
GCSE
RELIGIOUS STUDIES
8063/2B

PERSPECTIVES ON FAITH (TEXTUAL STUDIES)

Mark scheme

Specimen

V1.0

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

Level of response marking instructions

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 you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

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.

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.**

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

01 THEME D: ST MARK’S GOSPEL – THE LIFE OF JESUS

Qu	Part	Marking guidance	Total marks
01	1	<p>Which one of the following is the town where Jesus met Bartimaeus?</p> <p>A Bethany. B Bethpage. C Jericho. D Jerusalem.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Jericho.</p>	1
01	2	<p>Give two titles that Bartimaeus used for Jesus.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Son of David/Rabbi (Teacher).</p>	2

01	3	<p>Explain two contrasting beliefs in contemporary British society about the historical reliability of the miracles recorded in St Mark's Gospel.</p> <ul style="list-style-type: none"> You must refer to a Christian belief or view. Your contrasting belief or view may come from Christianity or from another religious or non-religious tradition. <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First contrasting belief Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting belief Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p>A Christian view Fundamentalist Christians believe that Mark was directly inspired by God/the account of Jesus' life as given in his Gospel is inerrant/God would want Christians to be absolutely sure about Jesus/this means that the accounts of Jesus' miracles are absolutely historically reliable/eg Jairus' daughter was dead and Jesus raised her to life/Jesus fed 5000 people with five loaves and two fish/the tomb was empty and Jesus was physically raised from the dead/the miracles reveal the power of God at work in Jesus/they show Jesus' divine status/to question the historicity of the miracles is to question God's power and authority/and it encourages questions about the truth of the rest of Mark's Gospel and in particular about Jesus' Resurrection etc.</p> <p>Contrasting view Not everything in Mark's Gospel may have happened precisely as it is recorded/a long period of oral tradition/Mark not an eyewitness of the miracles/possibility of exaggeration or misunderstanding/Mark or the Early Church may have elaborated on or even created some of the stories to convey spiritual truths/there may be natural explanations for some of the miracles/eg the paralysed man's condition was psychosomatic/Jairus' daughter was in a diabetic coma/atheists may say that because there is no God there can be no miracles. etc.</p>	4
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01	4	<p>Explain two ways in which Jesus' conversation at Caesarea Philippi was important for his disciples.</p> <p>You must refer to St Mark's Gospel in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to Mark's Gospel – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • it showed Peter that Jesus was the Messiah, he had seen beyond the everyday itinerant preacher and healer to what he believed to be the true identity of Jesus • it gave the Messianic secret to the disciples. Jesus' negative response 'initiated' them into the Messianic Secret, ie they alone were to have this knowledge of his identity/they saw for the first time how Jesus envisaged his role/as the suffering Son of Man • Peter had to recognise that his rejection of the idea of Jesus suffering amounted to putting temptation in the way of Jesus/although the disciples knew something of Jesus' identity, they understood very little etc. 	5
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01	5	<p>‘During his time in Gethsemane, Jesus did not set a good example for Christians to follow.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> • 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 in your answer • should reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • Jesus’ distress (Mark 14:34) and his plea to God to let him avoid death (Mark 14:36) do not set a good example, because he should have • accepted God’s will with courage and determination to show 																					

	<p>Christians how to react when they face persecution</p> <ul style="list-style-type: none"> • he showed a lack of understanding towards his disciples and rebuked them/Christians are expected to support the weak, not criticise them • Jesus did not criticise the violence against the servant of the high priest, but Christians are expected to work for peace and avoid conflict. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • Jesus showed Christians that it is all right to be afraid and there is no need to hide their fear from God, because God knows what they are feeling and if they try to hide it they are not being honest • Jesus accepted God's will which is what all Christians should do • Jesus does not use violence against those arresting him, and his words show that he saw their use of force as unnecessary. He may simply not have had time to criticise the action against the high priest's servant. 	
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02 THEME E: ST MARK’S GOSPEL AS A SOURCE OF SPIRITUAL TRUTH

Qu	Part	Marking guidance	Total marks
02	1	<p>Which one of the following was the brother of Simon Peter?</p> <p>A Andrew. B James. C John. D Philip.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A Andrew.</p>	1
02	2	<p>Give the two commandments that Jesus said were the greatest.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Love God/love your neighbour.</p>	2

02	3	<p>Explain two contrasting views about those disregarded by society held by Jesus and the people of his time.</p> <ul style="list-style-type: none"> You must refer to a Christian belief or view. Your contrasting belief may come from Christianity or from another religious or non-religious tradition. <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First contrasting view Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting view Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Women and children The 1st century world was largely male-dominated and patriarchal/women and children tended to be ignored/the disciples reflected this when they tried to turn away the mothers who brought their children to Jesus.</p> <p>In contrast Jesus took the children in his arms and blessed them/he said that the kingdom of God belonged to the childlike/the woman with a haemorrhage would have been classed as ritually impure and despised/but Jesus addressed her respectfully/he also rated highly the self-sacrificial offering of the poor widow and praised the motivation of the woman who anointed him.</p> <p>Tax collectors Were despised by Jews because they failed to keep the Law, were considered dishonest and worked for the Romans/Jesus called a tax collector to become a disciple/when challenged for mixing with such people, Jesus compared his role to that of a doctor.</p> <p>Lepers Leprosy was a disease that led to its victims being excluded from society/Jesus touched the diseased man, restoring his sense of human dignity.</p>	4
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02	4	<p>Explain two teachings given in the parable of the sower.</p> <p>You must refer to St Mark's Gospel in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Second teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to Mark's Gospel – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • despite the apparent lack of response to Jesus' teaching, the kingdom of God would flourish • the word or message will be given to all, but people will react to it in different ways • some will take no notice of the teaching, Satan, or temptation will take it from them • some will welcome it, but as soon as it becomes difficult for them, or they are persecuted, they will give up. This teaching may be directed to those suffering persecution at the time the gospel was written • some will hear the word but worldly worries, or the desire for possessions and money will become more important to them and they will give up • some hear the word and act on it – their lives will bear 'fruit' – this could mean that they will spread the word to other people, making God's rule or kingdom grow. <p>NB maximum Level 2 for answers that simply narrate the text.</p>	5
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02	5	<p>‘Jesus’ teaching on discipleship has no meaning in today’s world.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> • 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 in your answer • should reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>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.</td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>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.</td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>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.</td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • selling possessions and giving everything to charity would reduce a person to absolute poverty and make him or her dependent on the state; that is not practical in today’s world, and would take away support from the state for vulnerable people who really need it 	Levels	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	12
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		<ul style="list-style-type: none"> • Christians with family commitments would harm their families if they left them. They have a responsibility to their families • some of the ideas in Mark 16 such as picking up snakes or drinking poison seem foolish. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • Jesus' teaching about giving up wealth was not given to everyone he met, and could still apply to some people today. The vocation and lifestyle of a monk or a nun is possibility for any Christian and they may give up all their possessions and contact with their families in order to follow Christ • the need for disciples to make service to God more important than greed and materialism still applies today. If they cannot do this they are not following Jesus' example • some fundamentalist churches take the instruction to handle live snakes literally – they see the teaching as relevant for today. 	
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