

Surname						Other Names					
Centre Number						Candidate Number					
Candidate Signature											

For Examiner's Use

GENERAL CERTIFICATE OF SECONDARY EDUCATION JUNE

RELIGIOUS STUDIES (SPECIFICATION A) (405005)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)



UNIT 5 ST MARK'S GOSPEL

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5** **or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

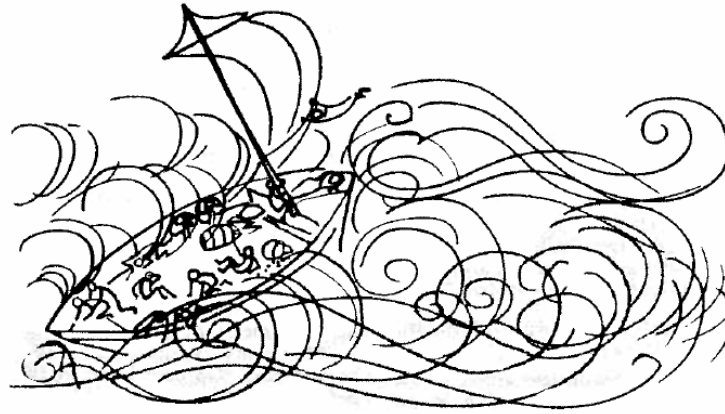
- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 Background to Mark's Gospel

Look at the drawing of the calming of the storm below.



- (a) Explain what is meant by the term 'gospel'.

Definition.....

Explanation.....

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(2 marks)

- (b) Outline the story of the calming of the storm.

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(4 marks)

- (c) How might the story of Jesus calming the storm help Christians facing persecution?

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(2 marks)

- (d) 'Christians can learn more from today's religious leaders than from Jesus.'

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

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(6 marks)

Turn over ►

A2 Discipleship

- (a) Name **two** of the fishermen Jesus called to follow him.

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(2 marks)

- (b) What did Jesus teach about the cost of being a disciple?

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(3 marks)

- (c) 'The twelve disciples make good role models for 21st century Christians.'

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

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(6 marks)

Turn over ►

A3 Jesus' Suffering, Death and Resurrection

- (a) Who was set free by Pilate instead of Jesus?

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(1 mark)

- (b) 'When he sentenced Jesus to death, Pilate was just being a coward.'

What do you think? Explain your opinion.

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(3 marks)

- (c) Outline the mocking of Jesus by the Roman soldiers.

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(3 marks)

- (d) 'The death of Jesus is the most important event recorded in Mark's Gospel.'

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

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(6 marks)

Turn over ►

A4 Jesus' Relationships with Others

Read the Bible passages below.

A man with leprosy came to him and begged him on his knees, "If you are willing, you can make me clean." Filled with compassion, Jesus reached out and touched the man. "I am willing," he said. "Be clean!"

Mark 1⁴⁰⁻⁴¹

'It is not the healthy who need a doctor, but the sick. I have not come to call the righteous, but sinners.'

Mark 2¹⁷

- (a) Why might the man with leprosy have been surprised at Jesus' response to his request for healing?

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(2 marks)

- (b) Why was Jesus criticised when he ate with Levi?

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(2 marks)

- (c) How might Jesus' concern for others influence the ways in which Christians treat other people?

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(3 marks)

- (d) 'For Christians, discrimination is the greatest evil in the world today.'

What do you think? Explain your opinion.

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(3 marks)

Turn over ►

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405005)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 5 ST MARK'S GOSPEL

INSERT

M/Jun/INSERT TO Unit 5

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 The Person of Jesus

- (a) Give an account of the conversation that Jesus had with his disciples on the way to Caesarea Philippi. (6 marks)
- (b) 'Using the title 'Messiah' for Jesus has no meaning for Christians today.'
- Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)
- (c) Explain why the title 'Son of Man' was important for Jesus. (6 marks)
- (d) 'According to Mark's Gospel, Jesus was a good man – nothing more and nothing less.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

OR

B6 The Kingdom of God

- (a) Retell the Parable of the Sower. (6 marks)

- (b) 'Teaching in parables was the best way for Jesus to get his message across.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

- (c) Explain how the actions and teaching of Jesus help Christians to understand the nature of the Kingdom of God. (6 marks)

- (d) 'The Kingdom of God must be in the future. There is no sign of it at the present.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 5 St Mark's Gospel

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, 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 candidate 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, candidates' 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 candidates 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 candidates' 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.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	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.	(4 marks)
Intermediate performance	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.	(2-3 marks)
Threshold performance	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.	(1 mark)

PART A**A1 Background to Mark's Gospel**

- (a) Explain what is meant by the term 'gospel'.**

Target: Understanding of the meaning of 'gospel'**Candidates may include some of the following points:****Definition**

Good news / godspell.

Explanation

Story about Jesus / message of Jesus / the word of God.

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) Outline the story of the calming of the storm.**

Target: Knowledge and understanding of the calming of the storm

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Mark 4 ³⁵⁻⁴¹

On the evening of that same day Jesus said to his disciples, 'Let us go across to the other side of the lake.' ³⁶ So they left the crowd; the disciples got into the boat in which Jesus was already sitting, and they took him with them. Other boats were there too.

³⁷ Suddenly a strong wind blew up, and the waves began to spill over into the boat, so that it was about to fill with water. ³⁸ Jesus was in the back of the boat, sleeping with his head on a pillow. The disciples woke him up and said, 'Teacher, don't you care that we are about to die?' ³⁹ Jesus stood up and commanded the wind, 'Be quiet!' and he said to the waves, 'Be still!' The wind died down, and there was a great calm. ⁴⁰

Then Jesus said to his disciples, 'Why are you frightened? Have you still no faith?' ⁴¹ But they were terribly afraid and said to one another, 'Who is this man? Even the wind and the waves obey him!'

(4 marks)**AO1**

(c) How might the story of Jesus calming the storm help Christians facing persecution?

Target: Understanding of the relevance of the calming of the storm for Christians facing persecution

Candidates may include some of the following points:

God will respond to prayers for help / he is present during the storms of life / the boat is an early Christian symbol of the Church sailing the stormy seas of life / importance of faith and trust.

1 mark for a superficial comment or a single point.

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

(2 marks)

AO1

(d) 'Christians can learn more from today's religious leaders than from Jesus.'

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

Target: Evaluation of the importance of the teachings of Jesus in the 21st century

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:

Agree

1st century situation and culture totally different / people today cannot relate to ancient ideas and teachings / there are new issues and concerns that did not arise in the 1st century but that modern leaders are trained to deal with.

Other views

Much of Jesus' teaching still relevant as people are still the same and have similar needs / Christian leaders base their teaching on that of Jesus / Christians believe that Jesus' authority is unique.

(6 marks)

AO2

A2 Discipleship

- (a) Name two of the fishermen Jesus called to follow him.

Target: Knowledge of the call of the disciples

Simon (Peter) / Andrew / James / John.

1 mark for each correct answer.

(2 marks)

AO1

- (b) What did Jesus teach about the cost of being a disciple?

Target: Knowledge and understanding of Jesus' teaching on the cost of discipleship

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Self denial / taking up the cross / being prepared to give up wealth / putting self last / humble service of others.

(3 marks)

AO1

(c) 'The twelve disciples make good role models for 21st century Christians.'

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

Target: Evaluation of the disciples as good role models

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:

Agree

When called to follow Jesus, Peter, etc. immediately dropped everything / willing to put their lives on hold for him / their failings make them easy for people to relate to / tried to be loyal even when they did not understand.

Other views

Sometimes questioned Jesus' views / Judas betrayed Jesus / Peter denied him / all deserted him in Gethsemane / showed lack of trust at calming of storm.

(6 marks)

AO2

A3 Jesus' Suffering, Death and Resurrection**(a) Who was set free by Pilate instead of Jesus?****Target: Knowledge of the Roman trial of Jesus**

Barabbas / a murderer / Zealot / man involved in rebellion.

1 mark for a correct identification.

(1 mark)**AO1****(b) When he sentenced Jesus to death, Pilate was just being a coward.'****What do you think? Explain your opinion****Target: Evaluation of Pilate's character as shown in his sentencing**

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.	3 marks

Candidates may include some of the following points:

He was the Roman governor and should have made the decision without consulting the mob / should have done what he thought right and he knew it was a setup / he acted out of fear of the crowd / he was taking the easy way out and could say it was not his choice but the crowd exercising their Passover privilege.

He was in a difficult position as there might have been a riot if he did not free Barabbas, and he did not want that at Passover time / he had upheld the right of the Jews to have a prisoner released at Passover / as Jesus had not clearly denied king of the Jews, he might have been a political threat, so Pilate could not afford to take any risks by releasing him.

(3 marks)**AO2**

(c) Outline the mocking of Jesus by the Roman soldiers.

Target: Knowledge and understanding of the mockery of Jesus by the Roman soldiers

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Mark 15 ¹⁶⁻²⁰

The soldiers took Jesus inside to the courtyard of the governor's palace and called together the rest of the company. ¹⁷ They put a purple robe on Jesus, made a crown out of thorny branches, and put it on his head. ¹⁸ Then they began to salute him: 'Long live the King of the Jews!' ¹⁹ They beat him over the head with a stick, spat on him, fell on their knees, and bowed down to him. ²⁰ When they had finished mocking him, they took off the purple robe and put his own clothes back on him. Then they led him out to crucify him.

(3 marks) AO1

(d) 'The death of Jesus is the most important event recorded in Mark's Gospel.'

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

Target: Evaluation of the death of Jesus as the most significant event recorded in Mark's Gospel

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:

Agree

From Caesarea Philippi on, Mark's Gospel is leading up to the death / Christian beliefs about Jesus' death as leading to forgiveness of sin / atonement / opening up the possibility of eternal life / supreme act of self-sacrificial love / without Jesus' death, the resurrection could not have taken place.

Other views

The resurrection the most important as it marks the victory of good over evil / life over death / hope over despair / without the resurrection, Jesus' death would just have been that of a martyr / other events such as the baptism and transfiguration equally important as Christians believe they show Jesus' unique relationship with God.

(6 marks) AO2

A4 Jesus' Relationships with Others

- (a) Why might the man with leprosy have been surprised at Jesus' response to his request for healing?**

Target: Understanding of Jesus' attitude to the man with leprosy

Candidates may include some of the following points:

Those with leprosy were outcast from society / 1st century belief that leprosy was contagious / Jesus incurred ritual defilement by touching the man / Jesus filled with compassion rather than revulsion.

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) Why was Jesus criticised when he ate with Levi?**

Target: Understanding reasons for the criticism of Jesus when he ate at Levi's house

Candidates may include some of the following points:

With tax-collectors / sinners / eating with such people incurred defilement / setting a bad example to others by implying that keeping the Law and being dishonest did not matter / tax-collectors worked for Romans and regarded as collaborators.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

- (c) **How might Jesus' concern for others influence the ways in which Christians treat other people?**

Target: Understanding of Christian attitudes to others

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Acceptance of all people as they are / not be put off by appearance or reputation / show love to all / treat everyone equally and fairly / help others.

(3 marks)

AO1

- (d) **'For Christians, discrimination is the greatest evil in the world today.'**

What do you think? Explain your opinion.

Target: Evaluation of discrimination as today's biggest evil

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.	3 marks

Candidates may include some of the following points:

A major cause of hatred, violence, misery, etc. / if everyone were treated equally nobody would be in need / it is totally irrational.

Many ills are not caused by discrimination and they cause equal suffering / environmental pollution is the biggest evil as it threatens human existence / diseases such as AIDS a bigger evil.

(3 marks)

AO2

PART B**B5 The Person of Jesus**

- (a) Give an account of the conversation that Jesus had with his disciples on the way to Caesarea Philippi.

Target: Knowledge and understanding of the conversation at Caesarea Philippi

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Mark 8 ²⁷⁻³³

Then Jesus and his disciples went away to the villages near Caesarea Philippi. On the way he asked them, 'Tell me, who do people say I am?' ²⁸ 'Some say that you are John the Baptist,' they answered; others say that you are Elijah, while others say that you are one of the prophets.' ²⁹ 'What about you?' he asked them. 'Who do you say I am?' Peter answered, 'You are the Messiah.' ³⁰ Then Jesus ordered them, 'Do not tell anyone about me.' ³¹ Then Jesus began to teach his disciples: 'The Son of Man must suffer much and be rejected by the elders, the chief priests, and the teachers of the Law. He will be put to death, but three days later he will rise to life.' ³² He made this very clear to them. So Peter took him aside and began to rebuke him. ³³ But Jesus turned round, looked at his disciples, and rebuked Peter. 'Get away from me, Satan,' he said. 'Your thoughts don't come from God but from human nature!'

(6 marks)

AO1

(b) 'Using the title 'Messiah' for Jesus has no meaning for Christians today.'

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

Target: Evaluation of the meaning of the title Messiah for 21st century Christians

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:

Agree

A Jewish title and most Christians are not Jewish / most Christians do not have the Old Testament background needed for an understanding of this title / links with worldly power and status / Jesus himself avoided using the title so Christians should take the hint.

Other views

Jesus admitted to being Messiah so Christians should take the trouble to understand it / not a difficult title to understand – only the foreign word seems strange / Christians believe that Jesus was a king.

(6 marks)

AO2

(c) Explain why the title 'Son of Man' was important for Jesus.**Target: Understanding of why the title Son of Man is important for Christians**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Linked him with humanity / shared human experiences / also pointed to him being a supernatural figure / showed his authority, e.g. to forgive sins / representative figure / suggestive of humility rather than worldly power / self-giving service of others / link with Suffering Servant.

(4 marks)**AO1**

- (d) **‘According to Mark’s Gospel, Jesus was a good man – nothing more and nothing less.’**

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

Target: Evaluation of the Person of Jesus as presented in Mark’s Gospel

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:

Agree

Many references to Jesus as a teacher / 'good teacher' / weaknesses and emotions argue against divinity / Jesus as itinerant preacher and healer / centurion said 'a son of God, not 'the Son of God'.

Other views

Mark's understanding of Jesus as Son of God at baptism and transfiguration / miracles point to divine powers / Son of Man an eschatological figure / unique and intimate relationship with God / gradual revelation of Messianic Secret / allow for answers that say Jesus was not good (some may refer to the Beelzebub accusation).

(6 marks)

AO2

B5 Spelling, punctuation and grammar

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

High performance	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.	(4 marks)
Intermediate performance	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.	(2-3 marks)
Threshold performance	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.	(1 mark)

B6 The Kingdom of God**(a) Retell the Parable of the Sower.**

Target: Knowledge and understanding of the Parable of the Sower and its meaning

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Mark 4 ³⁻⁸

'Listen! Once there was a man who went out to sow corn. ⁴ As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. ⁵ Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep. ⁶ Then, when the sun came up, it burnt the young plants; and because the roots had not grown deep enough, the plants soon dried up. ⁷ Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn't produce any corn. ⁸ But some seeds fell in good soil, and the plants sprouted, grew, and produced corn: some had thirty grains, others sixty, and others a hundred.'

(6 marks)**AO1**

(b) 'Teaching in parables was the best way for Jesus to get his message across.'

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

Target: Evaluation of parables as a method of teaching

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:

Agree

Stories about everyday life helped people understand the point better / made people think / the stories were memorable and made people want to listen / the Jews of his day were familiar with that style of teaching.

Other views

People may have misunderstood the point if it wasn't made clearly / his disciples did not always understand his parables, so not likely that other people would / usefulness limited to his own culture – no use for those living in a different age and society, such as modern Britain.

(6 marks)

AO2

- (c) **Explain how the actions and teaching of Jesus help Christians understand the nature of the Kingdom of God.**

Target: Understanding of how the actions and teaching of Jesus help Christians understand the Kingdom of God

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Its growth assured despite setbacks / growth from insignificant beginnings to universal and all-inclusive kingdom / provides a refuge for all / may require sacrifices, e.g. of wealth / love of God and neighbour signs of being part of it / self-giving service at its heart.

(6 marks)

AO1

- (d) **‘The Kingdom of God must be in the future. There is no sign of it at the present.’**

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

Target: Evaluation of the Kingdom of God as a future event

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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.	6 marks	

Candidates may include some of the following points:**Agree**

So much evil and suffering / the world is ruled by materialism / world very secular / many churches closing down / persecution and hostility towards Christians and their beliefs / Christians themselves involved in war and killing.

Other views

There are many acts of kindness and love / God's power seen in places like Lourdes / in some parts of the world Christianity is growing fast / Jesus' teaching implies that the Kingdom is a present reality though it will only come fully in the future / the belief that the Eucharist is a foretaste of the Kingdom.

(6 marks)**AO2**

B6	Spelling, punctuation and grammar	Award up to 4 marks for spelling, punctuation and grammar.	
High performance	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.		(4 marks)
Intermediate performance	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.		(2-3 marks)
Threshold performance	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.		(1 mark)

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 5 St Mark's Gospel

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	2		1 – Background to St. Mark's Gospel	2
1b	4		1 – Background to St. Mark's Gospel	4
1c	2		1 – Background to St. Mark's Gospel	2
1d		6	1 – Background to St. Mark's Gospel	6
2a	2		6 - Discipleship	2
2b	3		6 - Discipleship	3
2c		6	6 - Discipleship	6
3a	1		3 - Jesus' Suffering, Death and Resurrection	1
3b		3	3 - Jesus' Suffering, Death and Resurrection	3
3c	3		3 - Jesus' Suffering, Death and Resurrection	3
3d		6	3 - Jesus' Suffering, Death and Resurrection	6
4a	2		5 - Jesus' Relationships with Others	2
4b	2		5 - Jesus' Relationships with Others	2
4c	3		5 - Jesus' Relationships with Others	3
4d		3	5 - Jesus' Relationships with Others	3
Either				
5a	6		2 – Jesus' Ministry	6
5b		6	4 – The Person of Jesus	6
5c	6		4 – The Person of Jesus	6
5d		6	2 & 4 – Jesus' Ministry/The Person of Jesus	6
Or				
6a	6		6. Discipleship	6
6b		6	6. Discipleship	6
6c	6		6. Discipleship	6
6d		6	6. Discipleship	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 Background to St. Mark's Gospel	14	0	14
2 Jesus' Ministry	0	9*	9*
3 Jesus' Suffering, Death and Resurrection	13	0	13
4 The Person of Jesus	0	15*	15*
5 Jesus' Relationships with Others	10	0	10
6. Discipleship	11	24*	35*
SPaG	0	4	4
Total	48	24	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.