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GCSE

RELIGIOUS STUDIES B

8063/2B

PAPER 2B PERSPECTIVES ON FAITH

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Mark scheme  
2018 Draft Specimen  
Version 0.1

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Draft

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](http://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:

<b>Level</b>	<b>Performance descriptor</b>	<b>Marks awarded</b>
<b>High performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4-5
<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3
<b>Threshold performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1
<b>No marks awarded</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**SECTION A****Option A: Islam****Beliefs**

**01.1 Which one of the following is a Prophet in Islam? 1**

**A) Ibrahim      B) Jibril      C) Mika'il      D) Israfil**

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

Answer: A) Ibrahim

**01.2 Name two of the Holy Books other than the Qur'an. 2**

**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.

Torah/ The Psalms /The Scrolls of Abraham / Injil (Gospel).

**01.3 Explain Shi'a beliefs about the Imamate. 4**

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

Rightful successors of Muhammad / part of the Ahl al-Bayt (family of Muhammad) / Imam is appointed by God, first through Muhammad and then through each Imam in turn / Ali was the true successor / there have been 12 Imams (Twelver Shi'ism) or 7 Imams (Severners) / The Imam of this age is hidden and will reappear as the end of the world approaches / the authority of the Imam is the authority of God / the Imams are human, etc.

**01.4 How does belief in hell influence the life of a Muslim? Explain your answer. 5**

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies**

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

Supports belief in God's justice / gives faith that those who do evil will be punished even if they appear to succeed in this world / helps believers cope with persecution and suffering / motivates Muslims to do good / although they believe that they must do good for a good reason – not for the selfish reason of avoiding hell / motivates them to save others from the punishment of hell / those who understand hell spiritually rather than literally are motivated to save people from the emptiness of separation from God.

**01.5 'Muslim teaching about predestination means that people have no free will.'** **12**

**Evaluate this statement.**

**In your answer you should:**

- refer to the teaching of Islam
- give reasoned arguments in support of this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

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.	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.	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.	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 points:**

**Agree**

Some who believe in predestination believe that God controls everything – including what we say and do / God is the only creator – we cannot create our own actions / this is how verses from the Qur'an such as 54:49 and 6:39 are interpreted by some Muslims / God has written our lives in a book before it has happened /we cannot change what God has decided for us.

**Other views**

God's knowledge of what will happen in our futures does not cause what we do / Qur'an 57:14 is taken as evidence that we make our own choices / God is just / God would not punish Muslims for actions he had made them do / God gives us the power to carry out our own decisions / nothing can happen without God's permission, but that does not mean that God makes them happen.

SPaG 5 marks

**Practices**

- 02.1 Which one of the following is pilgrimage in Islam? 1**  
**A) Tawhid B) Prophethood C) Hajj D) Resurrection**

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

Answer: C) Hajj 1

- 02.2 Give two of the features of a mosque that allow it to be used as a place of prayer. 2**

**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.

Minbar / mihrab / prayer mats / minaret / washing facilities / shoe storage / separate areas for men and women, etc.

- 02.3 Explain the purpose of zakah. 4**

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

Levels	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**



To purify wealth / to remove greed and selfishness / a reminder that money is something received from God to be used on his behalf / to share excess wealth with the needy / support the faith, etc.

**02.4 How may fasting in Ramadan influence the life of a Muslim? Explain your answer. 5**

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies**

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

Focus on God so strengthens faith / unites community so strengthens it / sets community apart from others, so helps them preserve their own identity / develops self-discipline / encourages good behaviour which should extend beyond Ramadan / reminds of teaching of Qur'an so ensures that Muslims know what God expects of them, etc.

**02.5 'It is not important for Muslims to celebrate festivals today.' Evaluate this statement. 12**

**In your answer you should:**

- refer to the teachings of Islam
- give reasoned arguments in support of this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

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.	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.	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.	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 points:**

**Agree**

Some of the festivals celebrated by some Muslims are seen as un-Islamic by others – such as celebrations of Muhammad's birthday / bringing large numbers of Muslims together in one place is too dangerous in some situations / Islam is about submission to God in all things – not special acts on special days / some festivals are not required by Qur'an and there are different views about the evidence for them in the Hadith.

**Other views**

The Prophet's celebration of Id-ul-Fitr is mentioned in Hadith / it is Sunnah to perform it / it unites the community in a celebration of what it means to be a Muslim / it requires the richer members of the community to support the poor / this should extend into everyday life / Muslims may live apart from a Muslim community during the year, this is an opportunity to get together / Ashura is central to Shi'a self-understanding / and to their duty to carry out their mission as servants of God / failure to carry out the festival could lead to loss of this special sense of identity.

SPaG 5 marks

Draft

**Judaism**

**Beliefs**

- 03.1 Which of the following best expresses the meaning of the word ‘Messiah’? 1  
 A) God B) Prophet C) Chosen People D) Anointed One

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

Answer: D) Anointed One

- 03.2 Give two beliefs held by Jews about the coming of the Messiah. 2

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

One mark for each of two relevant beliefs

**Students may include some of the following points:**

Future / will bring a time of universal peace / in which people will know God / Jews will have such knowledge of God as humans are capable of.

- 03.3 Explain Jewish beliefs about ‘saving a life’ (pikuach nefesh). 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

This rule gives priority to the sanctity of life over other laws / it means that Jews may over-ride any commands of the Torah that forbid actions if a life is in danger / it is a higher law / e.g. may work on the Sabbath or may eat trefah food / a duty for

Jews to do anything they can to save a life / according to some Rabbis, if it is a choice between saving your own life or that of another it is permissible to save your own.

**03.4 How may belief in justice influence the life of a Jew? Explain your answer. 5**

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies**

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

A commitment to justice means that a Jew must work to remove injustice wherever it is found / this may be by trying to change the law of the land / or by stopping individual acts of prejudice or discrimination / Jews should try to treat everyone fairly / Jews will uphold the law so, for example, not lie or steal / Jews also have faith that God will make good come out of even the worst evil, so this helps them cope with even the worst suffering.

**03.5 For Jews, the most important belief about God is that God is the Law-giver. 12**

**Evaluate this statement. In your answer you should:**

- refer to the teachings of Judaism
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

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.	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.	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.	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 points:**

**Agree**

The Law plays a central role in Judaism / it was God's gift to Moses / the Jews are the people of the Law / chosen by God to receive the Torah /they are accountable to God for their obedience or disobedience to the Law / if they did not believe that God was the Law-giver their whole way of life would be invalid.

**Other views**

The belief in God as Law-giver is completed by belief in God as Judge – one without the other is not complete / belief in God as creator determines the relationship between the Jews, all other people and the world / belief in God as ONE makes God worthy of worship, because his is the only controlling power/ no one belief can be any more important than any other.

SPaG 5 marks

**Practices**

- 04.1 Which one of the following is the oral law in Judaism? 1**  
**A) Torah B) Tefillin C) Tzizit D) Talmud**

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

Answer: D) Talmud

- 04.2 Give two of the religious features of a synagogue. 2**

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

One mark for each of two relevant points

Bimah or reading table / Ark or cupboard containing scrolls of Law / Ner Tamid or everlasting light / Sefer Torah or scrolls of Law / Inscriptions of Ten Commandments.

- 04.3 Explain the purpose of the Amidah prayer. 4**

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

The prayer has three divisions and fulfils the command to pray three times a day / to remind Jews of the Temple in Jerusalem because they stand facing Jerusalem

(or the site of the Temple) when they pray / to be a personal conversation with God and a development of the feeling of God's presence / to praise God / to petition God / to make Jews conscious of their debt to God / to thank God, etc.

**04.4 How do beliefs about death and life after death influence Jewish mourning rituals? 5**

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies**

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

Death is a believed to be a sleep, so the body is treated with respect as it would be in life / the soul has to purify itself before it can enter the world to come, so the closest male relative recites kaddish for 11 months / orthodox Jews believe in physical resurrection, so the body is buried not cremated / some reform Jews believe in spiritual resurrection, the body may be cremated / death is an equaliser so all dead Jews are dressed simply regardless of wealth / death should not lead to loss of faith, so relatives are expected to reaffirm their faith in the synagogue, etc.

**04.5 'The festivals of Judaism have no religious importance today.' 12**



**Evaluate this statement. In your answer you should:**

- refer to the teaching of Judaism
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

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.	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.	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.	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 points:**

**Agree**

Many non-religious Jews celebrate the festivals with great enthusiasm, especially Hanukkah in UK because it often falls near Christmas / Passover is celebrated by some only as a celebration of freedom either as a foundation of the people / or from Auschwitz / there are humanistic Passover celebrations / there is much emphasis on fun of a family festival.

**Other views**

Yom Kippur is observed even by those who ignore other festivals and has deep religious significance as Day of Atonement / Worship in the home is important in Judaism – festivals can have religious significance even if they are not celebrated in synagogues / many of the festivals remember events of the past – Judaism has a broad understanding of religion as a way of life and the festivals celebrate that.

SPaG 5 marks

**SECTION B**

***St Mark's – The life of Jesus***

- 05.1 In which town did Jesus meet Bartimaeus? 1**  
**A) Bethany B) Bethphage C) Jericho D) Jerusalem**

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

Answer: C) Jericho

- 05.2 Give two titles that Bartimaeus used for Jesus. 2**

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

1 mark for stating correctly each of the two titles.

Son of David / Rabbi (Teacher).

- 05.3 Explain the importance for Jesus' disciples of the conversation at Caesarea Philippi. 4**

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

Level	Descriptor	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

Peter the first to declare 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 / Jesus' negative response 'initiated' them into the Messianic Secret, i.e. 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.

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

**05.4 Explain differing views about the historical reliability of the miracles recorded in Mark's Gospel. 5**

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

Levels	Descriptor	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one.	3
Answers that do not deal with religious views cannot achieve more than level 3.		
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

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 / e.g. 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.

More liberal questions may view the Gospel as indirectly inspired or guided by God / God did not override Mark's human limitations / 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 / e.g. the raising of Jairus' daughter was a pointer to the possibility of life after death / the story of Bartimaeus might have been pointing to the entry into Jerusalem / the feeding of the 5000 may have had Eucharistic symbolism or been pointing to Jesus as the new Moses / there may be natural explanations for some of the miracles / e.g. the paralysed man's condition was psychosomatic / Jairus' daughter was in a diabetic coma etc.

**05.5 'During his time in Gethsemane, Jesus did not set a good example for Christians to follow.'** **12**

**Analyse and evaluate this view. Refer to Mark's Gospel in your answer.**

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

Levels	Descriptor	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.	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.	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.	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 points:**

His behaviour in throwing himself on the ground was melodramatic / he showed cowardly fear / begged not to have to die / as Son of God he should have accepted God's will courageously instead of being resigned to it only if there was no other way out / all this is of little help to Christians in situations where they risk unpopularity and even hostility if they stand up for what they believe to be right / he showed a lack of understanding towards his sleeping disciples / he expected far too much of them / Christians are expected to support the vulnerable, not rebuke them / Jesus should have condemned the violence against the high priest's servant at / his silence as the violence against the servant and his rebuke of the Temple guard for coming armed show double standards / Christians are expected to work for peace and avoid conflict / they are also meant to be even-handed in their dealings with others etc.

Jesus was human and it was entirely natural to fear the imminent ordeal / he was honest with God / this tells Christians that it is all right to be afraid and there is no need to try to hide their fear from themselves and from God / he put God's will before his own desires / he was prepared to trust God / this encourages Christians in difficult situations to do what they believe to be God's will and to trust that he will give them the necessary strength to carry it out / his words to Peter were spoken more in sorrow than rebuke / if the words 'the spirit is willing but the flesh is weak' referred to the disciples, then Jesus clearly understood them / if they were intended a reference to his own state of mind, then he was taking the disciples into his confidence and being open with them / everything probably happened too quickly for him to condemn the action against the high priest's servant / Jesus' words to the Temple guard made clear his rejection of violence as unnecessary / this encourages Christians to work for peaceful solutions, etc.

SPaG 5 marks

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

- 06.1 Who was the brother of Simon Peter? 1**  
**A) Andrew B) James C) John D) Philip**

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

Answer: A) Andrew

- 06.2 Give the two commandments that Jesus said were the greatest. 2**

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

1 mark for stating correctly each of the two commandments.

Love God / love your neighbour.

- 06.3 Explain the meaning of the parable of the sower. 4**

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

Level	Descriptor	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

**Students may include some of the following points:**

Despite the apparent lack of response to Jesus’ teaching, the kingdom of God

would flourish / exaggeration was a common feature of Jesus' teaching and he used it here to reassure his disciples of ultimate 'success' / in Mark's Gospel the parable is explained allegorically and thought by some to be a creation of the Early Church / the seed is the word of God / the seed on the path represents those who take no heed of the teaching / Satan prevents them from responding / the seed on the thin soil is seed that is unable to grow deep roots and so lack of moisture causes the plant to wither / this represents those whose response is initially eager but superficial / a possible reference to the effects on some Christians of Nero's persecution / the seed choked by thorns represents those whose faith is overcome by materialism and other concerns / as seen with the rich man in Mark 10 / the seed that produces a harvest is an assurance of the growth of the kingdom, etc.

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

**06.4 Explain how 1<sup>st</sup> century attitudes to those disregarded by society differed from the attitude of Jesus. 5**

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

Levels	Descriptor	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one.	3
	Answers that do not deal with religious views cannot achieve more than level 3.	
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1

0 Nothing worthy of credit. 0

**Students may include some of the following points:**

The 1<sup>st</sup> 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 / 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.

Tax collectors were despised by Jews because they failed to keep the Law, were 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.

Leprosy was a disease that led to its victims being excluded from society / Jesus touched the diseased man, restoring his sense of human dignity.

**06.5 'Jesus' teaching on discipleship has no meaning in today's world.' 12**

**Analyse and evaluate this view. Refer to Mark's Gospel in your answer.**

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

Levels	Descriptor	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.	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.	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.	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 points:**

It is totally impractical / the 21<sup>st</sup> century has nothing in common with the 1<sup>st</sup> century / Christians are part of a culture that values and needs material possessions / compromises have to be made with the secular society to which they belong / the concept of self-denial and taking up one's cross is alien to the modern way of thinking and behaving / selling possessions and giving everything to charity would reduce a person to absolute poverty and make him or her dependent on the state / Christians have family commitments and so cannot be expected to drop everything to become an itinerant evangelist / the idea of picking up snakes or drinking poison and suffering no harm seems foolish etc.

Jesus' teaching is not meant to apply to each individual Christian / Jesus did not tell everyone he met to give up everything / nevertheless his teaching on the problems of wealth serve as a warning against obsession with materialism / Jesus' teaching encourages generosity of spirit and this continues to be important / some individual Christians, e.g. monks, nuns and aid workers, do put others first and make personal sacrifices that are sometimes recognised by secular society as well as by the Christian community / some fundamentalist American Christian churches include the handling of poisonous snakes as part of their worship etc.

SPaG 5 marks.

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