
- There is generally a demand by some for revenge against their enemies and they want to apply Old Testament ideals of an 'eye for an eye'.
- Loving your enemies is a sign of weakness and being afraid.

On the other hand:

- There are examples of those who have shown love and forgiveness to enemies, for example Gordon Wilson on the death of his daughter in a bombing incident.
- Showing love breaks the cycle of revenge and more violence and sets a different perspective.
- Martin Luther King stressed the importance of non-violent protests.
- Jesus, when he was being arrested in the Garden of Gethsemane, criticised the disciples for wanting to use violence against his enemies. He even healed the man who was injured.
- On the cross, Jesus forgave those who were putting him to death.

Accept valid alternatives

(AO1)

[5]

- (c) “How Christians live is more important than what they believe.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of living a Christian life and balancing it with personal beliefs.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The two are linked to one another. If beliefs are important and meaningful they should be lived out and be exemplars of faith in action.
- People see how others live and how they react to different situations. In discussions and everyday living Christians can talk about their faith/ beliefs as well as showing practical applications.
- Christians are Jesus’ witnesses today to his teachings and they aim to live these out on a daily basis. In that way they can bring others to faith.
- In a family situation the parents’ lifestyle and Christian commitment can be a major influence on their children. The same is true of those in leadership roles, where people hold them in high esteem and they look to them for guidance and support.
- Christians should be like ‘salt’ and ‘light’ and how they live can have an influence. As Jesus said “let your light so shine before men that they may see your good works and glorify your Father who is in heaven”.

On the other hand:

- Beliefs must come first. People need to know what the key beliefs of their faith are and only then can they apply them effectively.
- Beliefs are important because they can offer assurance, support and comfort in difficult times. For Christians their belief in eternal life can be a comfort when a fellow Christian dies.
- Belief gives a person a framework for living, based on the 10 commandments and the teachings of Jesus.
- Knowing what one believes makes it easier to explain to others the significance of things like salvation and the relevance of Jesus’ death and resurrection.

Accept valid alternatives
(AO1)

[5]

15

Section B

AVAILABLE MARKS

Candidates must answer **two** questions from this section.

5 John the Baptist

(a) Describe what happened when Jesus came to visit John the Baptist at the River Jordan.

Target: Knowledge of Matthew ch3v13–17.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

(AO1)

[5]

Matthew 3: 13–17		
GNB	NIV	RSV
<p>¹³ At that time Jesus arrived from Galilee and came to John at the Jordan to be baptized by him. ¹⁴ But John tried to make him change his mind. “I ought to be baptized by you,” John said, “and yet you have come to me!”</p> <p>¹⁵ But Jesus answered him, “Let it be so for now. For in this way we shall do all that God requires.” So John agreed.</p>	<p>¹³ Then Jesus came from Galilee to the Jordan to be baptized by John. ¹⁴ But John tried to deter him, saying, “I need to be baptized by you, and do you come to me?”</p> <p>¹⁵ Jesus replied, “Let it be so now; it is proper for us to do this to fulfill all righteousness.” Then John consented.</p>	<p>¹³ Then Jesus came from Galilee to the Jordan to John, to be baptized by him. ¹⁴ John would have prevented him, saying, “I need to be baptized by you, and do you come to me?” ¹⁵ But Jesus answered him, “Let it be so now; for thus it is fitting for us to fulfil all righteousness.” Then he consented.</p>

<p>¹⁶ As soon as Jesus was baptized, he came up out of the water. Then heaven was opened to him, and he saw the Spirit of God coming down like a dove and lighting on him. ¹⁷ Then a voice said from heaven, "This is my own dear Son, with whom I am pleased."</p>	<p>¹⁶ As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. ¹⁷ And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."</p>	<p>¹⁶ And when Jesus was baptized, he went up immediately from the water, and behold, the heavens were opened and he saw the Spirit of God descending like a dove, and alighting on him; ¹⁷ and lo, a voice from heaven, saying, "This is my beloved Son, with whom I am well pleased."</p>
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AVAILABLE MARKS

(b) Explain why John is an important person in Matthew’s gospel.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of importance of John the Baptist.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- John’s role was to announce the Messiah and to prepare the way for Jesus. He was fulfilling the prophecy in Isaiah “Prepare a road for the Lord, make a straight path for him to travel”.
- He baptised Jesus and that was an important event, because it meant Jesus was now ready to begin his ministry.
- John was outspoken and he challenged the religious leaders and the crowds who came to the Lord to repent and be baptised.
- Matthew believed that John was just like the prophet Elijah, and the Jewish nation believed that a “second Elijah” would precede the Messiah. For Matthew, John the Baptist was this “second Elijah”.
- John the Baptist challenged people in their lifestyles. Jesus built his teaching on the foundation laid by John the Baptist.
- Matthew’s gospel was mainly for a Jewish audience and his reference to the Old Testament in the story about John the Baptist would help his audience realise that Jesus was indeed the long awaited Messiah.
- John told the religious leaders that faith was a personal matter, and they rely on their religious ancestry to be assured a place in the Kingdom of Heaven.

Accept valid alternatives
(AO1)

[5]

(c) “Christians should speak out and challenge the lifestyles of other people.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s gospel in your answer.

Target: Analysis and evaluation of challenging the lifestyles of others.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion may be supported by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE
MARKS

Answers may include:

- In challenging the lifestyles of others they are following in the footsteps of the Old Testament prophets, John the Baptist and Jesus.
- In challenging the way people live, Christians want to guide others to look at their lives, realise the faults that exist, repent of these and make a commitment to follow Jesus.
- They are concerned that people are ruining their lives by the activities they are involved in (e.g. use of drugs, gambling, illegal activities) and the damage they are doing to themselves and their loved ones. They do not want to see them hurt and in trouble and so they talk to them about the issues which are causing concern. Their action is based on “loving your neighbour”.
- Early, quiet intervention can prevent a person being influenced by groups or ideologies which can lead a person into being involved in illegal and terrorist activities.
- Jesus’ ministry was about challenging lifestyles and that can be seen in the Sermon on the Mount, when he brought a new dimension to anger, revenge, love of enemies and religious observances.
- Church leaders may challenge their churches through sermons to think about Christian matters.

On the other hand:

- Christians need to look at their own lives and how they are serving God, before they comment on the lifestyles of others.

- Christians should not appear to be judging others as they may not know the full circumstances and situation and a challenging attitude may do more harm than good.
- People may resent someone else challenging their lifestyle and it leads to friction and ill feeling.
- Christians need to approach the issue with sensitivity and understanding.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20

6 Miracles

**AVAILABLE
MARKS**

(a) Retell the story of the healing of the Roman officer’s servant.

Target: Knowledge of Matthew ch8v5–13.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

(AO1)

[5]

Matthew 8: 5–13		
GNB	NIV	RSV
<p>⁵ 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;</p>	<p>⁵ When Jesus had entered Capernaum, a centurion came to him, asking for help. ⁶ "Lord," he said, "my servant lies at home paralyzed, suffering terribly." ⁷ Jesus said to him, "Shall I come and heal him?" ⁸ The centurion replied, "Lord, I do not deserve to have you come under my roof. But just say the word, and my servant will be healed. ⁹ For I myself am a man under authority, with soldiers under me. I tell this one, 'Go,' and he goes; and that one, 'Come,' and he comes.</p>	<p>⁵ As he entered Caper'na-um, a centurion came forward to him, beseeching him ⁶ and saying, "Lord, my servant is lying paralyzed at home, in terrible distress." ⁷ And he said to him, "I will come and heal him." ⁸ But the centurion answered him, "Lord, I am not worthy to have you come under my roof; but only say the word, and my servant will be healed." ⁹ For I am a man under authority, with soldiers under me; and I say to one, 'Go,' and he goes, and to another,</p>

<p>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 gnash 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.</p>	<p>I say to my servant, 'Do this,' and he does it." ¹⁰ When Jesus heard this, he was amazed and said to those following him, "Truly I tell you, I have not found anyone in Israel with such great faith. ¹¹ I say to you that many will come from the east and the west, and will take their places at the feast with Abraham, Isaac and Jacob in the kingdom of heaven. ¹² But the subjects of the kingdom will be thrown outside, into the darkness, where there will be weeping and gnashing of teeth." ¹³ Then Jesus said to the centurion, "Go! Let it be done Just as you believed it would." And his servant was healed at that moment.</p>	<p>'Come,' and he comes, and to my slave, 'Do this,' and he does it." ¹⁰ When Jesus heard him, he marveled, and said to those who followed him, "Truly, I say to you, not even in Israel have I found such faith. ¹¹ I tell you, many will come from east and west and sit at table with Abraham, Isaac, and Jacob in the kingdom of heaven, ¹² while the sons of the kingdom will be thrown into the outer darkness; there men will weep and gnash their teeth." ¹³ And to the centurion Jesus said, "Go; be it done for you as you have believed." And the servant was healed at that very moment.</p>
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AVAILABLE MARKS

(b) Explain how Jesus' miracles caused controversy.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the controversy which resulted from Jesus' miracles.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- This led to conflict because they believe that Jesus was committing blasphemy when he said 'your sins are forgiven'. Jewish leaders believed only God can forgive sins; this caused a lot of anger, e.g. paralysed man.
- Jesus healed people on the Sabbath day. Jews obeyed the law of Moses which stated Sabbath is a day of rest, no work allowed. Healing was regarded as working. Jesus argued with Jewish leaders about the Sabbath, e.g. man with paralysed hand.
- He healed the servant of a Roman officer who was a Gentile and a member of the occupying force.
- He healed leprosy sufferers who were classed as social and religious outcasts.

Accept valid alternatives
(AO1)

[5]

- (c) **“Belief in Jesus’ miracles is important for Christians today.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s gospel in your answer.

Target: Analysis and evaluation of the importance of believing in miracles.

**AVAILABLE
MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion may be supported by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- It recognises the power of God and that he is able to do what seems to be impossible. He does both healing and nature miracles.
- Christians believe that the Bible is the Word of God and they accept all aspects of its contents.
- They need to believe in all aspects of Jesus' ministry including his ability to perform miracles.
- There are still examples of miracles taking place in today's society.
- They teach important lessons on how Christians should treat others.

On the other hand:

- While miracles are important there are other key beliefs in the Christian faith, e.g. the death and resurrection of Jesus.
- It can be challenging because there is a tendency to look for a logical or scientific approach to unusual events.
- These miracles happened 2000 years ago and have no relevance in the 21st century.
- Simple explanations can be given for the so called miracles in our scientific and secular world.
- Some people do not accept that Jesus ever existed.

Accept valid alternatives
(AO2)

[10]

20

7 Crucifixion of Jesus

(a) Describe how Jesus was treated by the Roman soldiers after he was handed over to be crucified.

Target: Knowledge of Matthew ch27v27–31.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

(AO1)

[5]

Matthew 27: 27–31		
GNB	NIV	RSV
<p>²⁷ Then Pilate's soldiers took Jesus into the governor's palace, and the whole company gathered around him. ²⁸ They stripped off his clothes and put a scarlet robe on him. ²⁹ Then they made a crown out of thorny branches and placed it on his head, and put a stick in his right hand; then they knelt before him and made fun of him. "Long live the King of the Jews!" they said. ³⁰ They spat on him, and took the stick and hit him over the head. ³¹ When they had finished making fun of him, they took the robe off and put his own clothes back on him. Then they led him out to crucify him.</p>	<p>²⁷ Then the governor's soldiers took Jesus into the Praetorium and gathered the whole company of soldiers around him. ²⁸ They stripped him and put a scarlet robe on him, ²⁹ and then twisted together a crown of thorns and set it on his head. They put a staff in his right hand. Then they knelt in front of him and mocked him. "Hail, king of the Jews!" they said. ³⁰ They spit on him, and took the staff and struck him on the head again and again. ³¹ After they had mocked him, they took off the robe and put his own clothes on him. Then they led him away to crucify him.</p>	<p>²⁷ Then the soldiers of the governor took Jesus into the praetorium, and they gathered the whole battalion before him. ²⁸ And they stripped him and put a scarlet robe upon him, ²⁹ and plaiting a crown of thorns they put it on his head, and put a reed in his right hand. And kneeling before him they mocked him, saying, "Hail, King of the Jews!" ³⁰ And they spat upon him, and took the reed and struck him on the head. ³¹ And when they had mocked him, they stripped him of the robe, and put his own clothes on him, and led him away to crucify him.</p>

AVAILABLE
MARKS

(b) Explain why the death of Jesus is important for Christians.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Jesus' death.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Christians believe Jesus died to save humanity from sin – atonement.
- Through Christ's death we are joined with God.
- God's love for us is so great that he allowed Jesus to die to save humanity.
- Jesus' death is important as it is an example of human suffering.
- Jesus' death on the cross reveals that death is not the end, there is eternal life. Part of God's plan of salvation.
- Death of Jesus demonstrates that Jesus was the Messiah, the suffering servant.

Accept valid alternatives
(AO1)

[5]

(c) “The disciples should not be criticised for their actions in the events leading up to Jesus’ death.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Matthew’s gospel in your answer.

Target: Analysis and evaluation of the support Jesus received from his disciples in the days leading up to his death.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion may be supported by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- Judas Iscariot was the one who betrayed Jesus and led the Jewish authorities to the Garden of Gethsemane.
- Peter, despite all his boasting, was to deny Jesus when he was under pressure in the courtyard of the high priest's house.
- Peter, James and John could not stay awake and offer prayerful support to Jesus as he was in agony about what lay ahead and the need to do God's will.
- All of the disciples, except Peter, fled when Jesus was arrested by the Jewish authorities and Peter followed at a distance. They were not there when Jesus needed them the most and they only thought of their own safety.
- They found it difficult to understand and comprehend the fact that Jesus was to face suffering and death on the cross and this was a disappointment to Jesus.

On the other hand:

- The disciples did assist him by obtaining the donkey he used to ride into Jerusalem on.
- One of the disciples was ready to use force in the Garden of Gethsemane when he used a sword to cut off the ear of the high priest's servant.

- Peter did his best to stay loyal by going to the courtyard of the high priest and it was only in this very dangerous situation that he denied Jesus. He should not be criticised because he had done more than the others. Others would have done the same in a difficult situation.
- The disciples had stayed with him in a threatening situation right up to his arrest and so they did their best to be loyal and supportive.

Accept valid alternatives
(AO2)

[10]

Total

**AVAILABLE
MARKS**

20

100