



**General Certificate of Secondary Education
June 2013**

Religious Studies **405005**

Specification A

Unit 5 ***St Mark's Gospel***

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal 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.

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

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the school and college.

Set and published by the Assessment and Qualifications Alliance.

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

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

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)

Students will be given credit for reference to diversity in belief and practice within Christianity.

PART A

A1 Jesus' Relationships with Others and the Person of Jesus

- (a) ***Explain what Jesus was teaching when he told the paralysed man to pick up his mat (pallet) and walk.***

Target: To demonstrate knowledge and understanding of why it was important that the paralysed man walked

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Faith is rewarded / the man's friends had demonstrated faith in Jesus and this succeeded / that Jesus was aware that the teachers of the law were thinking critical things about Jesus because Jesus had said that the man's sins were forgiven / Jesus showed that he had the power to forgive sins / it was also a chance for Jesus to show that God's power could heal / the walking proved everything that he was claiming for himself though the crowds did not realise this yet / they were amazed though / showed compassion / demonstrated physical as well as mental healing / sickness was seen as a punishment for sin / to show authority as the Son of Man / sick man had to have belief in Jesus.

If a student merely relates the narrative maximum Level 2.

(4 marks) AO1

(b) Explain why the call of Levi is important in understanding Jesus' attitude to others.

Target: To demonstrate knowledge and understanding of the importance of the call of Levi

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Levi was a tax collector / would be hated by other Jews / Jesus included him in the 12 / demonstrates that Jesus was inclusive / saw value in people even when others did not / equivalent to helping other excluded people e.g. those suffering from leprosy / other excluded groups e.g. Gentiles / laid the foundation for the Early Church being for all.

(3 marks) AO1

(c) 'Son of God is the best title for Jesus.'

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

Target: Evaluation of the titles of Jesus in Mark's Gospel

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

Son of God is straightforward / it is in Mark 1:1 / what the Christians believed and what Mark's Gospel describes Jesus as / the Chief Priest asked him if he was Son of the Blessed One at the trial and Jesus answered, 'I am.' / Psalm 2 may be referred to here by some students / described as this at the baptism / transfiguration / immediately after Jesus died / declared Son of God by demon possessed people / declaration of faith when it is used / not just understood by Jewish people.

Other views

Son of Man could be just 'a man' / or it could have the messianic overtones from Daniel and Enoch describes the service that Jesus did / he used it himself of himself / Peter called Jesus the Christ / Messiah / this means 'anointed one' and could have been misunderstood and confused Jesus' hearers at the time because they were expecting a kingly, warrior messiah who would overthrow the Romans and the corrupt Jewish leadership / other titles that students may refer to from Mark are Lord of the Sabbath / Teacher / Rabbi / King of the Jews / Son of David.

(6 marks) AO2**A2 Jesus' Ministry****(a) Explain why the story of the Transfiguration is important for Christians.**

Target: To demonstrate knowledge and understanding of the importance of the Transfiguration

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

It proves that Jesus is the Messiah / it demonstrates his importance / it indicates that he is accepted by God / he is more than a human / the presence of Elijah and Moses demonstrate that Jesus fulfils the law and the prophets / it gives a supernatural story for Christians to learn from / reassured Jesus that he was right to follow his chosen path – this can be a help to Christians who are struggling with their faith / a reminder to Christians that suffering and glory go hand in hand. / Peter did not understand / possible to experience God without full understanding.

If the narrative of the Transfiguration only is given Level 1.

(3 marks) AO1

(b) Describe what Jesus saw and heard when he was baptised by John in the River Jordan.

Target: To demonstrate knowledge of Jesus' baptism

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

Students may include some of the following points:

Heaven torn open / the Spirit descending / like a dove / voice (from heaven) / 'You are my son, whom I love; with you I am well pleased.'

Don't need see and heard for L3

(3 marks) AO1

(c) *'It is harder for Christians to resist temptation than it was for Jesus.'*

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

Target: Evaluation of whether temptation is more difficult to resist in the modern world than it was for Jesus

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Temptation is a human experience / it does not depend on time factors / if people are tempted by what is around them then they will be / resisting temptation is a way of life and fits with the society people live in / there were just as many temptations in the past / they were different but still temptations / self-discipline is what is important.

Other views

Jesus was the Son of God / he was ministered to by angels / life was less complex in the past / the temptations at the beginning of the Gospel of Mark are not indicated / later he was tempted by Peter suggesting that he should not die but Jesus could put this aside / there was less materialism / there is more to tempt people these days / technology and materialism have made it more difficult / advertising does not help.

(6 marks) AO2

A3 Jesus' Relationships with Others

(a) Describe the incident in the Temple Court.

Target: To demonstrate knowledge of the text of the incident in the Temple court

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

Mark 11 ¹⁵⁻¹⁸		
GNB	NIV	RSV
<p>15 When they arrived in Jerusalem, Jesus went to the Temple and began to drive out all those who were buying and selling. He overturned the tables of the moneychangers and the stools of those who sold pigeons, 16 and he would not let anyone carry anything through the Temple courtyards. 17 He then taught the people: "It is written in the Scriptures that God said, "My Temple will be called a house of prayer for the people of all nations.' But you have turned it into a hideout for thieves!" 18 The chief priests and the teachers of the Law heard of this, so they began looking for some way to kill Jesus. They were afraid of him, because the whole crowd was amazed at his teaching.</p>	<p>15 On reaching Jerusalem, Jesus entered the temple area and began driving out those who were buying and selling there. He overturned the tables of the money changers and the benches of those selling doves, 16 and would not allow anyone to carry merchandise through the temple courts. 17 And as he taught them, he said, "Is it not written: " 'My house will be called a house of prayer for all nations'? But you have made it 'a den of robbers.' " 18 The chief priests and the teachers of the law heard this and began looking for a way to kill him, for they feared him, because the whole crowd was amazed at his teaching.</p>	<p>15 And they came to Jerusalem. And he entered the temple and began to drive out those who sold and those who bought in the temple, and he overturned the tables of the money-changers and the seats of those who sold pigeons; 16 and he would not allow anyone to carry anything through the temple. 17 And he taught, and said to them, "Is it not written, 'My house shall be called a house of prayer for all the nations'? But you have made it a den of robbers." 18 And the chief priests and the scribes heard it and sought a way to destroy him; for they feared him, because the entire multitude was astonished at his teaching.</p>

Mark 12⁴¹⁻⁴⁴		
GNB	NIV	RSV
<p>41 As Jesus sat near the Temple treasury, he watched the people as they dropped in their money. Many rich men dropped in a lot of money; ⁴² then a poor widow came along and dropped in two little copper coins, worth about a penny. ⁴³ He called his disciples together and said to them, "I tell you that this poor widow put more in the offering box than all the others. ⁴⁴ For the others put in what they had to spare of their riches; but she, poor as she is, put in all she had—she gave all she had to live on."</p>	<p>⁴¹ Jesus sat down opposite the place where the offerings were put and watched the crowd putting their money into the temple treasury. Many rich people threw in large amounts. ⁴² But a poor widow came and put in two very small copper coins, worth only a few pence. ⁴³ Calling his disciples to him, Jesus said, 'Truly I tell you, this poor widow has put more into the treasury than all the others. ⁴⁴ They all gave out of their wealth; but she, out of her poverty, put in everything – all she had to live on.'</p>	<p>41 And he sat down opposite the treasury, and watched the multitude putting money into the treasury. Many rich people put in large sums. ⁴² And a poor widow came, and put in two copper coins, which make a penny. ⁴³ And he called his disciples to him, and said to them, "Truly, I say to you, this poor widow has put in more than all those who are contributing to the treasury. ⁴⁴ For they all contributed out of their abundance; but she out of her poverty has put in everything she had, her whole living."</p>

(4 marks) AO1

(b) *'The Jewish leaders were right to see Jesus as nothing but a trouble maker.'*

What do you think? Explain your opinion

Target: To demonstrate knowledge and understanding of the attitude of the Jewish leaders to Jesus

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

Students may include some of the following points:

Jesus argued with them / he drew crowds which could have become uncontrolled / his teaching conflicted with theirs / he could have upset the relationship between the Jewish leaders and the Romans / they thought he was blaspheming / he undermined the teaching of the Sabbath in their eyes / he challenged their authority / he mixed with the wrong people.

Jesus was only trying to reinterpret the Jewish teaching in a more humane way / he did not want conflict / he taught peace / the entry in Jerusalem was as a man of peace / he was more interested in helping those in most need.

(3 marks) AO2

(c) *Explain what the healing miracles show about Jesus.*

Target: To demonstrate knowledge and understanding of the person of Jesus as shown in the healing miracles

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

That Jesus had power / that God's power worked through him / that he met needs that people had e.g. he saved the Greek woman's daughter / he was doing God's work / Jesus was kind / thoughtful / cared about the sick / he brought Jairus' daughter back from the dead / he could heal just through the faith of the person as in the woman with haemorrhages / he could do the apparently impossible / that he could respond to need without the person necessarily having faith.

(3 marks) AO1

A4 Jesus’ Suffering, Death and Resurrection

(a) ‘It was a waste of money for the woman to anoint Jesus’ head at Bethany.’

What do you think? Explain your opinion.

Target: To demonstrate understanding of the incident of the foot-washing at Bethany

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

Students may include some of the following points:

There was no need to anoint him at all / the ointment could have been sold to help others / the ointment was worth a year’s wages.

The woman did not see it as a waste – it was hers to give / she would rather be loved by Jesus / it had sacramental importance as a foreshadowing of the crucifixion and burial anointing / the poor would not be helped by just one jar of ointment / the poor are always there / messianic sign / references paralleling this with the anointing of a king or priest.
Do not credit ‘waste’.

(3 marks) AO2

(b)(i) Where was ‘Golgotha’?

Target: To demonstrate knowledge of where Golgotha was

The place where Jesus was crucified / some have suggested a hill near Jerusalem / just outside Jerusalem / Jerusalem / Israel / Palestine / Holy Land / Promised Land.

1 mark for an accurate point.
Do not credit ‘place of the skull’.

(1 mark) AO1

(b)(ii) What does ‘Golgotha’ mean?

Target: To demonstrate knowledge of what ‘Golgotha’ means

The place of the skull.

1 mark for an accurate point.

(1 mark) AO1

(c) Explain briefly why the notice ‘The King of the Jews’ was put on Jesus’ cross.

Target: To demonstrate knowledge and understanding of the sign on Jesus’ cross

Students may include some of the following points:

Jesus had been greeted as a king at the entry to Jerusalem / he had clearly been accused of this to Pilate / Pilate asked if he was king of the Jews / Jesus had talked about the kingdom of heaven or kingdom of God regularly / to annoy the Jews. So people knew what he was accused of / as a deterrent / mock Jesus / emphasise how powerless Jesus was.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

(d) 'Without the resurrection of Jesus, there would be no Christianity.'

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

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

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

The resurrection is the key moment in the gospel / it proves that Jesus had authority / it transformed the disciples / it confirmed all Jesus' teaching / it give hope to believers / it shows that Christianity is worth believing in / it confirms that there is life after death / it separates Jesus out from the other teachers at the time / it gives a uniqueness to Christianity which ensures that the belief continues.

Other views

Jesus' teaching would have survived without the resurrection / his miracles were enough to demonstrate that Christianity is a belief worth holding / his teaching about how the kingdom of God should come about is enough / the baptism and transfiguration contain references to the voice from heaven. These are enough.

(6 marks) AO2

PART B**B5 Background to Mark's Gospel**(a) ***Explain reasons why Mark's Gospel was needed.*****Target: To demonstrate knowledge and understanding of the reasons for writing Mark's Gospel**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

The early Christians were dying out / the second coming had not come / it was necessary to get the message out in written form not just oral / there was a need for authority in the teaching of the Church / to avoid heresy / they had to get the good news out across the Roman Empire / converts would have wanted a copy of the teaching and life of Jesus / it was important to make the identity of Jesus clear / the death of Jesus needed to be clearly understood as not being a failure / to encourage discipleship / persecution could have wiped out the whole community.

If only one reason is given and developed maximum Level 4.

(6 marks) AO1

(b) Describe sources that Mark used in writing his Gospel.**Target: To demonstrate knowledge of possible sources of Mark's Gospel**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Much of the information is based on tradition / the traditional theory is that it was written about 70 AD in Rome / Peter is thought to be the primary source / may have visited Mark's mother's house / Papias states that Peter was the main source / Mark may well have met Peter after the resurrection / other eyewitnesses e.g. Bartimaeus or Simon of Cyrene / the women who followed Jesus particularly those at the crucifixion and resurrection / Mark may have been the 'young man' in Gethsemane (Mark 14⁵¹⁻²) / divine inspiration / collections of teachings / a possible passion narrative / *Ur Markus* / some think Matthew's Gospel may have come first / Paul and Barnabas may have given information when Mark was with them in Cyprus.

(6 marks) AO1

(c) **'Without Mark's Gospel persecuted Christians would have lost their faith.'**

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

Target: To evaluate of whether persecuted Christians would have lost faith without Mark's Gospel

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Mark's Gospel contains the essentials of faith / it has miracles of salvation (walking on water / the calming of the storm) and the symbolism / the Sower refers to troubles in life / Christians can see Jesus' power to change things through the miracles (feeding of the 5000 and healing miracles) / the transfiguration indicates that Jesus is divine and can do amazing things / the disciples are role models in the gospel for maintaining their faith / the resurrection is the ultimate support / the Gospel inspired them.

Other views

Christians have other gospels / it does not all depend on Mark / the example of other martyrs would encourage Christians / belief in life after death is not limited to the Gospel of Mark / the disciples actually were not that great as role models because they ran away from Jesus in Gethsemane / Peter denied him / Mark as the first written Gospel was available / the disciples were warned by Jesus that there would be persecution.

(6 marks) AO2

(d) 'Mark's Gospel proves that Jesus is the Messiah (Christ).'

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

Target: To evaluate the importance of Mark's Gospel in understanding Jesus as Messiah

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Mark 1¹ states that Jesus is Son of God / the power that Jesus demonstrates in his work shows that he is the Messiah / feeding of the 5000 / calming of the storm / healing miracles / the resurrection / the voices from heaven in the baptism and transfiguration passages / Jesus' own use of the Son of Man phrase which has messianic overtones / Jesus corrects messianic expectation with Son of Man / Bartimaeus called Jesus son of David (messianic title).

Other views:

The gospel depicts the wrong Messiah in Jewish eyes / Jews were not expecting a peaceful Messiah / the entry into Jerusalem was not as it should have been / Jesus was peaceful not warrior like / Jesus failed to challenge the Romans / allowed himself to be crucified / may have saved a few people but not messianic.

(6 marks) AO2

B5 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Discipleship**(a) Give an account of the Parable of the Sower and the explanation given by Jesus.****Target: To demonstrate knowledge of the text of the Parable of the Sower**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching. 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> • an account covering a limited number of details across the whole range of the story / teaching • an account covering most of the main details across a limited range of the story / teaching. 	4 marks
Level 5	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Mark 4³⁻⁸

GNB	NIV	RSV
<p>3 "Listen! Once there was a man who went out to sow grain. 4 As he scattered the seed in the field, some of it fell along the path, and the birds came and ate it up. 5 Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep. 6 Then, when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. 7 Some of the seed fell among thorn bushes, which grew up and choked the plants, and they didn't bear grain. 8 But some seeds fell in good soil, and the plants sprouted, grew, and bore grain: some had thirty grains, others sixty, and others one hundred."</p>	<p>3 "Listen! A farmer went out to sow his seed. 4 As he was scattering the seed, some fell along the path, and the birds came and ate it up. 5 Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. 6 But when the sun came up, the plants were scorched, and they withered because they had no root. 7 Other seed fell among thorns, which grew up and choked the plants, so that they did not bear grain. 8 Still other seed fell on good soil. It came up, grew and produced a crop, multiplying thirty, sixty, or even a hundred times."</p>	<p>3 "Listen! A sower went out to sow. 4 And as he sowed, some seed fell along the path, and the birds came and devoured it. 5 Other seed fell on rocky ground, where it had not much soil, and immediately it sprang up, since it had no depth of soil; 6 and when the sun rose it was scorched, and since it had no root it withered away. 7 Other seed fell among thorns and the thorns grew up and choked it, and it yielded no grain. 8 And other seeds fell into good soil and brought forth grain, growing up and increasing and yielding thirtyfold and sixtyfold and a hundredfold."</p>

Mark 4¹³⁻²⁰		
GNB	NIV	RSV
<p>13 Then Jesus asked them, "Don't you understand this parable? How, then, will you ever understand any parable? 14 The sower sows God's message. 15 Some people are like the seeds that fall along the path; as soon as they hear the message, Satan comes and takes it away. 16 Other people are like the seeds that fall on rocky ground. As soon as they hear the message, they receive it gladly. 17 But it does not sink deep into them, and they don't last long. So when trouble or persecution comes because of the message, they give up at once. 18 Other people are like the seeds sown among the thorn bushes. These are the ones who hear the message, 19 but the worries about this life, the love for riches, and all other kinds of desires crowd in and choke the message, and they don't bear fruit. 20 But other people are like seeds sown in good soil. They hear the message, accept it, and bear fruit: some thirty, some sixty, and some one hundred."</p>	<p>13 Then Jesus said to them, "Don't you understand this parable? How then will you understand any parable? 14 The farmer sows the word. 15 Some people are like seed along the path, where the word is sown. As soon as they hear it, Satan comes and takes away the word that was sown in them. 16 Others, like seed sown on rocky places, hear the word and at once receive it with joy. 17 But since they have no root, they last only a short time. When trouble or persecution comes because of the word, they quickly fall away. 18 Still others, like seed sown among thorns, hear the word; 19 but the worries of this life, the deceitfulness of wealth and the desires for other things come in and choke the word, making it unfruitful. 20 Others, like seed sown on good soil, hear the word, accept it, and produce a crop--thirty, sixty or even a hundred times what was sown."</p>	<p>13 And he said to them, "Do you not understand this parable? How then will you understand all the parables? 14 The sower sows the word. 15 And these are the ones along the path, where the word is sown; when they hear, Satan immediately comes and takes away the word which is sown in them. 16 And these in like manner are the ones sown upon rocky ground, who, when they hear the word, immediately receive it with joy; 17 and they have no root in themselves, but endure for a while; then, when tribulation or persecution arises on account of the word, immediately they fall away. 18 And others are the ones sown among thorns; they are those who hear the word, 19 but the cares of the world, and the delight in riches, and the desire for other things, enter in and choke the word, and it proves unfruitful. 20 But those that were sown upon the good soil are the ones who hear the word and accept it and bear fruit, thirtyfold and sixtyfold and a hundredfold."</p>

(6 marks) AO1

(b) ***‘The Kingdom of God will never come.’***

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

Target: Evaluation of the Kingdom of God realised now and / or in the future

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

This is a true statement because it is almost 2000 years since Jesus said this and the Kingdom has not come / people do not understand what Jesus meant anymore / it is a teaching for his day and not ours / we do not believe in kingdoms of God / we have politicians / very few nations have kings and queens anymore / the world is still full of violence as it was in Jesus' day / there is still terrorism / there is no evidence or sign of a Kingdom of God / even the religions can't agree.

Other views

Jesus' existence shows that the kingdom has come / the miracles are signs of the kingdom / the survival of the Church despite centuries of persecution and war shows that the Kingdom has come / Jesus was seen by some as a king and is described today as a king / every time there is a good work the Kingdom is evidenced / some saw things like the NHS as another sign that the kingdom is coming / in any event the kingdom of God is not part of this earth / it is what comes after death / the messianic banquet image / the Kingdom of God is heaven.

(6 marks) AO2

(c) Explain what Jesus taught about wealth in Mark's Gospel.**Target: To demonstrate knowledge of Jesus teaching on wealth in Mark's Gospel**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Jesus taught that wealth can be a barrier to God / that wealth is not everything / that human wealth is not to be treasured above divine commands / that money is not important / that charity without counting the cost is good / self-sacrifice can be part of good use of wealth / pay to God what is God's / don't waste money.

Students may make reference to any or all of these texts in their answers:

The rich man and wealth Mark 10¹⁷⁻³¹

The widow at the treasury Mark 12⁴¹⁻⁴⁴

The anointing at Bethany Mark 14³⁻⁹ (discussion on the waste)

Paying taxes to Caesar Mark 12¹³⁻¹⁷

For Level 5 and Level 6 some correct reference to the text of Mark is necessary.

(6 marks) AO1

(d) 'Disciples of Jesus must be prepared to sacrifice everything.'

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

Target: Evaluation of self-sacrifice as part of discipleship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Jesus taught that the disciples had to give up everything / the first disciples did leave family / jobs to follow Jesus without question / when he sent them on a mission they were to take nothing with them / they were to give their whole lives to the mission / modern Christians like Sylvia Wright, Father Damien *et al.* and others have demonstrated true discipleship by giving up everything for their faith / reference may be made to monks and nuns / many Christians have given their lives as martyrs.

Other views

Jesus taught that discipleship was about loving God and loving your neighbour / modern Christians do not give up everything / it is too difficult in today's complex society / people who give up their job and family could be criticised / modern Christians regard themselves as proper disciples without this absolute level of self-sacrifice.

(6 marks) AO2

B6 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)