



Rewarding Learning

**General Certificate of Secondary Education
2024**

Religious Studies

Paper 4

Christianity through a Study
of the Gospel of Matthew

[GRE41]

THURSDAY 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

**AVAILABLE
MARKS**

Answer **all** questions.

1 The Kingdom of God

In the Parable of the Sower, what happened to the seed that fell:

(a) (i) on the path?

Birds ate it up (Matt 13:4)
(AO1)

[1]

(ii) on the rocky ground?

The Sun scorched it (Matt 13:5) It sprang up quickly, because
the soil was shallow
(AO1)

[1]

(iii) on the good soil?

- It produced a crop
 - A hundred, sixty or thirty times what was sown (Matt 13:8)
- (AO1)

[1]

Complete the saying of Jesus from the Parable of the Weeds.

(iv) “The kingdom of heaven is like a man who sowed good **seed** in his field;
but while everyone was sleeping, his **enemy** came and sowed weeds
among the wheat. (Matt 13:24–25)
(AO1)

[2]

(b) Explain why Jesus used parables to teach about the Kingdom of God.

Target: Knowledge and understanding of why Jesus used parables to teach about the Kingdom of God.

AVAILABLE MARKS	

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:

- Parables were a traditional Jewish teaching method.
- They expressed complicated spiritual truths about the Kingdom of God in everyday language.
- They were based on everyday situations, e.g. sowing seeds, losing valuables.
- Parables were easy for people to understand and remember, and pass on to others (oral tradition).
- Parables challenged people to work out the meaning for themselves.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Jesus’ parables are still relevant.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the relevance of the parables.

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:

- Parables are about everyday situations so people will always be able to relate to them, e.g. the Parable of the Wedding Feast.
- Jesus is the Son of God meaning his message is timeless and has permanent meaning.
- Jesus was teaching about the Kingdom of God which Christians still aspire to enter.
- The parables contain important messages for people today, e.g. that repentant sinners will be forgiven.

On the other hand:

- Society is more secular today and the parables are only relevant to religious believers.
- The parables are hard to relate to as they are about sowing seeds and looking after farm animals which many people do not have insight into nowadays.
- The parables are outdated and don’t relate to a society where social media and technology is central to people’s lives.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 The temptation of Jesus

**AVAILABLE
MARKS**

(a) (i) Where was Jesus when he was tempted by the devil?

In the desert/wilderness (Matt 4:1) Jerusalem, highest point of temple, a high mountain
(AO1)

[1]

(ii) For how long did the temptations last?

For 40 days and 40 nights (Matt 4:2)
(AO1)

[1]

(iii) What were the three temptations Jesus faced?

To change stones into bread (Matt 4:3)
To throw himself down from the highest point of the temple (Matt 4:5)
To kneel down and worship the devil/satan for all the kingdoms of the world (Matt 4:8)
(AO1)

[3]

(b) Do you think it was important for Jesus to be tempted at this stage of his life?

Give reasons for your answer.

Target: Analysis of the importance of the temptation 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:

- Yes, it was a mental and physical challenge and Jesus was proving that he was ready to choose the difficult path and remain faithful after his baptism.
- It was important for Jesus to use his power not to attract large crowds but to reward people who had faith.
- Jesus used these temptations to teach others that he was concerned with spiritual food and not earthly food.
- The temptations tested his ability to perform miracles for the right reasons.
- Jesus' temptations inspire and encourage Christians today who are facing temptation.

On the other hand:

- As the Son of God, Jesus had divine power and he was always going to overcome being tempted by the devil.
- Jesus' temptations were pointless. He was perfect and without sin because of his divine nature and would never have given in to temptation at any stage of his life.
- It is unrealistic to think that humans will be able to use Jesus' example to motivate themselves as they are not divine.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

- (c) **“It doesn’t matter if Christians give in to temptation.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the role of temptation in the life of Christians today.

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:

- It doesn’t matter if Christians give in to temptation as God forgives anyone who asks for forgiveness, e.g. the Parable of the Unmerciful Servant.
- People on their deathbed can ask for forgiveness and it will be granted.
- Giving in to temptation and making mistakes provides an opportunity for Christians to learn and develop, e.g. Peter.

On the other hand:

- Christians should be good role models to others and avoid giving in to temptation. They should lead by example.
- Jesus was seeking followers who would transform themselves and others around them, it is a better witness to stand firm and resist temptation.
- Jesus’ example was to use his power to reward people and not to reward himself. His followers should do likewise and not give in to temptation.
- Resisting temptation makes a Christian stronger and more able for the next challenge.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 The death and resurrection of Jesus

AVAILABLE
MARKS

(a) Describe how the soldiers mocked Jesus after Pilate handed him over to be crucified.

Target: Knowledge of the mockery 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

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 round him.</p> <p>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 mocked him. "Long live the King of the Jews!" they said.</p> <p>³⁰ They spat on him, and took the stick and hit him over the head. ³¹ When they had finished mocking 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 round 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.</p> <p>³⁰ They spat 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.</p> <p>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!"</p> <p>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>

Mark in levels
(AO1)

[5]

(b) Explain why Jesus' death was such an important event.

**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:

- Jesus' death fulfilled the prophecy of the Suffering Servant in Isaiah that someone would die to atone for the sins of humanity.
- When Jesus died the temple veil tore from top to bottom. Jesus' death removed the barrier of sin.
- Jesus' death gives encouragement to believers to follow him despite their suffering, that sometimes good can come from suffering.
- Jesus' death fulfilled his own words when he predicted he would suffer and die a human death.
- Without Jesus' death, there would be no resurrection.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “‘He has risen from the dead,’ are the most important words in Matthew’s Gospel.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the significance of the angel’s words at Jesus’ resurrection.

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:

- These words show that Jesus was who he had proclaimed, the promised Messiah.
- They prove that Jesus defeated the powers of evil including death itself and is now with his father in heaven.
- These words show that life after death is possible for religious believers.
- By defeating death Jesus showed that there is hope for the future.

On the other hand:

- Many people are sceptical over the resurrection and feel these words aren’t enough. They need real proof that it occurred.
- Jesus’ teaching on how to live life as a Christian are more important than these words, e.g. the importance of helping the poor.
- Jesus’ final command to the disciples are the most important words in the Gospel.
- The words spoken at the Baptism and Transfiguration are the most important because they prove that Jesus is the Son of God.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 The role and nature of Christian discipleship

AVAILABLE
MARKS

(a) Describe the occasion when Jesus called his first four disciples.

Target: Knowledge of the calling of the first disciples.

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

Matthew 4:18–22

GNB	NIV	RSV
<p>¹⁸ As Jesus walked along the shore of Lake Galilee, he saw two brothers who were fishermen, Simon (called Peter) and his brother Andrew, catching fish in the lake with a net.</p> <p>¹⁹ Jesus said to them, “Come with me, and I will teach you to catch people.” ²⁰ At once they left their nets and went with him.</p> <p>²¹ He went on and saw two other brothers, James and John, the sons of Zebedee. They were in their boat with their father Zebedee, getting their nets ready. Jesus called them, ²² and at once they left the boat and their father, and went with him.</p>	<p>¹⁸ As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen. ¹⁹ ‘Come, follow me,’ Jesus said, ‘and I will send you out to fish for people.’ ²⁰ At once they left their nets and followed him.</p> <p>²¹ Going on from there, he saw two other brothers, James son of Zebedee and his brother John. They were in a boat with their father Zebedee, preparing their nets. Jesus called them, ²² and immediately they left the boat and their father and followed him.</p>	<p>¹⁸ As he walked by the Sea of Galilee, he saw two brothers, Simon who is called Peter and Andrew his brother, casting a net into the sea; for they were fishermen. ¹⁹ And he said to them, “Follow me, and I will make you fishers of men.” ²⁰ Immediately they left their nets and followed him. ²¹ And going on from there he saw two other brothers, James the son of Zeb’edee and John his brother, in the boat with Zeb’edee their father, mending their nets, and he called them. ²² Immediately they left the boat and their father, and followed him.</p>

Mark in levels
(AO1)

[5]

**(b) Do you think Jesus' teaching on forgiveness is realistic?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of Jesus' teaching on forgiveness.

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 was setting standards that he wanted his followers to aspire to and with divine help Christians can seek forgiveness and forgive others, e.g. Lord's prayer.
- Jesus said if people don't forgive others the Father won't forgive them.
- Jesus resisted temptation and his followers can try to be like him by resisting temptation to bear grudges or seek revenge.
- Modern Christians have been able to live according to Jesus' teaching on forgiveness, e.g. Gordon Wilson forgave those who killed his daughter in the Enniskillen bomb.

On the other hand:

- Jesus was divine, humans cannot adhere to this standard, e.g. love your enemies.
- If someone wrongs you, it is extremely difficult to forgive them – it is easier to seek revenge.
- 70x7 is too much to forgive – if someone wrongs you and are truly sorry they should change their ways and not require more forgiveness.
- Some sins are unforgiveable, e.g. Julie Nicholson decided to step down as a priest because she could not forgive the attacker who killed her daughter.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) **Being a follower of Jesus was easier when he was alive than it is today.”**

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

Target: Evaluation of the demands of discipleship for Jesus’ disciples and Christians today.

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:

- It was easier to follow as an eyewitness when Jesus was there to reassure his followers.
- Seeing is believing and many would have witnessed the miracles of Jesus firsthand.
- Following Jesus was and is a radical way of life – it might have been easier to comprehend when Jesus was alive.
- It is more difficult today in a secular society where people are more materialistic.

On the other hand:

- Being a follower is always difficult – you have to deny yourself and take up your cross to follow Christ now and then.
- Social media is more beneficial for helping to spread the faith.
- Christian writings and literature are more widely available now, this makes it easier to strengthen the Christian faith.
- Jesus’ followers faced persecution on a much greater scale than Christians today.
- It was difficult to be a follower of Jesus when he was alive, e.g. Peter’s denial or the disciples in Gethsemane.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

**AVAILABLE
MARKS**

5 Jesus the miracle worker

(a) Describe the occasion when Jesus healed a man with a paralysed hand.

Target: Knowledge of the healing of a man with a paralysed hand.

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

Matthew 12:9–14

GNB	NIV	RSV
<p>⁹ Jesus left that place and went to a synagogue, ¹⁰ where there was a man who had a paralysed hand. Some people were there who wanted to accuse Jesus of doing wrong, so they asked him, “Is it against our Law to heal on the Sabbath?”</p> <p>¹¹ Jesus answered, “What if one of you has a sheep and it falls into a deep hole on the Sabbath? Will you not take hold of it and lift it out? ¹² And a human being is worth much more than a sheep! So then, our Law does allow us to help someone on the Sabbath.”</p>	<p>⁹ Going on from that place, he went into their synagogue, ¹⁰ and a man with a shrivelled hand was there. Looking for a reason to bring charges against Jesus, they asked him, ‘Is it lawful to heal on the Sabbath?’</p> <p>¹¹ He said to them, ‘If any of you has a sheep and it falls into a pit on the Sabbath, will you not take hold of it and lift it out?’</p> <p>¹² How much more valuable is a person than a sheep! Therefore it is lawful to do good on the Sabbath.’</p>	<p>⁹ And he went on from there, and entered their synagogue. ¹⁰ And behold, there was a man with a withered hand. And they asked him, “Is it lawful to heal on the Sabbath?” so that they might accuse him.</p> <p>¹¹ He said to them, “What man of you, if he has one sheep and it falls into a pit on the Sabbath, will not lay hold of it and lift it out? ¹² Of how much more value is a man than a sheep! So it is lawful to do good on the Sabbath.”</p>

<p>¹³ Then he said to the man with the paralysed hand, “Stretch out your hand.” He stretched it out, and it became well again, just like the other one. ¹⁴ Then the Pharisees left and made plans to kill Jesus.</p>	<p>¹³ Then he said to the man, ‘Stretch out your hand.’ So he stretched it out and it was completely restored, just as sound as the other. ¹⁴ But the Pharisees went out and plotted how they might kill Jesus.</p>	<p>¹³ Then he said to the man, “Stretch out your hand.” And the man stretched it out, and it was restored, whole like the other. ¹⁴ But the Pharisees went out and took counsel against him, how to destroy him.</p>
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Mark in levels
(AO1)

[5]

**AVAILABLE
MARKS**

(b) Explain why Jesus' miracles angered the Jewish religious leaders.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the controversial nature of the miracles 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 trying to get the Jewish religious leaders to understand that being compassionate towards those in need was more important than following Sabbath rules.
- The crowds followed Jesus because of his miracles, and Jesus' popularity would have angered the Pharisees.
- When Jesus did miraculous things they couldn't understand his power or where this ability came from therefore causing them to be angry.
- Jesus' words to the paralysed man angered the Jewish leaders and they accused him of blasphemy.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “The miracles teach Christians everything they need to be a true follower of Jesus.”

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 significance of Jesus’ miracles.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be 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:

- The miracles teach that complete faith is important.
- Miracles show the amazing way God worked through Jesus, e.g. when he healed a leprosy sufferer Jesus showed compassion. (Matt 8:1–4)
- Miracles show that God’s message is universal and all people are welcome in God’s kingdom, e.g. a Roman officer’s servant. (Matt 8:10)
- The miracles show a need to look out for others, e.g. Jesus was touched by the compassion shown by the paralysed man’s friends who brought him to Jesus. (Matt 9:2)
- The miracles show it is more important to care for others than be stringent with the religious rules, e.g. Jesus healing on the Sabbath. (Matt 12:9–14)

On the other hand:

- Miracles are a difficult concept to grasp and some Christians don’t accept that they happened in the way that they are recorded in the Gospel.
- There are many other important facets of Christianity and the miracles are just one aspect, e.g. prayer, fasting and almsgiving. (Matt 6)
- Jesus’ parables directly teach about the Kingdom of God and therefore are more important.
- Jesus didn’t want his miracles broadcast, perhaps he felt there were more important elements to being a follower.

Accept valid alternatives

Mark in levels
(AO2)

[10]

20

6 The identity of Jesus

(a) Describe the teaching of John the Baptist in the wilderness of Judea.

Target: Knowledge of the ministry 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

Matthew 3:7–12

GNB	NIV	RSV
<p>⁷ When John saw many Pharisees and Sadducees coming to him to be baptized, he said to them, “You snakes — who told you that you could escape from the punishment God is about to send? ⁸ Do those things that will show that you have turned from your sins. ⁹ And don’t think you can escape punishment by saying that Abraham is your ancestor. I tell you that God can take these stones and make descendants for Abraham! ¹⁰ The axe is ready to cut down the trees at the roots; every tree that does not bear good fruit will be cut down and thrown in the fire.</p>	<p>⁷ But when he saw many of the Pharisees and Sadducees coming to where he was baptising, he said to them: ‘You brood of vipers! Who warned you to flee from the coming wrath? ⁸ Produce fruit in keeping with repentance. ⁹ And do not think you can say to yourselves, “We have Abraham as our father.” I tell you that out of these stones God can raise up children for Abraham. ¹⁰ The axe has been laid to the root of the trees, and every tree that does not produce good fruit will be cut down and thrown into the fire.</p>	<p>⁷ But when he saw many of the Pharisees and Sad’ducees coming for baptism, he said to them, “You brood of vipers! Who warned you to flee from the wrath to come? ⁸ Bear fruit that befits repentance, ⁹ and do not presume to say to yourselves, ‘We have Abraham as our father’; for I tell you, God is able from these stones to raise up children to Abraham. ¹⁰ Even now the axe is laid to the root of the trees; every tree therefore that does not bear good fruit is cut down and thrown into the fire.</p>

AVAILABLE
MARKS

<p>¹¹ I baptize you with water to show that you have repented, but the one who will come after me will baptize you with the Holy Spirit and fire. He is much greater than I am; and I am not good enough even to carry his sandals. ¹² He has his winnowing shovel with him to thresh out all the grain. He will gather his wheat into his barn, but he will burn the chaff in a fire that never goes out.”</p>	<p>¹¹ ‘I baptise you with water for repentance. But after me comes one who is more powerful than I, whose sandals I am not worthy to carry. He will baptise you with the Holy Spirit and fire. ¹² His winnowing fork is in his hand, and he will clear his threshing-floor, gathering his wheat into the barn and burning up the chaff with unquenchable fire.’</p>	<p>¹¹ “I baptize you with water for repentance, but he who is coming after me is mightier than I, whose sandals I am not worthy to carry; he will baptize you with the Holy Spirit and with fire. ¹² His winnowing fork is in his hand, and he will clear his threshing floor and gather his wheat into the granary, but the chaff he will burn with unquenchable fire.”</p>
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AVAILABLE MARKS

Mark in levels (AO1)

[5]

(b) Explain why Jesus was baptised.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of why Jesus was baptised.

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 baptised by John to fulfil the prophecy from Isaiah that someone would prepare the way for the Lord, e.g. Matt 3:3.
- Jesus was baptised to confirm his identity – the heavens opened, the Spirit of God appeared and a voice spoke from heaven, this proved his identity and divinity.
- Jesus was baptised to show the covenant he had made with God.
- It signified the start of his ministry.
- Jesus may have wanted to set an example for others to follow.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “All of Jesus’ titles are of equal importance to Christians.”
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 titles of Jesus.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be 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

AVAILABLE
MARKS

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
20

Answers may include:

- The different titles show exactly who Jesus was, e.g. the Messiah and Son of God.
- Each title says something different about the nature of Jesus' mission, e.g. Saviour, to save humanity from sin.
- Jesus was God's son, that alone should mean people respect everything about him, including all of the titles associated with him.

On the other hand:

- Some titles are more relevant to Christians today than others, e.g. the title Christ is fundamental to how Jesus is understood.
- Son of God demands more respect than Son of Man as God is holier than mankind and this title can be misunderstood.
- Some titles, e.g. Son of David and Son of Man are not really used by Christians today in prayer or worship.
- As long as a Christian puts God first in their life, the titles don't really matter today.

Accept valid alternatives

Mark in levels

(AO2)

[10]

7 The Last Supper

**AVAILABLE
MARKS**

(a) Describe the events of the Last Supper.

Target: Knowledge of the Last Supper.

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

Matthew 26:20–30

GNB	NIV	RSV
<p>²⁰ When it was evening, Jesus and the twelve disciples sat down to eat.</p> <p>²¹ During the meal Jesus said, “I tell you, one of you will betray me.”</p> <p>²² The disciples were very upset and began to ask him, one after the other, “Surely, Lord, you don’t mean me?”</p> <p>²³ Jesus answered, “One who dips his bread in the dish with me will betray me. ²⁴ The Son of Man will die as the Scriptures say he will, but how terrible for that man who betrays the Son of Man! It would have been better for that man if he had never been born!”</p>	<p>²⁰ When evening came, Jesus was reclining at the table with the Twelve.</p> <p>²¹ And while they were eating, he said, ‘Truly I tell you, one of you will betray me.’</p> <p>²² They were very sad and began to say to him one after the other, ‘Surely you don’t mean me, Lord?’</p> <p>²³ Jesus replied, ‘The one who has dipped his hand into the bowl with me will betray me. ²⁴ The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born.’</p>	<p>²⁰ When it was evening, he sat at table with the twelve disciples; ²¹ and as they were eating, he said, “Truly, I say to you, one of you will betray me.” ²² And they were very sorrowful, and began to say to him one after another, “Is it I, Lord?” ²³ He answered, “He who has dipped his hand in the dish with me, will betray me. ²⁴ The Son of man goes as it is written of him, but woe to that man by whom the Son of man is betrayed! It would have been better for that man if he had not been born.”</p>

<p>²⁵ Judas, the traitor, spoke up. “Surely, Teacher, you don’t mean me?” he asked. Jesus answered, “So you say.” ²⁶ While they were eating, Jesus took a piece of bread, gave a prayer of thanks, broke it, and gave it to his disciples. “Take and eat it,” he said; “this is my body.” ²⁷ Then he took a cup, gave thanks to God, and gave it to them. “Drink it, all of you,” he said; ²⁸ “this is my blood, which seals God’s covenant, my blood poured out for many for the forgiveness of sins. ²⁹ I tell you, I will never again drink this wine until the day I drink the new wine with you in my Father’s Kingdom.” ³⁰ Then they sang a hymn and went out to the Mount of Olives.</p>	<p>²⁵ Then Judas, the one who would betray him, said, ‘Surely you don’t mean me, Rabbi?’ Jesus answered, ‘You have said so.’ ²⁶ While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, ‘Take and eat; this is my body.’ ²⁷ Then he took a cup, and when he had given thanks, he gave it to them, saying, ‘Drink from it, all of you. ²⁸ This is my blood of the covenant, which is poured out for many for the forgiveness of sins. ²⁹ I tell you, I will not drink from this fruit of the vine from now on until that day when I drink it new with you in my Father’s kingdom.’ ³⁰ When they had sung a hymn, they went out to the Mount of Olives.</p>	<p>²⁵ Judas, who betrayed him, said, “Is it I, Master?” He said to him, “You have said so.” ²⁶ Now as they were eating, Jesus took bread, and blessed, and broke it, and gave it to the disciples and said, “Take, eat; this is my body.” ²⁷ And he took a cup, and when he had given thanks he gave it to them, saying, “Drink of it, all of you; ²⁸ for this is my blood of the covenant, which is poured out for many for the forgiveness of sins. ²⁹ I tell you I shall not drink again of this fruit of the vine until that day when I drink it new with you in my Father’s kingdom.” ³⁰ And when they had sung a hymn, they went out to the Mount of Olives.</p>
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Mark in levels
(AO1)

[5]

(b) Explain how the disciples failed Jesus during the last week of his life.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how the disciples failed 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:

- Judas betrayed Jesus for 30 pieces of silver.
- Peter, James and John didn't understand the enormity of the occasion when they fell asleep in the Garden of Gethsemane when they were meant to be keeping watch.
- Peter cut off the guards ear showing he hadn't adopted Jesus' pacifistic lifestyle.
- As soon as Jesus was arrested, the disciples deserted him and fled.
- Peter denied Jesus three times before the cock crowed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “It is more important to help the needy than to remember Jesus’ words and actions at the Last Supper.”

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 significance of helping the needy versus celebrating the Last Supper.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be 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:

- Daily living and behaving well as a Christian acts as a public witness, communion is only visible to other believers.
- To act as salt and light will help to preserve the Christian faith and encourage others to follow (Matt 5). The best way to be like salt and light is to help the poor and sick.
- Jesus healed and cared for many others, Christians should follow this example.
- Communion is symbolic of what Jesus did but doesn't prove that you have faith.
- It is more important to help the needy because taking communion too regularly can become habitual and the meaning/significance can be lost.

On the other hand:

- Jesus instructed his followers to eat the bread (his body) and drink the wine (his blood). (Matt 26:26–30)
- Communion gives an opportunity to reflect on what Jesus did and helps to renew strength of faith, without a strong faith it's difficult to witness to others.
- Jesus' body and blood sealed the new covenant between people and God and is paramount to the faith.
- Remembering the Last Supper reminds Christians of the sacrifice Jesus made for the forgiveness of sins. (Matt 26:28)

Accept valid alternatives

Mark in levels
(AO2)

[10]

20