

---

**GCSE**

**Religious Studies A**

Unit 5 / 405005 St Mark's Gospel

Mark scheme

---

4050

June 2016

---

Version: 1.0 Final

---

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

**Students will be given credit for reference to diversity in belief and practice within Christianity.**

**PART A**

**A1 Jesus' Ministry**

- (a) Explain briefly what Christians can learn about Jesus from the appearance of the dove at his baptism.**

**Target: Knowledge and understanding of the meaning of the appearance of a dove at Jesus' baptism**

**Students may include some of the following:**

The presence of the Holy Spirit / a sign of God's blessing on Jesus / a sign of the peaceful ministry that Jesus would lead / Jesus receiving God's power to do his work / a symbol of the Trinity/peaceful Messiah, etc.

Do not credit purity.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**[2 marks] AO1**

**(b) Explain why the transfiguration is important for Christians.**

**Target: Knowledge and understanding of the importance of the transfiguration for Christians**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

**Students may include some of the following:**

The transfiguration is a unique event in Jesus' ministry / watershed event indicates that he was the Son of God / the voice from heaven is accepted as proof / the event was witnessed by three disciples / Christians can witness miraculous events / Jesus was turned whiter than white as a sign of purity / Christians use white eg at baptisms to indicate purity / it may make Christians think of the resurrection which many Christians regard as the most important event in Jesus' ministry / suffering goes with glory/fulfilling the OT prophecies and law/Church Feast Day/the disciples did not understand it and this might help Christians/Jesus had power, etc.

If students recount the story cap at maximum Level 2.

**[4 marks] AO1**

(c) 'The baptism was a more important event in Jesus' life than the transfiguration.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.

Target: Evaluation of the relative importance of the baptism and transfiguration in Jesus' ministry

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:**

**Agree**

The baptism was more important because it was the beginning of his entire ministry / a public event which identified him to others, whereas the transfiguration was witnessed only by disciples / the voice from heaven identified him as the Son of God (GNB ‘my own dear Son’) – a personal calling / the Holy Spirit was there / a symbol of the Trinity / he was recognised by John the Baptist / Jesus’ focus for the rest of his life was on his ministry, etc.

**Other views**

The transfiguration could be seen to be more important because there also was a voice which identified Jesus as God’s Son to the disciples / this was not the beginning of his ministry but foreshadowed the resurrection / it was only witnessed by three disciples which could have been an important turning point for them / the transfiguration does mark a change in the tone of the gospel / Jesus sets out for Jerusalem and death / the presence of Elijah (representing the prophets) and Moses (representing the Law) emphasises that Jesus was central to the Jewish traditions/the transfiguration was witnessed, there is no evidence that the baptism was witnessed in Mark’s Gospel account, etc.

**[6 marks] AO2**

**A2 The Person of Jesus**

**(a) Explain why Jesus did not want people to call him ‘Son of God.’**

**Target: Knowledge and understanding of why Jesus did not want people to call him Son of God**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following:**

It would have been dangerous / Jesus could have been accused of blasphemy / he could have been arrested and put to death / the Romans could have seen it as a threat to their rule / it could have brought the ministry to a close earlier than Jesus planned / Jesus wanted to keep the messianic secret / some think that Jesus was not the Son of God / he did not see himself as the Son of God / people who called him Son of God could have been charged with blasphemy / Jesus styled himself Son of Man/there is no clear evidence in Mark’s Gospel that Jesus saw himself as Son of God , etc.

If students mention the Old Testament use of ‘son of God’ and ‘sons of God’ then credit should be given. Do not credit references to ‘warrior king’ etc.

**[3 marks] AO1**

- (b) 'The only reason Jesus healed the paralysed man in Capernaum was to challenge the Jewish religious leaders.'

What do you think? Explain your opinion.

**Target: Evaluation of whether the incident of the healing of the paralysed man was to challenge the Jewish religious leaders**

Levels	Criteria	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following:**

Not necessarily just to challenge the authorities / although it was a challenge even though they had not said anything / Jesus anticipated a challenge when he forgave the man's sins the authorities were thinking that he did not have to authority to do this / Jesus healed the man because of the faith of the friends / he healed to demonstrate his power / he healed him because he was in need / Jesus healed to demonstrate the power of God / the Son of Man has God's authority / the healing was the right thing to do / the man needed healing / he would be able to work and earn a living, etc.

**[3 marks] AO2**

**(c) 'No one during Jesus' lifetime really understood who he was.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.**

**Target: Evaluation of whether people really understood who Jesus was in his lifetime**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:**

**Agree**

They did not understand his ministry / spent much of the time amazed at his actions / they wanted a Messiah who would overthrow the Romans / at the triumphal entry the greeting was as for a king / it is unlikely that they understood the titles of Jesus, Son of Man etc. / even the disciples did not know / Jesus asked them whether they had no faith after the calming of the storm / they also asked, 'Who is this man?' / they did not understand the parables eg their question about what the parable of the sower meant / even though they saw Jesus do miracles, they did not understand how Jesus was able cast out demons and why they couldn't / they did not understand Jesus' peaceful ministry / Peter did not understand what was going on at the transfiguration and asked to build three booths (tents) / they fell asleep in Gethsemane, despite Jesus being in anguish / they were missing from the crucifixion / Jesus had to call Peter 'Satan' because he did not understand Jesus' passion prediction / Jesus predicted that Peter would deny him, etc.

**Other views**

The Galilean crowds will have known who Jesus was in human terms / from Galilee / some will have known his mother / Blind Bartimaeus knew to call him Son of David / the disciples must have had some idea or why would they have left their nets, jobs, and families in the call? / they went on the mission with very little but went anyway / they stayed with Jesus throughout the whole of the ministry and were followers / they were prepared to live up to the costs of discipleship / after the resurrection they went out and spread the good news / many were martyred / Peter understood who Jesus was at Caesarea Philippi / the centurion at the foot of the cross understood / after the resurrection the disciples understood / Mark must have understood because it is in Mark 1<sup>1</sup>, etc.

**[6 marks] AO2**

**A3 Discipleship****(a) Explain what Jesus taught about the cost of discipleship in Mark's Gospel.****Target: Knowledge and understanding of Jesus' teaching on the cost of discipleship recorded in Mark**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

**Students may include some of the following:**

It is likely that most students will focus on Mark 8 and full credit can be given for this alone. Any relevant passage from Mark's Gospel may be credited.

Disciples must deny themselves / take up the cross / follow Jesus / whoever will save life will lose it / whoever loses life for the gospel will save it / the first disciples were prepared to leave families / work to follow Jesus / went on the mission with only a staff / no bread / no bag / no money / sandals / one tunic, etc.

Some students may balance the cost with later rewards.

**[4 marks] AO1**

**(b) 'Mark's Gospel shows that Peter was not a good disciple.'**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether or not Peter was a good disciple**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following:**

Peter let Jesus down at Caesarea Philippi by arguing that Jesus would not have to die and therefore was tempting Jesus to avoid his destiny / Peter fell asleep in Gethsemane, leaving Jesus feeling alone / he disappeared after the arrest with the other disciples / he denied Jesus as Jesus was being tried by the High Priest, etc.

He was with Jesus at many of the key moments eg some of the miracles (Jairus' daughter), the transfiguration / it was Peter who first recognised Jesus as the Christ (Messiah) / brave enough to follow Jesus after the arrest / the man in white told the women to tell Peter (specifically named) after the resurrection that Jesus had gone to Galilee / he remained loyal to the faith later, etc.

Some may have a combination of both views.

**[3 marks] AO2**

(c) ‘Rich Christians cannot be good Christians.’

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.**

**Target: Evaluation of whether or not rich Christians can be good Christians**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:****Agree**

Jesus was critical of those who allowed riches to be a barrier to their beliefs / the rich Man was unwilling to give up his possessions / Jesus said that it was easier for a camel to pass through the eye of a needle than for a rich person to enter heaven / Jesus was critical of the rich in the Temple who were not generous in their giving / rich Christians can be seen to be uncharitable / their possessions may mean more to them than the needs of the poor / they may demonstrate greed despite being Christian believers, etc

**Other views**

Meeting the needs of others less well-off is part of Jesus' teachings / Christians cannot all give away everything otherwise society would not work / if Christians have money and are rich they can help with charity work / some Christians have set up charitable trusts (students may give examples) / Jesus spent time with the rich and powerful so cannot have been too critical / he accepted Levi into the Twelve: as a tax collector he would have been rich / being rich enables Christians to be role models for charity / they can demonstrate loving your neighbour in practice through food banks / charities such as Christian Aid and Cafod (etc.) could not survive without rich people supporting them/ being a Christian is about following the two commandments to love God and your neighbour and a Christian can do this whilst rich / many active Christians are rich and should not be criticised for being rich/in Jesus' day wealth was seen as a blessing from God/the prosperity Gospel, etc.

**[6 marks] AO2**

**A4 Jesus’ Suffering, Death and Resurrection**

**(a) Where was Jesus crucified?**

**Target: Knowledge of the location of Jesus’ crucifixion**

Auto-marked question.

Answer: Golgotha

**[1 mark] AO1**

**(b) Describe what happened as Jesus entered Jerusalem according to Mark. Do not include the collection of the colt by the disciples.**

**Target: Knowledge of the entry into Jerusalem by Jesus**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following:**

The disciples threw their garments on the colt / Jesus sat on it / many spread garments on the road / others spread leafy branches / those in front and behind shouted, ‘Blessed is he who comes in the name of the Lord’ / ‘Blessed is the kingdom of our father David’ / ‘Hosanna (in the highest).’

**[3 marks] AO1**

**(c) Give an account of the anointing at Bethany.****Target: Knowledge of the anointing at Bethany**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• a basic account with some omissions or confusion</li> <li>• several recognisable / accurate details from the story / teaching</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> <li>• an account covering a limited number of details across the whole range of the story / teaching</li> <li>• an account covering most of the main details across a limited range of the story / teaching</li> </ul>	4 marks

<b>Mark 14<sup>3-9</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><b>3</b> Jesus was in Bethany at the house of Simon, a man who had suffered from a dreaded skin disease. While Jesus was eating, a woman came in with an alabaster jar full of a very expensive perfume made of pure nard. She broke the jar and poured the perfume on Jesus' head. <b>4</b> Some of the people there became angry and said to one another, "What was the use of wasting the perfume? <b>5</b> It could have been sold for more than three hundred silver coins and the money given to the poor!" And they criticized her harshly. <b>6</b> But Jesus said, "Leave her alone! Why are you bothering her? She has done a fine and beautiful thing for me. <b>7</b> You will always have poor people with you, and any time you want to, you can help them. But you will not always have me. <b>8</b> She did what she could; she poured perfume on my body to prepare it ahead of time for burial. <b>9</b> Now, I assure you that wherever the gospel is preached all over the world, what she has done will be told in memory of her."</p>	<p><b>3</b> While he was in Bethany, reclining at the table in the home of a man known as Simon the Leper, a woman came with an alabaster jar of very expensive perfume, made of pure nard. She broke the jar and poured the perfume on his head. <b>4</b> Some of those present were saying indignantly to one another, "Why this waste of perfume? <b>5</b> It could have been sold for more than a year's wages and the money given to the poor." And they rebuked her harshly. <b>6</b> "Leave her alone," said Jesus. "Why are you bothering her? She has done a beautiful thing to me. <b>7</b> The poor you will always have with you, and you can help them any time you want. But you will not always have me. <b>8</b> She did what she could. She poured perfume on my body beforehand to prepare for my burial. <b>9</b> I tell you the truth, wherever the gospel is preached throughout the world, what she has done will also be told, in memory of her."</p>	<p><b>3</b> And while he was at Bethany in the house of Simon the leper, as he sat at table, a woman came with an alabaster flask of ointment of pure nard, very costly, and she broke the flask and poured it over his head. <b>4</b> But there were some who said to themselves indignantly, "Why was the ointment thus wasted? <b>5</b> For this ointment might have been sold for more than three hundred denarii, and given to the poor." And they reproached her. <b>6</b> But Jesus said, "Let her alone; why do you trouble her? She has done a beautiful thing to me. <b>7</b> For you always have the poor with you, and whenever you will, you can do good to them; but you will not always have me. <b>8</b> She has done what she could; she has anointed my body beforehand for burying. <b>9</b> And truly, I say to you, wherever the gospel is preached in the whole world, what she has done will be told in memory of her."</p>

[4 marks] AO1

**(d) Jesus appeared to the eleven disciples after his resurrection according to Mark. Describe what he told them.**

**Target: Knowledge of the commission in Mark 16 and what Jesus told them**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• a basic account with some omissions or confusion</li> <li>• several recognisable / accurate details from the story / teaching</li> </ul>	3 marks

<b>Mark 16<sup>14-18</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><b>14</b> Last of all, Jesus appeared to the eleven disciples as they were eating. He scolded them, because they did not have faith and because they were too stubborn to believe those who had seen him alive. <b>15</b> He said to them, "Go throughout the whole world and preach the gospel to all people. <b>16</b> Whoever believes and is baptized will be saved; whoever does not believe will be condemned. <b>17</b> Believers will be given the power to perform miracles: they will drive out demons in my name; they will speak in strange tongues; <b>18</b> if they pick up snakes or drink any poison, they will not be harmed; they will place their hands on sick people, and these will get well."</p>	<p><b>14</b> Later Jesus appeared to the Eleven as they were eating; he rebuked them for their lack of faith and their stubborn refusal to believe those who had seen him after he had risen. <b>15</b> He said to them, "Go into all the world and preach the good news to all creation. <b>16</b> Whoever believes and is baptized will be saved, but whoever does not believe will be condemned. <b>17</b> And these signs will accompany those who believe: In my name they will drive out demons; they will speak in new tongues; <b>18</b> they will pick up snakes with their hands; and when they drink deadly poison, it will not hurt them at all; they will place their hands on sick people, and they will get well."</p>	<p><b>14</b> Afterward he appeared to the eleven themselves as they sat at table; and he upbraided them for their unbelief and hardness of heart, because they had not believed those who saw him after he had risen. <b>15</b> And he said to them, "Go into all the world and preach the gospel to the whole creation. <b>16</b> He who believes and is baptized will be saved; but he who does not believe will be condemned. <b>17</b> And these signs will accompany those who believe: in my name they will cast out demons; they will speak in new tongues; <b>18</b> they will pick up serpents, and if they drink any deadly thing, it will not hurt them; they will lay their hands on the sick, and they will recover."</p>

**[3 marks] AO1**

**PART B****B5 Background to Mark's Gospel**

(a) Explain why many Christians think that Mark's Gospel was written in Rome.

**Target: Knowledge and understanding of why many Christians think that Mark's Gospel was written in Rome**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following:**

Rome is the traditional view / the Papias tradition / Mark was Peter's interpreter / Mark had followed Peter / Peter was in Rome / Mark was with him in Rome / Rome had become a centre of Christianity / Jerusalem had been destroyed by the Romans so the centre of Christianity could possibly have become Rome / Christianity had attracted slaves and the underclasses of which there were many in Rome / Latin terms like *praetorium* are not explained / Aramaic terms are explained so there must have been a Gentile audience which could have been Rome / Mark explains some Jewish customs / it was suitable to the persecuted Christians in Rome / mention of Rufus (Rom 16:<sup>13</sup>) / Mark is also thought to have been with Paul so may have been in Rome with him, etc.

**[6 marks] AO1**

**(b) 'The only reason Mark wrote his Gospel was to help persecuted Christians.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.**

**Target: Evaluation of the purposes of Mark in writing the Gospel**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.		2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:**

**Agree**

The Gospel was to give an account of the life and activities of the Son of God (Mark 1<sup>1</sup>) / it was to encourage the early Christians caught up in the Neronian persecution / to be used as a teaching aid for converts / because it emphasises the humanity of Jesus Christians can understand that he suffered too / chance to show the authority of Jesus in teaching and healing / enhance the possible Passion Narrative document that was around to stress the resurrection and give hope / to instruct Christians about how to live as disciples / to increase faith / show that Jesus was the Son of God / the Messiah (Christ), etc.

**Other views**

Jesus was expected to return / the *Parousia* / this was expected within the early Christians' lifetimes / it was clear that this was not imminent / Mark wanted to get the information written to ensure that it was preserved / eyewitnesses were dying / draw together Christian teaching from different communities / counter to early heresies / there was an apocalyptic sense around and Mark did not want the Christians to be part of the extreme groups that were looking for the end of the world / to emphasise Jesus' peaceful ministry was not revolutionary like the zealot groups, etc.

**[6 marks] AO2**

**(c) Give Mark's account of the calming of the storm.****Target: Knowledge of Mark's account of the calming of the storm**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• a basic account with some omissions or confusion</li> <li>• several recognisable / accurate details from the story / teaching</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> <li>• an account covering a limited number of details across the whole range of the story / teaching</li> <li>• an account covering most of the main details across a limited range of the story / teaching</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

<b>Mark 4<sup>35-41</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><b>35</b> On the evening of that same day Jesus said to his disciples, "Let us go across to the other side of the lake." <b>36</b> So they left the crowd; the disciples got into the boat in which Jesus was already sitting, and they took him with them. Other boats were there too.</p> <p><b>37</b> Suddenly a strong wind blew up, and the waves began to spill over into the boat, so that it was about to fill with water. <b>38</b> Jesus was in the back of the boat, sleeping with his head on a pillow. The disciples woke him up and said, "Teacher, don't you care that we are about to die?" <b>39</b> Jesus stood up and commanded the wind, "Be quiet!" and he said to the waves, "Be still!" The wind died down, and there was a great calm. <b>40</b> Then Jesus said to his disciples, "Why are you frightened? Do you still have no faith?" <b>41</b> But they were terribly afraid and began to say to one another, "Who is this man? Even the wind and the waves obey him!"</p>	<p><b>35</b> That day when evening came, he said to his disciples, "Let us go over to the other side." <b>36</b> Leaving the crowd behind, they took him along, just as he was, in the boat. There were also other boats with him. <b>37</b> A furious squall came up, and the waves broke over the boat, so that it was nearly swamped. <b>38</b> Jesus was in the stern, sleeping on a cushion. The disciples woke him and said to him, "Teacher, don't you care if we drown?" <b>39</b> He got up, rebuked the wind and said to the waves, "Quiet! Be still!" Then the wind died down and it was completely calm. <b>40</b> He said to his disciples, "Why are you so afraid? Do you still have no faith?" <b>41</b> They were terrified and asked each other, "Who is this? Even the wind and the waves obey him!"</p>	<p><b>35</b> On that day, when evening had come, he said to them, "Let us go across to the other side." <b>36</b> And leaving the crowd, they took him with them in the boat, just as he was. And other boats were with him. <b>37</b> And a great storm of wind arose, and the waves beat into the boat, so that the boat was already filling. <b>38</b> But he was in the stern, asleep on the cushion; and they woke him and said to him, "Teacher, do you not care if we perish?" <b>39</b> And he awoke and rebuked the wind, and said to the sea, "Peace! Be still!" And the wind ceased, and there was a great calm. <b>40</b> He said to them, "Why are you afraid? Have you no faith?" <b>41</b> And they were filled with awe, and said to one another, "Who then is this, that even wind and sea obey him?"</p>

[6 marks] AO1

**(d) 'Christians can be sure that Mark's Gospel is the word of God.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.**

**Target: Evaluation of whether Christians can be sure that Mark's Gospel is the word of God**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:**

**Agree**

The Gospel is in the Bible which is regarded as the word of God / the opening verse indicates a strong link to God / the voice of God is actually recorded in the Gospel (baptism and transfiguration) / it is believed that Mark was inspired by God to write it / the church has historically regarded it as the word of God and has taught that consistently etc.

**Other views**

It is the writing of a human author – Mark / it is not the word of God it is Peter’s memoirs / it is impossible to verify whether it is God’s word or not / there are differences between this Gospel and other writings especially the other Gospels – which can be the word of God? / there is much in the Gospels that can be debated eg the miracles so can these be the word of God? / there are some modern issues not covered so it cannot be the complete word of God etc.

**[6 marks] AO2**

**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

**B6 Jesus' Relationships with Others**

- (a) **Explain why many Christians think that Mark's Gospel teaches them to help outcasts.**

**Target: Knowledge and understanding of why many Christians think that Mark's Gospel teaches them to help outcasts**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following:**

Jesus spent much of his time with outcasts / those who did not keep the law / Levi was called to be a disciple – a tax collector / he ate with sinners / he touched the man with leprosy / he did not object when the woman with haemorrhages touched him / he taught that loving your neighbour was one of the most important commandments which included everyone / the healthy do not need a doctor / he healed the daughter of the Greek (Syrophenician) woman even though she was a Gentile / he healed the paralysed man which will have brought him back into the community / prepared to have dealings with the Romans / the Roman centurion declared Jesus as Son of God / Christians are to serve and not try to be first / Jesus did not want prejudice and discrimination / God's message was for all / Christians can see the example of supporting outcasts in Mark and apply it today to outsiders eg asylum seekers / the poor / unemployed etc. and try to assist them through charities and individual activity, etc.

Any relevant passage in Mark's Gospel may be credited (not the Good Samaritan [Luke]).

**[6 marks] AO1**

(b) ‘The stories about Jesus’ conflict with the Jewish religious leaders are an important part of Mark’s Gospel.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.

Target: Evaluation of whether the stories about Jesus’ conflict with the Jewish religious leaders are an important part of Mark’s Gospel

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:**

**Agree**

Jesus spent much time in conflict with the authorities / in the healing of the paralysed man where they criticised his forgiving of sins / he spent his time with sinners and tax collectors / he disputed the importance of the Sabbath in the healing of the man with the withered hand / the incident in the Temple court when Jesus overturned the tables / in the questions he faced in Holy Week eg the question on taxation / in the trials he was largely silent until he used the phrase 'I am' / the conflict stories are important because they show Jesus able to challenge the leaders as Messiah / he can reinterpret their teachings / he can make things more relevant to people's lives (eg Sabbath disputes) / he can demonstrate real authority, etc.

**Other views**

Mark's Gospel is not just about Jesus' conflict with the authorities the baptism and transfiguration emphasises that Jesus is Son of God / the emphasis on the miracles and teaching to crowds about the life he wanted people to lead eg the sower about being 'good seed' / the miracles emphasise that Jesus had come to bring healing – not conflict / the entry into Jerusalem on a colt was a sign of peace / he taught that people should love God and their neighbour / his willingness to be put to death emphasise service and not conflict, etc.

Credit any passage used from Mark's Gospel.

**[6 marks] AO2**

**(c) Give an account of the healing of blind Bartimaeus.****Target: Knowledge of the healing of blind Bartimaeus**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• a basic account with some omissions or confusion</li> <li>• several recognisable / accurate details from the story / teaching</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> <li>• an account covering a limited number of details across the whole range of the story / teaching</li> <li>• an account covering most of the main details across a limited range of the story / teaching</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

<b>Mark 10<sup>46-52</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><b>46</b> They came to Jericho, and as Jesus was leaving with his disciples and a large crowd, a blind beggar named Bartimaeus son of Timaeus was sitting by the road. <b>47</b> When he heard that it was Jesus of Nazareth, he began to shout, "Jesus! Son of David! Have mercy on me!" <b>48</b> Many of the people scolded him and told him to be quiet. But he shouted even more loudly, "Son of David, have mercy on me!" <b>49</b> Jesus stopped and said, "Call him." So they called the blind man. "Cheer up!" they said. "Get up, he is calling you." <b>50</b> So he threw off his cloak, jumped up, and came to Jesus. <b>51</b> "What do you want me to do for you?" Jesus asked him. "Teacher," the blind man answered, "I want to see again." <b>52</b> "Go," Jesus told him, "your faith has made you well." At once he was able to see and followed Jesus on the road.</p>	<p><b>46</b> Then they came to Jericho. As Jesus and his disciples, together with a large crowd, were leaving the city, a blind man, Bartimaeus (that is, the son of Timaeus), was sitting by the roadside begging. <b>47</b> When he heard that it was Jesus of Nazareth, he began to shout, "Jesus, Son of David, have mercy on me!" <b>48</b> Many rebuked him and told him to be quiet, but he shouted all the more, "Son of David, have mercy on me!" <b>49</b> Jesus stopped and said, "Call him." So they called to the blind man, "Cheer up! On your feet! He's calling you." <b>50</b> Throwing his cloak aside, he jumped to his feet and came to Jesus. <b>51</b> "What do you want me to do for you?" Jesus asked him. The blind man said, "Rabbi, I want to see." <b>52</b> "Go," said Jesus, "your faith has healed you." Immediately he received his sight and followed Jesus along the road.</p>	<p><b>46</b> And they came to Jericho; and as he was leaving Jericho with his disciples and a great multitude, Bartimae'us, a blind beggar, the son of Timae'us, was sitting by the roadside. <b>47</b> And when he heard that it was Jesus of Nazareth, he began to cry out and say, "Jesus, Son of David, have mercy on me!" <b>48</b> And many rebuked him, telling him to be silent; but he cried out all the more, "Son of David, have mercy on me!" <b>49</b> And Jesus stopped and said, "Call him." And they called the blind man, saying to him, "Take heart; rise, he is calling you." <b>50</b> And throwing off his mantle he sprang up and came to Jesus. <b>51</b> And Jesus said to him, "What do you want me to do for you?" And the blind man said to him, "Master, let me receive my sight." <b>52</b> And Jesus said to him, "Go your way; your faith has made you well." And immediately he received his sight and followed him on the way.</p>

[6 marks] AO1

(d) ‘Science has proved that the miracles of Jesus could not have happened.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.

Target: Evaluation of the argument about whether science has proved that the miracles of Jesus could not have happened

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following:****Agree**

Miracles break the laws of nature / modern medical understanding has shown that some of the miracles were not miracles at all eg Jairus' daughter could have been in a coma / there will be a scientific explanation for everything sometime / some of the miracles are exaggerated / they are impossible events eg 5000 people cannot be fed with 5 loaves and 2 fish / the miracles could have been made up just to emphasise Jesus or God's power / there is no evidence outside the New Testament that the miracles happened at all / science demands empirical proof and miracles are difficult to verify, etc.

**Other views**

God can suspend the laws of nature / Jesus is God's Son / the miracles are evidence of Jesus' authority / the reaction of the crowds is noted in Mark's Gospel as amazement / scientists miss the importance of faith in the miracles / Jesus says quite often that it is faith that has healed the sick person / the power of belief is very great / people who want to get better do so more quickly than those who do not / there are modern miracles, both medical and natural which science cannot explain (students may offer examples eg Lourdes and other places where miracles are claimed to happen) / there are modern day faith healers / Mark's Gospel is inspired by God so there is no problem in believing in the miracles / the miracles may be symbols of religious truth and the debate about whether they happened is not important, etc.

**[6 marks] AO2****B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]