
GCSE

Religious Studies A

Unit 5 / 405005 St Mark's Gospel
Mark scheme

4050
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Version/Stage: V1 Final Mark Scheme

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

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, i.e. 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 e.g. 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.

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	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 Background to Mark's Gospel

- (a) Explain briefly the purpose of Mark's Gospel.**

Target: To demonstrate knowledge and understanding of the purpose of Mark's Gospel

Students may include some of the following points:

To be good news for persecuted Christians / that Jesus is more than just another person / that he is the anointed one / by use of the word Christ in Mark 1¹ / that Jesus is the Messiah / to encourage Christians / eyewitnesses dying out/delayed second coming/ written source of Jesus' life/ to spread the good news etc.

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 what Christians might learn from the incident of the calming of the storm.**Target: To demonstrate understanding of the meaning of the calming of the storm**

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

Students may include some of the following points:

That Jesus has power / Jesus can do nature miracles / that the wind and waves obeyed / that the disciples were afraid even though Jesus was with them / that believers, like the disciples, can ask Jesus for help / that Jesus expects faith, he was angry with the disciples / that Jesus saves / the storm can represent the troubles in life / it can also represent the battle between good and evil / the use of 'be still' could make this a sort of exorcism / and Christians can feel free of evil spirits / faith is not just for the good times but for always eg Jesus could sleep through the storm / to try not to doubt / the early persecuted Church would have seen hope in their troubles in this story / modern persecuted Christians also / death is not the end in Christian belief / the calm after the storm is the triumph of good over evil, etc.

If the student just tells the story of the calming of the storm maximum Level 2, 2 marks.

[4 marks] AO1

(c) 'Peter was the only important source for 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: To evaluate the sources 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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:

Agree

The Papias tradition is clear that the source of Mark's Gospel was largely Peter / Mark may have met Peter as a young man if the disciples met at his mother's house / many of the incidents in Mark's Gospel could only have come from Peter himself, for example the denial of Peter after Jesus was arrested / Peter was one of the key disciples at many incidents eg Jairus's daughter and the Transfiguration / there is a reference to 'my son Mark' in I Peter (disputed by scholars) / stories are told from Peter's viewpoint etc.

Other views

There are other eyewitnesses that Mark could have met / the young man in Gethsemane running away is thought to have been Mark himself / Mark could have drawn from the stories circulating in the Early Church / he could have used the other Gospels in their early form / Mark 13 seems to be a separate document / he could have got information through his association with Paul and Barnabas / there may have been an early written Passion narrative circulating / there were early collections of Aramaic sayings that Mark could have drawn upon / the oral tradition would have been strong / he could have spoken to those who had met Jesus eg Jairus/Mark was inspired by God/Ur-Markus etc.

[6 marks] AO2

A2 Jesus' Ministry

- (a) **Explain briefly the importance of each of the following in the story of Jesus' baptism:**
 i the dove
 ii the voice from heaven.

Target: To demonstrate knowledge and understanding of the baptism of Jesus

- (i) **the dove:** sign of the Holy Spirit / presence of the third part of the Trinity / link back to the Jewish creation story / Noah releasing a dove at the end of the flood to show the new beginning of the world/presence of God/Jesus as a peaceful Messiah/shows the divinity of Jesus etc. Credit any student who makes the point that the phrase is 'like a dove'.

1 mark for a superficial comment or a single point.

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

[2 marks] AO2

- (ii) **the voice from heaven:** mark of God's favour / letting people know who Jesus really was / foreshadowing of the transfiguration / telling people that God was pleased with him / Jewish tradition of the bath kol, etc. Allow the quotation from the narrative.

1 mark for a superficial comment or a single point.

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

[2 marks] AO2

(b) 'Jesus did not need to be baptised.'**What do you think? Explain your opinion.****Target: To evaluate whether the baptism of Jesus was a necessary action**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	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 points:

The baptism was the beginning of Jesus' ministry / without it he would not have made the public declaration of his work / the voice from heaven was a clear message to him, and others if they heard it / he was called the Son of God / if those around heard the voice it will have been seen as the most important evidence of God's favour at that time / it gave a chance to reveal the presence of the Holy Spirit / affirmed that God was there in the whole Trinity / to identify with those coming to John for baptism / to show solidarity with John / to affirm John's ministry / Jesus never went back to what he was doing before / sets an example for Christians today, etc.

Jesus did not need to be baptised he could have just begun his ministry / teaching and preaching / performing miracles / although baptism was for the forgiveness of sins Jesus did not need this / Jesus was sinless as Son of God / Jesus did not need divine approval / no one can presume to know whether or not it was necessary, etc.

[3 marks] AO2

- (c) **Peter said, ‘You are the Christ (Messiah).’ Explain why the conversation at Caesarea Philippi is an important event in Mark’s Gospel.**

Target: To demonstrate understanding of the importance of the declaration of Peter at Caesarea Philippi

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

Students may include some of the following points:

It was the first time in Mark’s Gospel that anyone had used the word Christ / Peter at least had recognised who Jesus was / it gave Jesus a chance to warn them again about the messianic secret / it corrected in the disciples’ minds the confusion around Jesus as to whether he was Elijah or John the Baptist or one of the prophets / it was an event that just preceded the transfiguration, which would have had less impact had Peter not made this statement / it enabled Jesus to explain that the Messiah was not going to get rid of the Romans but was a suffering Messiah who would die and rise again / it is regarded as a turning point in Mark’s Gospel/dialogue on the passion prediction/rebuke of Peter etc.

If the student only relates the story maximum Level 2, 2 marks.

[4 marks] AO1

A3 Jesus' Relationships with Others

(a) Give an account of the healing of the man with the paralysed (withered) hand.

Target: To demonstrate knowledge of the text of the healing of the man with a paralysed (withered) hand

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

Mark 3¹⁻⁶		
NIV	GNB	RSV
<p>Another time Jesus went into the synagogue, and a man with a shrivelled hand was there. ² Some of them were looking for a reason to accuse Jesus, so they watched him closely to see if he would heal him on the Sabbath. ³ Jesus said to the man with the shrivelled hand, "Stand up in front of everyone."</p> <p>⁴ Then Jesus asked them, "Which is lawful on the Sabbath: to do good or to do evil, to save life or to kill?" But they remained silent.</p> <p>⁵ He looked around at them in anger and, deeply distressed at their stubborn hearts, said to the man, "Stretch out your hand." He stretched it out, and his hand was completely restored. ⁶ Then the Pharisees went out and began to plot with the Herodians how they might kill Jesus.</p>	<p>Then Jesus went back to the synagogue, where there was a man who had a paralyzed hand. ² Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would cure the man on the Sabbath. ³ Jesus said to the man, "Come up here to the front." ⁴ Then he asked the people, "What does our Law allow us to do on the Sabbath? To help or to harm? To save someone's life or to destroy it?" But they did not say a thing. ⁵ Jesus was angry as he looked around at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, "Stretch out your hand." He stretched it out, and it became well again. ⁶ So the Pharisees left the synagogue and met at once with some members of Herod's party, and they made plans to kill Jesus.</p>	<p>Again he entered the synagogue, and a man was there who had a withered hand. ² And they watched him, to see whether he would heal him on the Sabbath, so that they might accuse him. ³ And he said to the man who had the withered hand, "Come here." ⁴ And he said to them, "Is it lawful on the Sabbath to do good or to do harm, to save life or to kill?" But they were silent. ⁵ And he looked around at them with anger, grieved at their hardness of heart, and said to the man, "Stretch out your hand." He stretched it out, and his hand was restored. ⁶ The Pharisees went out, and immediately held counsel with the Herodians against him, how to destroy him.</p>

[4 marks] AO1

- (b) 'Jesus' teaching that the Jews should 'pay to the Emperor (Caesar) what belongs to the Emperor and pay to God what belongs to God' is not important for Christians today.'

What do you think? Explain your opinion.

Target: To evaluate whether Jesus' teaching to pay taxes to Caesar is important to Christians today

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	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 points:

At the time some of the Jews did not want Caesar as their ruler / they thought that Jesus should have been critical of Caesar's head on the coins / the Roman taxes had led to the way the tax-collectors made people's lives difficult / only applies at that time / there is no Emperor (Caesar) today / the Queen whose head appears on the coins of today is also head of the Church of England so it is not a choice of 'one or the other' but both / at the time Jesus should have stuck to religious teaching and not become involved in a political discussion / today some Christians as citizens object to paying taxes because they are used for things they do not agree with eg armaments.

Others may take the view that this was not just a teaching for Jesus' time and argue that as a citizen there are obligations / taxation is used for things like the NHS and schools / everyone can contribute to the good of all / this can be a Christian approach to society / Christians need to be clear today about their role as citizens as well as believers / state could stand up for people's rights on abortion, euthanasia etc. It is important to give reverence to God / to follow God's commands / it is not just a matter of money / it is about duties and priorities, etc.

If students just tell the story maximum Level 1, 1 mark.

[3 marks] AO2

(c) 'Mark's Gospel shows that Jesus came only for sinners and outcasts.'

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

Target: To evaluate the mission of Jesus and who he came for

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:

Agree

Jesus himself said this when he was criticised for eating with tax collectors and sinners / he said that the 'well do not need a doctor' / he was there for the poorest in society / he healed the sick and those with skin diseases who were outcasts / he fed the hungry / he seemed to spend a good deal of his ministry with the weakest members of society / he had a tax gatherer as a disciple / he was critical of those who were wealthy and stored up wealth / he praised the poor woman in the treasury / he was prepared to help foreigners eg the Greek (Syrophoenician) woman / he cured the mentally ill who had been driven out of the village etc.

Other views

Jesus came for everyone / when he died it was for anyone who believes / Jesus taught his disciples at the end of the Gospel to preach to the whole world / baptising believers / he did spend time with the rich and wealthy and went to their houses too / when he sent the disciples on the Mission (Mk6⁷⁻¹³) he did not restrict where they went or to whom they spoke / the healing of the Greek (Syrophoenician) woman's daughter, far from being a miracle limited to the poor and the outcast, actually has a universal meaning – God's healing is for all / the kingdom of God is for everyone, as illustrated by the parable of the mustard seed (Mk4³⁰⁻³²), etc.

[6 marks] AO2

A4 The Person of Jesus

- (a) Explain why the feeding of the 5000 is an important miracle in Mark's Gospel.

Target: To demonstrate knowledge and understanding of the importance of the Feeding of the 5000

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

Students may include some of the following points:

It shows that Jesus is the Messiah / he was a teacher / miracle worker / it demonstrates that disciples need faith / the people were fed both physically and spiritually / it is an image of the messianic banquet image / Jesus is able to demonstrate that God provides in abundance / the left overs alone demonstrate how good God's gifts are / there are many links to the Old Testament emphasising that Jesus is the chosen one eg the 5 loaves linking to the 5 books of the law or the two fish being like the tablets of the 10 commandments / there could be link to manna and the Moses tradition / the 12 baskets of leftovers could be a reference to the twelve tribes of Israel / Jesus is interested in the whole person – physically and spiritually / Jesus is able to take our gifts and multiply them/Jesus' compassion and pity demonstrated/allow link to last supper etc.

Cap at Level 1 if only the story is related.

[3 marks] AO1

(b) Explain why Jesus referred to himself as the Son of Man.

Target: To demonstrate understanding of the reasons for Jesus using the title Son of Man

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

Students may include some of the following points:

It avoided the use of Christ (Messiah) / it was a safe title / it could just mean 'a man' / some would have recognised the links to Daniel and Enoch / it kept the messianic secret / it is a representative title to show that Jesus would suffer for others / he is God's judge on earth / he is an example of one who carries out God's will / not a messianic claim or title but with messianic overtones/servant etc.

[3 marks] AO1

(c) 'Jesus should have allowed everyone to call him Christ (Messiah).'

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: To evaluate the use of the title Christ (Messiah)

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:

Agree

It would have helped people understand his mission better / the disciples would have been clearer about what was being taught / they would have understood the miracles / the Jews were expecting the Messiah (Christ) or anointed one so he would have gained more followers / he did respond to other messianic titles like Son of David so why not Messiah / he was establishing the kingdom of God / he could have had people linking the image of anointing with the OT kings / in the baptism and the transfiguration passages God calls him the Son of God – what is the difference? / in the trial finally Jesus agrees with the high priest that he is the Christ so he knew throughout his ministry why avoid it? etc.

Other views

It was important that Jesus kept the messianic secret / it was a dangerous title to use / he might have been arrested earlier / he would not then have finished his ministry / he wanted to avoid being accused of blasphemy / he only used Son of Man for himself to avoid using Messiah (Christ) / he was not an earthly king so did not want people to mix up his purpose / he was a suffering Messiah (Christ) not a political one / the special relationship with God was illustrated in his miracles and teaching not in claiming the title etc.

[6 marks] AO2

Part B**B5 Jesus' Suffering, Death and Resurrection****(a) Give Mark's account of what Jesus said and did during the Last Supper.****Target: To demonstrate knowledge of the text of the Last Supper**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching 	3 marks
Level 4	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"> • an account covering a limited number of details across the whole range of the story / teaching • an account covering most of the main details across a limited range of the story / teaching 	4 marks
Level 5	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
Level 6	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 not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Mark 14¹²⁻²⁵		
NIV	GNB	RSV
<p>When evening came, Jesus arrived with the Twelve.¹⁸ While they were reclining at the table eating, he said, “Truly I tell you, one of you will betray me—one who is eating with me.”¹⁹ They were saddened, and one by one they said to him, “Surely you don’t mean me?”²⁰ “It is one of the Twelve,” he replied, “one who dips bread into the bowl with me.”²¹ The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born.”²² While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, “Take it; this is my body.”²³ Then he took a cup, and when he had given thanks, he gave it to them, and they all drank from it.²⁴ “This is my blood of the¹ covenant, which is poured out for many,” he said to them.²⁵ “Truly I tell you, I will not drink again from the fruit of the vine until that day when I drink it new in the kingdom of God.”²⁶ When they had sung a hymn, they went out to the Mount of Olives.</p>	<p>When it was evening, Jesus came with the twelve disciples.¹⁸ While they were at the table eating, Jesus said, “I tell you that one of you will betray me—one who is eating with me.”¹⁹ The disciples were upset and began to ask him, one after the other, “Surely you don’t mean me, do you?”²⁰ Jesus answered, “It will be one of you twelve, one who dips his bread in the dish with me.”²¹ The Son of Man will die as the Scriptures say he will; but how terrible for that man who will betray the Son of Man! It would have been better for that man if he had never been born!”²² While they were eating, Jesus took a piece of bread, gave a prayer of thanks, broke it, and gave it to his disciples. “Take it,” he said, “this is my body.”²³ Then he took a cup, gave thanks to God, and handed it to them; and they all drank from it.²⁴ Jesus said, “This is my blood which is poured out for many, my blood which seals God’s covenant.”²⁵ I tell you, I will never again drink this wine until the day I drink the new wine in the Kingdom of God.”²⁶ Then they sang a hymn and went out to the Mount of Olives.</p>	<p>And when it was evening he came with the twelve.¹⁸ And as they were at table eating, Jesus said, “Truly, I say to you, one of you will betray me, one who is eating with me.”¹⁹ They began to be sorrowful, and to say to him one after another, “Is it I?”²⁰ He said to them, “It is one of the twelve, one who is dipping bread into the dish with me.”²¹ For the Son of man goes as it is written of him, but woe to that man by whom the Son of man is betrayed! It would have been better for that man if he had not been born.”²² And as they were eating, he took bread, and blessed, and broke it, and gave it to them, and said, “Take; this is my body.”²³ And he took a cup, and when he had given thanks he gave it to them, and they all drank of it.²⁴ And he said to them, “This is my blood of the covenant, which is poured out for many.”²⁵ Truly, I say to you, I shall not drink again of the fruit of the vine until that day when I drink it new in the kingdom of God.”²⁶ And when they had sung a hymn, they went out to the Mount of Olives</p>

If a student only describes what Jesus did or only what he said then maximum Level 4.

[6 marks] AO1

(b) 'Mark's account of Jesus in Gethsemane shows that Jesus did not want to die.'

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: To demonstrate understanding of whether the events of Gethsemane show that that Jesus did not want to die

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:

Agree

Jesus was clearly distressed and uncomfortable / he left the disciples to be alone, a sign of someone frightened to be with others / he prayed to be released from what was going to happen / asked that the hour might pass from him / asked God (Abba) to take the cup from him / wanted the disciples to support him in his fears but they slept, etc.

Other views

Jesus knew that he had to die / it was God's plan / he had predicted it himself elsewhere / he could have not gone to Gethsemane / he could have run away and avoided being arrested / without the arrest in Gethsemane which led to the crucifixion there could be no resurrection / he prayed that he would do God's will not his own, etc.

Cap at Level 3 if the student only tells the story.

[6 marks] AO2

(c) Explain what Christians might learn from Mark's account of the trial of Jesus before Pilate.

Target: To demonstrate knowledge and understanding of what Christians might learn from Mark's account of the trial of Jesus before Pilate

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

Students may make the following points:

Christians should demonstrate courage / Jesus demonstrated great courage / Christians can challenge the authorities / Jesus was prepared to challenge Pilate / Christians can learn that sometimes those in authority do not exercise it well/ Pilate was influenced by the Jewish authorities and the crowd / Christians can learn that mistakes can be made by those in authority / Pilate freed Barabbas / that punishment can follow because you stick to your beliefs / the first century Christians would have understood that / that justice is not always done / Jesus acted with great dignity although under immense pressure and Christians can learn that sometimes God's will involves suffering / Christians can learn from Jesus that he submitted to God's plan / he therefore fulfilled the prophecies of the suffering Messiah/learn how to react as Christian today etc.

If a student simply relates the story with no explanation at all then maximum Level 3, 3 marks.

[6 marks] AO1

(d) 'The crucifixion of Jesus is more important for Christians than the resurrection.'

Do you agree? Give reasons for your answer, showing that you have considered more than one point of view.

Target: To evaluate whether the crucifixion is more important than the resurrection for Christians

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:**Agree**

The crucifixion is what brought God back to people / there was atonement at work / blood sacrifice was necessary to get rid of sin / without the crucifixion the resurrection could not have happened / the crucifixion was the mark of the suffering Messiah that Jesus claimed to be / the crucifixion enabled others eg the Roman centurion to recognise Jesus as Son of God / Jesus died for others / the new relationship between God and people was symbolised by the tearing of the curtain in the Temple / it was essential in the Early Church to be clear that Jesus had actually died / the darkness was an important sign that day of the Lord had come / in some churches there is a crucifix rather than an empty cross / Jesus was true to his teaching / he had integrity / he was a role model for Christians / stood firm when he was persecuted / Christian can identify with this / it helps Christian be strong, etc.

Other views

The resurrection proves that Jesus was the Son of God / it fulfilled his ministry / it demonstrated God's power / it laid the foundation of the Christian Church / the empty tomb was witnessed and nobody was ever discovered / the resurrection gave Jesus the chance to return and commission the disciples / it has become a central belief in the Christian Church / for many Christians including St Paul (I Cor 15) without the resurrection there is no Christian faith / Christians believe that the promise of eternal life is the most important belief from the resurrection/it was the resurrection that transformed the disciples from fear of arrest etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	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 Discipleship

- (a) Give an account of the conversation in Mark's Gospel which included Jesus' teaching on the Greatest Commandments.

Target: To demonstrate knowledge of the text of the teaching of Jesus which led to the Greatest Commandments

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> a basic account with some omissions or confusion several recognisable / accurate details from the story / teaching 	3 marks
Level 4	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"> an account covering a limited number of details across the whole range of the story / teaching an account covering most of the main details across a limited range of the story / teaching 	4 marks
Level 5	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
Level 6	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 not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Mark 12²⁸⁻³⁴		
NIV	GNB	RSV
<p>28 One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, "Of all the commandments, which is the most important?" 29 "The most important one," answered Jesus, "is this: 'Hear, O Israel, the Lord our God, the Lord is one. 30 Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' 31 The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these." 32 "Well said, teacher," the man replied. "You are right in saying that God is one and there is no other but him. 33 To love him with all your heart, with all your understanding and with all your strength, and to love your neighbour as yourself is more important than all burnt offerings and sacrifices." 34 When Jesus saw that he had answered wisely, he said to him, "You are not far from the kingdom of God." And from then on no one dared ask him any more questions.</p>	<p>28 A teacher of the Law was there who heard the discussion. He saw that Jesus had given the Sadducees a good answer, so he came to him with a question: "Which commandment is the most important of all?" 29 Jesus replied, "The most important one is this: "Listen, Israel! The Lord our God is the only Lord. 30 Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' 31 The second most important commandment is this: 'Love your neighbour as you love yourself.' There is no other commandment more important than these two." 32 The teacher of the Law said to Jesus, "Well done, Teacher! It is true, as you say, that only the Lord is God and that there is no other god but he. 33 And you must love God with all your heart and with all your mind and with all your strength; and you must love your neighbour as you love yourself. It is more important to obey these two commandments than to offer on the altar animals and other sacrifices to God." 34 Jesus noticed how wise his answer was, and so he told him, "You are not far from the Kingdom of God." After this nobody dared to ask Jesus any more questions.</p>	<p>28 And one of the scribes came up and heard them disputing with one another, and seeing that he answered them well, asked him, "Which commandment is the first of all?" 29 Jesus answered, "The first is, 'Hear, O Israel: The Lord our God, the Lord is one; 30 and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' 31 The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these." 32 And the scribe said to him, "You are right, Teacher; you have truly said that he is one, and there is no other but he; 33 and to love him with all the heart, and with all the understanding, and with all the strength, and to love one's neighbour as oneself, is much more than all whole burnt offerings and sacrifices." 34 And when Jesus saw that he answered wisely, he said to him, "You are not far from the kingdom of God." And after that no one dared to ask him any question.</p>

[6 marks] AO1

(b) Explain what believers can learn about discipleship from Jesus' teaching in Mark's Gospel.

Target: To demonstrate knowledge and understanding of Jesus' teaching on discipleship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	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 not 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 points:

Discipleship is a response to a call / sense of vocation / Jesus' disciples were expected to leave their families / jobs / follow the mission / accept a commission to go out and preach / take very few possessions / expect to be in dangerous situations / take up the cross (Mk 8) / follow whatever the cost / do without material goods / support Jesus whenever he needed it / have faith in Jesus / be prepared to take risks / not look for powerful positions / set an example to others / create the Church (Mk 16) / be missionaries / be humble (Mk 10) / demonstrate faith and prayer/sometimes disciples get it wrong etc.

Students may refer to modern examples of discipleship which should be credited if correct.

If there are no identifiable references to Mark's Gospel then maximum Level 4, 4marks.

[6 marks] AO1

(c) 'Jesus could not rely on his disciples.'

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: To evaluate whether Jesus could rely on his disciples

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:

Agree

The disciples let Jesus down regularly / they were frightened in the calming of the storm / showed little faith / they did not understand who Jesus was when he asked them / they fell asleep in the Garden of Gethsemane when Jesus told them to stay awake and watch / Judas handed him over to the authorities / they ran away after the arrest / they were not there at the trial / Peter denied knowing Jesus / they did not believe Mary Magdalene over the resurrection / equally those in the countryside who claimed to have seen Jesus etc.

Other views

The disciples stayed with Jesus throughout the mission / they followed him, it would appear, without question / they were genuinely trying to understand who he was – asking, ‘Who is this man?’ / they went out on the mission / they tried to heal people / they were present at the key moments of the mission eg the transfiguration and the feeding of the 5000 / they later led the Early Church and Peter became first Pope/modern understanding and application of discipleship etc.

[6 marks] AO2

(d) 'Living as a follower of Jesus is very difficult today.'

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: To evaluate whether living as a follower of Jesus is very difficult today

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 points:**Agree**

There are too many distractions today / very few people attend church regularly / there are other religions to follow / people do not make commitments today like they used to / people are too busy / we live in a society which is increasingly secular / there is no need to be a Christian disciple, today people can just do the right thing / you don't need to be a Christian disciple to be good / charity covers much of the needs of the poor eg Oxfam is not a Christian charity / hospitals and health professionals deal with illness / even death is now handled without necessary reference to a church / there has been too much conflict in the name of Christianity etc.

Other views

Millions of people around the world follow Christianity / there are plenty of regular churchgoers / people become deacons / priest / nuns / missionaries / there are many leading Christians today (students may name them) who follow Christian discipleship / people can go into what appear to be secular jobs eg teaching as a result of Christian vocation / many children go to church schools, which enables them to develop a Christian faith and lead a life of discipleship / people raise lots of money in the name of Christianity for charity / families encourage children to follow Christian discipleship, etc.

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

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]