

GCSE
RELIGIOUS STUDIES B
8063/2B

Paper 2B Perspectives on faith (textual studies)

Mark scheme

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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 Examiner.

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.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

This is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if examiners have any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0 1

Theme D: St Mark's Gospel – The life of Jesus

0 1 . 1

Which one of the following events in the life of Jesus took place in the wilderness?

[1 mark]

- A The Arrest**
- B The Crucifixion**
- C The Temptation**
- D The Trial before Pilate**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C The Temptation

0 1 . 2

Give two statements Jesus made to his disciples on the way to Jerusalem when he predicted his passion.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Mark 10: 32–34

The Son of Man will be handed (betrayed) over to the chief priests / and the scribes / and they will condemn him to death / then they will hand him over to the Gentiles / they will mock him / and spit upon him / and flog him / and kill him / and after three days he will rise, etc.

0 1 . 3

Explain two contrasting views in contemporary British society about Jesus' actions and words in Gethsemane.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar views are given, only one of them may be credited up to 2 marks.

Contrast may mean opposing or mean different views in terms of either belief or issue

Students may include some of the following points, but all other relevant points must be credited:

Mark usually stresses Jesus' authority, but on this occasion Jesus is depicted as vulnerable, isolated and weak / Mark's account shows his humanity / he left his disciples to be alone, a sign of someone frightened to be with others / he said to Peter, James and John 'I am deeply grieved, even to death; remain here, and keep awake', etc.

Jesus was clearly distressed and uncomfortable / he 'threw himself on the ground' / he prayed to be released from what was going to happen / he asked that the 'hour might pass for him' / he asked God (Abba) to take the cup away from him / he showed weakness and a lack of trust in God's power to help him / he did not practise what he preached, etc.

Jesus showed weakness when he asked the disciples to stay awake / he was probably looking for support in his fears but they slept / Jesus said, 'Are you still sleeping and taking your rest?' / he should not have been so dependent on his disciples / his faith should have carried him through, etc.

Jesus showed weakness when he went willingly to his arrest / he just gave himself up / 'Get up, let us be going; see my betrayer is at hand' / he put up no fight, etc.

The way in which Jesus admitted to his fear of the imminent suffering shows an honesty and openness that Christians can emulate / they feel free to speak to God in the same way / despite his fear, Jesus was ready to do God's will / he prayed that he would do 'God's will not his own' / this shows courage and commitment not weakness, etc.

Jesus was not angry with his disciples when he found them sleeping / he showed compassion and understood that the spirit was willing / but the flesh was weak / he understood that the disciples were human and probably tired, etc.

Jesus faced up to his arrest with courage and calmness not weakness / he did not run away / or use violence / he could have avoided going to Gethsemane / but he accepted his fate / Jesus knew that he had to die / it was God's plan / Jesus had predicted his death himself on three occasions, etc.

0 1 . 4 Explain two teachings about service that Jesus gave to his disciples when James and John asked for seats of honour in God's Kingdom.

You must refer to St Mark's Gospel in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
 Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
 Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to St Mark's Gospel – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Jesus explained that the disciples must not seek power and authority, but instead serve / the values of the Kingdom of God were the opposite of those in the secular world / in the Roman Empire, greatness was all about power, dominion and status / in the Kingdom of God it was about self-giving service / Jesus is teaching that in order to be 'great' the disciples need to earn that place through service rather than gaining it by lording it over people / this was in stark contrast to the society of the time / those who wanted to be truly great must be a servant to all / they must follow the example of Jesus whose whole life had been based on serving others / 'Son of Man came not to be served but to serve' / through preaching, teaching, healing, etc. / those who want to be first or a leader must be a slave of all / meaning they need to put themselves with the lowest people in society and serve and help others as though slaves, in other words without counting the cost / in those days a slave was lower than a servant, so Jesus' comments would have had a very dramatic effect / he describes his death as a 'ransom for many' / his death would save humanity / Jesus understood the price he would pay for the sin of all people / the Son of Man refers to the Suffering Servant (Isaiah) / that Suffering Servant would be hated, despised by others and undergo a humiliating death / yet, eventually, people would recognise that his suffering and death had been for them, and he would be honoured / Jesus taught his disciples to focus on helping other people, rather than seeking the best places in heaven, etc.

NB maximum Level 2 for answers that simply narrate the text.

Sources of Authority:

Mark: 10–35–45 The request of James and John

35 James and John, the sons of Zebedee, came forward to him and said to him, “Teacher, we want you to do for us whatever we ask of you.” 36 And he said to them, “What is it you want me to do for you?” 37 And they said to him, “Grant us to sit, one at your right hand and one at your left, in your glory.” 38 But Jesus said to them, “You do not know what you are asking. Are you able to drink the cup that I drink, or be baptized with the baptism that I am baptized with?” 39 They replied, “We are able.” Then Jesus said to them, “The cup that I drink you will drink; and with the baptism with which I am baptized, you will be baptized; 40 but to sit at my right hand or at my left is not mine to grant, but it is for those for whom it has been prepared.” 41 When the ten heard this, they began to be angry with James and John. 42 So Jesus called them and said to them, “You know that among the Gentiles those whom they recognize as their rulers lord it over them, and their great ones are tyrants over them. 43 But it is not so among you; but whoever wishes to become great among you must be your servant, 44 and whoever wishes to be first among you must be slave of all. 45 For the Son of Man came not to be served but to serve, and to give his life a ransom for many.”

Accept all other sources of authority that correctly support the teachings given.

0 1 . 5 ‘The miracles recorded in St Mark’s Gospel actually happened.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to St Mark’s Gospel**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

Some Christians believe that Mark was directly inspired by God therefore, his account of Jesus' life as given in his Gospel is inerrant / they believe God would want Christians to be absolutely sure about Jesus so they accept the accounts of Jesus' miracles as historically reliable / and happened just as they are described by Mark / eg Jairus' daughter was dead and Jesus raised her to life / Jesus fed 5000 people with five loaves and two fish / as well as divine inspiration Mark used other reliable sources for his Gospel accounts / he got his information from eyewitnesses, eg Peter, who was a close disciple of Jesus / Peter, along with James and John and the child's parents, was present at the healing of Jairus' daughter, indicating the accuracy of Mark's account of this miracle / Mark's Gospel is thought to be the earliest of the Gospels and is the Gospel that is nearest to the events it describes / it contains the actual words of Jesus, written in Aramaic, the language Jesus would have spoken / eg 'Talitha cum' - in the healing of Jairus' daughter / the miracles reveal the power of God at work in Jesus / they show Jesus' divine status / throughout Mark's Gospel miracle stories people questioned Jesus' authority but his replies gave answers which helped them to accept his authority / eg the paralysed man (Mark 2 :1–12)..... 'they were all amazed and glorified God, saying, 'We have never seen anything like this!' / to question the historicity of the miracles is to question God's power and authority / it encourages questions about the truth of the rest of Mark's Gospel / and in particular about Jesus' Resurrection, etc.

Arguments in support of other views:

Some Christians believe that not everything in Mark's Gospel may have happened precisely as it is recorded / eg Mark's Gospel was written 35 years after the events happened / there was a long period of oral tradition / memories might not be entirely accurate / different people remember different things / Mark was not an eyewitness himself / some Christians believe that although the writers of the Bible were guided by God, they were human, and humans could make mistakes / Mark or the Early Church may have elaborated on or even created some of the stories to convey spiritual truths / Mark's stories are challenged by science which demands empirical proof and miracles are difficult to verify / miracles break the laws of nature / and some Christians believe that there will be a scientific explanation for everything sometime / some Christians believe that the miracles are exaggerated / they are impossible events, eg 5000 people cannot be fed with 5 loaves and 2 fish / modern medical understanding has shown that some of the miracles were not miracles / and that there may be natural explanations for some of them / eg the paralysed man's condition was psychosomatic / Jairus' daughter was in a diabetic coma, etc.

0 2

Theme E: St Mark's Gospel as a source of spiritual truth

0 2 . 1

Which one of the following statements did Jesus make to the Greek (Syro-Phoenician) woman after she begged him to drive the demon out of her daughter?

[1 mark]

- A 'Give her something to eat.'**
- B 'It is not fair to take the children's food and throw it to the dogs.'**
- C 'All things can be done for the one who believes.'**
- D 'Do not fear, only believe.'**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B 'It is not fair to take the children's food and throw it to the dogs.'

0 2 . 2

Give two statements that Jesus, at a meal in Levi's house, made to the scribes of the Pharisees when they criticised him for eating with sinners and tax collectors.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Mark 2: 13–17

Those who are well have no need of a physician / but those who are sick / I have come to call not the righteous / but sinners, etc.

0 2 . 3

Explain two contrasting beliefs in contemporary British society about how people might respond to the word of God according to Jesus' Parable of the Sower.

- You must refer to a Christian belief.
- Your contrasting belief may come from Christianity or from another religious or non-religious tradition.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar beliefs are given, only one of them may be credited up to 2 marks.

Contrast may mean opposing or mean different views in terms of either belief or issue

Students may include some of the following points, but all other relevant points must be credited:

Mark 4: 1–9, 14–20

The seed that falls on the path represents the people who take notice of the message of Jesus but Satan or temptation takes it from them / people who hear the Gospel but do not respond to it / the Gospel makes no impact on them / they hear the news but are not committed enough to do anything about it / it is taken away from them, etc.

The seed that falls on rocky places represents the people who welcome the message of Jesus, but as soon as it becomes difficult for them or they are persecuted, they will give up / people who are very excited about the Gospel when they first hear it / they are full of enthusiasm but the novelty wears off and they lose interest / people who are delighted to hear the news, but their faith is not deeply rooted in them so when trouble or persecution comes, they give up / the message is lost, etc.

The seed that falls in the thorns represents the people who are too interested in worldly goods and pleasures to become true disciples / they hear the message of Jesus but it is choked by greed for materialistic pleasures / the desire for possessions and money will become more important to them and they give up / they are so absorbed with all sorts of everyday problems and interests that they do not find the time or the motivation to take the Gospel seriously / so the hearer does nothing, etc.

The seed that falls on the good soil represents the people who hear and accept the message of Jesus and act upon it / the Gospel becomes one of the most important things in their lives / they in turn pass it on to other people / their lives will bear 'fruit' / they become disciples and spread the word to others / thus making God's rule or Kingdom grow / the Kingdom of God can only grow if the message is heard / however, the Kingdom grows abundantly once it is heard and acted upon / Christianity will spread, etc.

Other people would interpret this parable in relation to the different ways people listen to any speaker and hence the relative success of their message, etc.

0 2 . 4 Explain two teachings of Jesus which suggest that the Kingdom of God is here on earth now.

You must refer to St Mark’s Gospel in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to St Mark’s Gospel – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Jesus taught about the Kingdom of God in parables, some of which suggest that it is in the present, eg the parable of the mustard seed is concerned with the growth of the Kingdom of God now / the meaning of the parable of the sower clearly implies this, as it is concerned with how people respond now / Jesus told the scribe that he was not far from the Kingdom of God when he said that loving God and loving your neighbour were the greatest Commandments / eg there are many signs of Christians showing love of God and neighbour in the present / eg people showing love and helping others / eg charity work / visiting the sick / sacrificial generosity / prayer / communal and private worship / visiting prisoners / obeying the commandments / eg keeping holy the Sabbath Day / receiving the sacraments / eg confirmation / in the Commission Jesus told the disciples to go throughout the world and preach the good news therefore, the Kingdom of God is in the present as people become Christians / eg through baptism / and work as a community to spread God’s message over the world / eg evangelism / missionary work, etc.

NB maximum level 2 for answers that simply narrate the text.

Sources of Authority:

Mark 4: 30-32 The Parable of the Mustard Seed

Mark 12: 28-34 The Greatest Commandments

Mark 16:14-20 The Commission

Mark 4: 1-9, 14-20 The Parable of the Sower

Mark 10:17-27 The Rich Man

Mark 4:26-29 The Parable of the Growing Seed

Accept all other sources of authority that correctly support the teachings given.

0 2 . 5 ‘Jesus’ teachings about the rewards of discipleship are more important for Christians today than his teachings about the cost of discipleship.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to St Mark’s Gospel**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

The rewards of discipleship were outlined by Jesus to his disciples after Peter had asked if the disciples had done the right thing by giving up everything to follow Jesus / Jesus taught that those who whole-heartedly decide to follow a Christian way of life will be rewarded many times over in this life and in the life to come after death / he reassured his disciples that sacrifices would be more than compensated for in the Kingdom of God / they would receive more than they had given up / what they have given up they will receive one hundredfold in return / eg houses, brothers, etc. / these teachings are very important and relevant to Christians today as they feel that by following the example of Jesus, their lives are enriched / if a close relationship with God is established in this life the greatest reward of all is the promise of eternal life in the next life / this promise gives Christians a way of life / the promise of a reward can act as an incentive to remain faithful / it inspires faith for the future / it offers guidance on how to live / Jesus taught that being a disciple does not mean accepting a life of misery and constant suffering / people are aware of difficulties but will persevere / persecutions would be part of life / but just as Jesus forgave his disciples when they failed, Christians are forgiven when they fail / Jesus taught that status in the Kingdom of God would be vastly different from how it was on earth / 'many who are first will be last, and the last will be first' / referring to the transformation that faith in Christianity will bring, etc.

Arguments in support of other views:

Some Christians believe that focussing on rewards gives a false perspective, people may follow Jesus for the wrong reasons / perhaps for prosperity but then fall away when they encounter difficulty and the rewards promised do not materialise / it is about being a faithful disciple not about rewards / it should be a pleasure to do the Father's will regardless of what one may encounter / some Christians believe that the teachings of Jesus about the costs of discipleship are more important for Christians today as they feel that the demands of discipleship are very great and they need Jesus' guidance / eg. Jesus taught that disciples must 'deny self' / 'take up the cross' / and 'follow him' / Jesus' life was centred in self-giving service of others rather than in being wealthy or famous, so in following his example, Christians show that his teaching on the costs of discipleship is more important / Jesus taught that 'Whoever wants to save his life will lose it, but whoever loses his life for me and the gospel will save it' / this means that those who fear mockery or suffering or declaring their faith in public risk losing what matters, eternal life / Jesus also taught 'What good is it for a man to gain the whole world, yet forfeit his soul' / those putting material wealth, power, comfort etc, before God will not receive eternal life / Jesus also taught that 'If anyone is ashamed of me and my words.... The Son of Man will be ashamed of him....' / rejection of Jesus through word or action will be returned on Judgement Day / however, for many Christians today both teachings are equally relevant and important / many Christians today are willing to make the sacrifices that Jesus stated to achieve his promised rewards in the next life, etc.