

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Religious  
Studies (5RS16/01)  
Unit 16: Mark's Gospel

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Although the assessment objectives are weighted separately, they are inter-related.**

**AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.**

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Unit 16: Mark's Gospel

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>1 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• followers of Jesus</li> <li>• Christians</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• The Twelve</li> <li>• Apostles</li> <li>• named apostles</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>1 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the parable of the Sower is helpful to Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it teaches them what their mission is</li> <li>• it teaches them how the message of Jesus is received</li> <li>• it shows them some of the difficulties they may face</li> </ul> <p>Answers which do not think the parable of the Sower is helpful to Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is a difficult parable to understand</li> <li>• people do not understand the context of the story</li> <li>• it is out of date</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it teaches them what their mission is)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it teaches them what their mission is which is to spread the word of God)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>1 (c) AO1</b>	<p>The ways are likely to include:</p> <ul style="list-style-type: none"> <li>• Jesus seemed to go against the commandment to honour your mother and father</li> <li>• Jesus seemed not to care about his mother</li> <li>• Jesus seemed to disown his brothers</li> <li>• Jesus seemed to put his followers before his family</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief way</li><li>• or two developed ways</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>	
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Question Number	Answer	Mark
<p><b>1 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it shows that Jesus has power over evil spirits</li> <li>• it teaches the need for prayer</li> <li>• it teaches the need for belief</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• many believe there are no such things as evil spirits</li> <li>• the boy was probably suffering with epilepsy not demon possession</li> <li>• the disciples failed in what they tried to do</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question 2 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>2 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>the collection of 10 laws given by God</li> <li>the Decalogue</li> <li>the two commandments given by Jesus</li> <li>laws given to Moses on Mount Sinai</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>naming one or more commandments</li> <li>rules which are found in the Bible</li> <li>laws given by God</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>2 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think being a disciple of Jesus is easy today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• people have all the teachings of Jesus written down for them to follow</li> <li>• there are many more followers of Jesus to support each other</li> <li>• there isn't the risk of being arrested and killed for being a follower</li> </ul> <p>Answers which think the being a disciple of Jesus is not easy today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• Jesus is no longer physically present</li> <li>• it was all so long ago that it is difficult to know what following him should mean</li> <li>• followers of Jesus today are often made fun of or worse</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. people have all the teachings of Jesus written down for them to follow)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. people have all the teachings of Jesus written down for them to follow and therefore it is easy to see what Jesus wants his followers to do)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>2 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• Jesus turned ideas of greatness upside down</li> <li>• service will involve suffering</li> <li>• the cost of discipleship is shown in Jesus' own suffering and death</li> <li>• Jesus' followers must become slave of all</li> </ul> <p>This question is based on chapter 10:41-45. Can also use 10:35-44</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief way</li><li>• or two developed ways</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>2 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Peter had said he would never deny Jesus</li> <li>• he was supposed to be Jesus' friend</li> <li>• it showed weakness</li> </ul> <p>Reasons for not supporting this statement could be</p> <ul style="list-style-type: none"> <li>• he was protecting himself from arrest</li> <li>• he would not have been able to lead the Church if he had been put to death</li> <li>• it is human nature to protect yourself</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question 2 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>3 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• a gift dedicated to God (which meant that it could not be used for anything else)</li> <li>• a way used by some to avoid their responsibilities to their parents</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• a gift</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<p>Answers which define a different key word  (0)</p>	2

Question Number	Answer	Mark
<p><b>3 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think Jesus was wrong to break the Sabbath laws are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is one of the Ten Commandments to keep the Sabbath holy</li> <li>• it was part of Jewish tradition to observe the Sabbath</li> <li>• it was setting a bad example to his followers</li> </ul> <p>Answers which do not think Jesus was wrong to break the Sabbath laws are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the laws Jesus broke were not part of the Ten Commandments</li> <li>• meeting people's needs is more important than keeping religious traditions</li> <li>• the Sabbath was made for man, not man for the Sabbath</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the Sabbath was made for man, not man for the Sabbath)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. the Sabbath was made for man, not man for the Sabbath. This means that people's needs come before keeping regulations)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>3 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it was showing Jesus as Messiah</li> <li>• some thought it was a waste of money</li> <li>• many thought it wrong for a woman to approach a Rabbi in this way</li> <li>• Jesus was eating with those considered by many to be sinners</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>3 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Temple was being misused</li> <li>• Jesus was doing the job of the Temple authorities for them</li> <li>• he was right to restore the Temple to the worship of God</li> </ul> <p>Reasons for not supporting this statement could be</p> <ul style="list-style-type: none"> <li>• Jesus had no authority to do what he did</li> <li>• it was bound to cause problems</li> <li>• the traders were providing a service for the work (sacrifices) of the Temple</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>the Jewish day of rest (on the seventh day of the week)</li> <li>day of rest</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Saturday</li> <li>Sunday</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>4 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that the woman was right to anoint Jesus are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• she was proclaiming him to be the Messiah</li> <li>• she was preparing him for his burial</li> <li>• it was a sign of Jesus accepting outcasts</li> </ul> <p>Answers which do not think that the woman was right to anoint Jesus are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• such familiarity by a woman towards a man was considered offensive</li> <li>• it was a waste of money</li> <li>• her actions were bound to upset people</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. she was proclaiming him to be the Messiah)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. she was proclaiming him to be the Messiah. Messiah means the anointed one)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>4 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it shows that Christians should work with the government for community cohesion</li> <li>• it shows the need to obey the civil authorities</li> <li>• it shows the need to obey God</li> <li>• it shows the link between politics and religion</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>



<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>4 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus seemed to deliberately provoke the authorities on Palm Sunday</li> <li>• he seemed to deliberately provoke the authorities when he cleansed the Temple</li> <li>• he ate with tax collectors and sinners which the religious authorities criticised</li> </ul> <p>Reasons for not supporting this statement could be</p> <ul style="list-style-type: none"> <li>• Jesus was trying to teach people the correct way to live</li> <li>• Jesus was correcting false teachings</li> <li>• it was his opponents who caused the conflict, not Jesus</li> </ul> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>5 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>the place of the skull/the place where Jesus was crucified</li> <li>calvary</li> <li>the place of execution outside Jerusalem</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>a hill</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>5 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the trial of Jesus before the High Priest was fair are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the High Priest and the Sanhedrin were the judicial authorities of the time</li> <li>• Jesus refused to defend himself</li> <li>• Jesus had committed blasphemy</li> </ul> <p>Answers which do not think the trial of Jesus before the High Priest was fair are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the witnesses did not agree</li> <li>• the trial was held at night which was illegal</li> <li>• he was found guilty of blasphemy solely from his own lips</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the High Priest and the Sanhedrin were the judicial authorities of the time)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. the High Priest and the Sanhedrin were the judicial authorities of the time, therefore they had the right to put him on trial)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>5 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it was the time Jesus and the disciples celebrated the Passover</li> <li>• it was the time Jesus revealed that he knew one of them would betray him</li> <li>• at the Last Supper Jesus gave new meaning to the bread and the wine</li> <li>• Jesus looked forward to when he would drink wine anew in the kingdom of God</li> <li>• it was the beginning of the new covenant</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the subject.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reason</li> <li>• or a fully developed reason</li> <li>• or two reason with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three features with one developed</li><li>• or a comprehensive explanation using one reasons only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>5 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it showed God's power</li> <li>• it is what Christianity is based on</li> <li>• without it there would be no eternal life</li> </ul> <p>Reasons for not supporting this statement could be</p> <ul style="list-style-type: none"> <li>• his birth is more important</li> <li>• it is his death that saved humanity from sin</li> <li>• the resurrection of Jesus could not have happened</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>the place where the Last Supper took place</li> <li>the place where the first mass took place</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>where the disciples gathered together</li> <li>place where Jesus and the disciples shared a meal</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2



Question Number	Answer	Mark
<p><b>6 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the crucifixion of Jesus is important for Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is part of God’s plan of salvation</li> <li>• it shows Christians have been reconciled with God</li> <li>• it shows that God was willing to sacrifice his Son for humanity</li> </ul> <p>Answers which do not think the crucifixion of Jesus is important for Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the teachings of Jesus are more important than the crucifixion</li> <li>• the resurrection proved he was the Son of God</li> <li>• the crucifixion showed Jesus was only human</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the teachings of Jesus are more important than the crucifixion)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. the teachings of Jesus are more important than the crucifixion. He taught people to love their neighbour)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>6 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the authorities wanted to arrest Jesus out of the public gaze</li> <li>• the Temple guards came armed because they did not understand the sort of Messiah Jesus was</li> <li>• one of Jesus' own followers betrayed Jesus</li> <li>• these events were fulfilment of Old Testament prophecy</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>6 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it shows he is the Son of God by calling God his father</li> <li>• he was prepared to go through with what God wanted</li> <li>• it shows the close relationship between father and son</li> </ul> <p>Reasons for not supporting this statement could be</p> <ul style="list-style-type: none"> <li>• Jesus showed fear</li> <li>• Jesus asked God to find another way</li> <li>• he got cross with the disciples for falling asleep</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>7 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>the synagogue ruler whose daughter was brought back to life by Jesus</li> <li>A man whose daughter was raised from the dead</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>a synagogue ruler</li> <li>a Jewish official</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>7 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think Matthew’s account of Peter’s confession at Caesarea Philippi is important for Roman Catholic Christians today are important to Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it shows that Peter was the first Pope</li> <li>• Jesus tells Peter that he is the rock on which Jesus will build his Church</li> <li>• Jesus tells Peter that he will be given the keys to the Kingdom of Heaven</li> </ul> <p>Answers which do not think Matthew’s account of Peter’s confession at Caesarea Philippi is important for Roman Catholic Christians today are important to Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it happened too long ago to be relevant</li> <li>• it doesn’t matter who the first Pope was</li> <li>• the teachings of Jesus are more important than who runs the Church</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it happened too long ago to be relevant)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it happened too long ago to be relevant. What matters is who leads the Church today)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>7 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• many Christians believe that Jesus was without sin</li> <li>• the Son of God does not need to be baptised</li> <li>• John was not good enough to baptise Jesus</li> <li>• it suggests the doctrine of the Trinity which some Christians find difficult to understand</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>7 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• he was just a religious teacher</li> <li>• God does not exist therefore Jesus cannot be his son</li> <li>• Jesus never said he was</li> </ul> <p>Reasons for not supporting this statement could be</p> <ul style="list-style-type: none"> <li>• the voice from heaven said he was at his baptism</li> <li>• the healing miracles prove he was</li> <li>• the centurion said he was at the crucifixion</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>8 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• when Jesus' appearance was changed</li> <li>• when Jesus appeared with Moses and Elijah</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Jesus on top of a mountain</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <ul style="list-style-type: none"> <li>• the resurrection (0)</li> </ul>	2

Question Number	Answer	Mark
<p><b>8 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the healing of Legion causes problems for Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• there are no such thing as evil spirits</li> <li>• Mark made up the story to say something about Jesus</li> <li>• Legion may have been suffering with epilepsy</li> </ul> <p>Answers which do not think the healing of Legion causes problems for Christians today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it shows Jesus had God’s spirit and power within him</li> <li>• there is no other way to explain this miracle but to take it at face value</li> <li>• it teaches that Christians today should have faith in Jesus</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it shows Jesus had God’s spirit and power within him)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it shows Jesus had God’s spirit and power within him and so had the power to perform miracles)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>8 (c) AO1</b>	<p>The main features include:</p> <ul style="list-style-type: none"> <li>• it shows that Jesus is the Son of God</li> <li>• it shows that Jesus has power over nature</li> <li>• it shows that Jesus cared for his followers</li> <li>• it shows Jesus had complete trust in God</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a feature</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief features</li> <li>• or a developed feature</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief features</li> <li>• or a fully developed feature</li> <li>• or two features with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief features</li><li>• or two developed features</li><li>• or three features with one developed</li><li>• or a comprehensive explanation using one features only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>8 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the disciples were tired and were mistaken</li> <li>• it is scientifically impossible</li> <li>• the story could have been symbolic</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• as the Messiah, he had the power to do this</li> <li>• there was no reason to doubt the disciples' testimony</li> <li>• as divine he would have been able to do this</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>



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