



*Rewarding Learning*

**General Certificate of Secondary Education  
2014**

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## **Religious Studies**

Paper 5

Christianity through a Study  
of the Gospel of Mark

**[GRS51]**

**THURSDAY 15 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions and Mark Grids

### Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

### AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

#### Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### Level 2 (Satisfactory) ([2]-[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### Level 3 (High) ([4]-[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]-[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]-[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]-[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]-[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]-[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## Section A

AVAILABLE  
MARKS

Answer **all** questions.

### 1 Jesus the miracle worker

- (a) (i) Simon Peter (chp 1 vs 30)  
(AO1) [1]
- (ii) Jairus (chp 5 vs 22)  
(AO1) [1]
- (iii) His friends (chp 2 vs 3)  
(AO1) [1]
- (iv) To drive the demon out of her daughter (chp 7 vs 26)  
(AO1) [1]
- (v) Man with an evil spirit (chp 1 vs 21–28)  
Man with a paralysed hand (chp 3 vs 1–6)  
(AO1) [1]
- (b) Answers may include:
- Healing stories offer encouragement to have faith.
  - It encourages people to show more care for others especially if they are sick or outcast in society.
  - The healing stories shows/proves Jesus is the Son of God.
  - Caring for the sick takes priority over the Sabbath rituals.
  - It may influence people to accept a vocation to the medical profession.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c) Answers may include:
- Jewish authorities were unhappy because he healed on the Sabbath.
  - Jesus forgave sins, Jews believed only God could do this.
  - Jesus healed people who were considered outcasts, e.g. Gentiles and sinners.
- On the other hand:
- Those who were healed were overjoyed.
  - The miracles led people to follow Jesus.
  - The miracles also pointed to the identity of Jesus.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

## 2 The Kingdom of God

AVAILABLE  
MARKS

- (a) (i) Good Teacher, what must I do to inherit eternal life? (chp 10 vs 17)  
(AO1) [1]
- (ii) The commandments/the Law (chp 10 vs 19)  
(AO1) [1]
- (iii) 'Go and sell all you have and give the money to poor'. (chp 10 vs 21)  
(AO1) [1]
- (iv) Camel  
(AO1) [1]
- (v) Eternal life  
(AO1) [1]

(b) Answers may include:

Agree:

- Many people today are obsessed with money and status.
- People with power can be very abusive and corrupt.
- Jesus teaches about the dangers of wealth and materialism.
- It is wrong to be rich when other people are poor and starving.

On the other hand:

- The key is to follow the greatest commandment- love God and love your neighbour. Wealth should never be a priority. You sometimes need wealth in order to help show love and care to your neighbour, e.g. donating to charities.
- Self sacrifice is not just about giving money to the poor, it is about investing your time properly in helping others.
- They must be willing to carry the cross, this means accepting all burdens and challenges which are placed on our paths. Wealthy people experience suffering also.
- Wealthy people can show mercy to others and work towards peace, fighting against injustice.
- The Church is rich but still faithful to Christ

Accept valid alternatives

Mark in levels

(AO2) [10]

15

### 3 Attitudes towards the Sabbath

AVAILABLE  
MARKS

(a) Answers may include:

- Sabbath is a day to worship God and a day of rest.
- God would prefer people to do good on the Sabbath for example putting the needs of people first rather than keeping the law.
- Jesus taught that people are more important than the law.
- The letter of the law is less important than the spirit of the law.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jews were very strict in adhering to the Law of Moses. The third Commandment states “keep holy the Sabbath day”.
- Jews believed that in keeping holy the Sabbath day they are showing special thanks to God for creating the world. God rested on the 7th day. Jews believed they should follow the example of God.
- It is part of Jewish tradition.
- It is the one day when the whole family came together to worship God.
- No work was allowed on this day.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

Agree:

- Christians should obey the commandments and keep holy the Sabbath day.
- God worked for 6 days and rested on the 7th – Christians should do the same.
- Sunday is the Sabbath day for Christians – a day to worship and spend time with family.
- Some people work Sundays as a way of making extra money – this can lead to greed which is unchristian. A desire to put money before God.

Disagree:

- As long as you take time to worship God it doesn't matter which day of the week it is.
- Some people have no choice but to work as their job involves saving lives, e.g. medical staff have to work Sundays.
- Some people may have to work on a Sunday in order to provide for their family, they may have no other choice.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 The death of Jesus

(a) Candidates should select and describe the main features of Mark 15: 6–20

AVAILABLE  
MARKS

<sup>6</sup> At every Passover Festival Pilate was in the habit of setting free any one prisoner the people asked for. <sup>7</sup> At that time a man named Barabbas was in prison with the rebels who had committed murder in the riot. <sup>8</sup> When the crowd gathered and began to ask Pilate for the usual favour, <sup>9</sup> he asked them, “Do you want me to set free for you the King of the Jews?” <sup>10</sup> He knew very well that the chief priests had handed Jesus over to him because they were jealous. <sup>11</sup> But the chief priests stirred up the crowd to ask, instead, for Pilate to set Barabbas free for them. <sup>12</sup> Pilate spoke again to the crowd, “What, then, do you want me to do with the one you call the King of the Jews?” <sup>13</sup> They shouted back, “Crucify him!” <sup>14</sup> But what crime has he committed?” Pilate asked. They shouted all the louder, “Crucify him!” <sup>15</sup> Pilate wanted to please the crowd, so he set Barabbas free for them. Then he had Jesus whipped and handed him over to be crucified. <sup>16</sup> The soldiers took Jesus inside to the courtyard of the governor’s palace and called together the rest of the company. <sup>17</sup> They put a purple robe on Jesus, made a crown out of thorny branches, and put it on his head. <sup>18</sup> Then they began to salute him: “Long live the King of the Jews!” <sup>19</sup> They beat him over the head with a stick, spat on him, fell on their knees, and bowed down to him. <sup>20</sup> When they had finished mocking him, they took off the purple robe and put his own clothes back on him. Then they led him out to crucify him.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

The chief priests and the elders are to blame:

- They initiated the plot against Jesus.
- They opposed Jesus throughout his ministry.
- They brought false evidence against Jesus.
- They found him guilty of blasphemy.
- They brought him before Pilate.
- They urged the people to free Barabbas.

On the other hand:

- Pilate passed the death sentence.
- The crowd chose Barabbas.
- Jesus went to his death according to the plan of God.
- Judas also shared the blame.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

15

**Section A**

**60**



## Section B

AVAILABLE  
MARKS

### Assessment of Spelling, Punctuation and Grammar

If the candidate does not answer the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

#### Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

#### Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

#### High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## 5 Jesus heals blind Bartimaeus

(a) Candidates should select and describe the main features of Mark 10:46–52

They came to Jericho, and as Jesus was leaving with his disciples and a large crowd, a blind beggar named Bartimaeus son of Timaeus was sitting by the road. <sup>47</sup> When he heard that it was Jesus of Nazareth, he began to shout, “Jesus! Son of David! Take pity on me!” <sup>48</sup> Many of the people scolded him and told him to be quiet. But he shouted even more loudly, “Son of David, take pity on me!” <sup>49</sup> Jesus stopped and said, “Call him.” So they called the blind man. “Cheer up!” they said. “Get up, he is calling you.” <sup>50</sup> He threw off his cloak, jumped up, and came to Jesus. <sup>51</sup> “What do you want me to do for you?” Jesus asked him. “Teacher,” the blind man answered, “I want to see again.” <sup>52</sup> “Go,” Jesus told him, “your faith has made you well.” At once he was able to see and followed Jesus on the road.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- Some were despised because they did not keep all the rules found in the oral and written law.
- Others were shunned because they worked for the Romans.
- Those with illness were excluded from society – people believed God was punishing them.
- Disabled men were not allowed into the men's part of the Temple.
- Jewish women did not have the same rights as men.
- Outcasts/sinners were seen to be unclean.
- Those who had diseases such as leprosy were avoided as they thought it was contagious.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

Agree

- Miracles do not happen today
- They are mythological stories
- We now look to medicine and doctors.

Disagree

- God can still heal
- The church has a healing ministry
- People still need healing.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 The Resurrection of Jesus

AVAILABLE  
MARKS

(a) Candidates should select and describe relevant sections from Mark 16:1–8

<sup>1</sup> After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices to go and anoint the body of Jesus. <sup>2</sup> Very early on Sunday morning, at sunrise, they went to the tomb. <sup>3–4</sup> On the way they said to one another, “Who will roll away the stone for us from the entrance to the tomb?” (It was a very large stone.) Then they looked up and saw that the stone had already been rolled back. <sup>5</sup> So they entered the tomb, where they saw a young man sitting on the right, wearing a white robe — and they were alarmed. <sup>6</sup> “Don’t be alarmed,” he said. “I know you are looking for Jesus of Nazareth, who was crucified. He is not here — he has been raised! Look, here is the place where they put him. <sup>7</sup> Now go and give this message to his disciples, including Peter: ‘He is going to Galilee ahead of you; there you will see him, just as he told you.’ ” <sup>8</sup> So they went out and ran from the tomb, distressed and terrified. They said nothing to anyone, because they were afraid.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- Jesus was alive, this gave the disciples hope for the future.
- It proved that Jesus really was the Messiah.
- They no longer had to be afraid.
- Jesus fulfilled the Old Testament scripture
- It gave them courage to be witnesses.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- You only need to follow the teachings of Jesus.
- There is no proof of the resurrection for, e.g. Jesus’ body may have been stolen.
- As long as you live your life like Jesus, you can be a Christian.

On the other hand:

- The resurrection story is central to the Christian faith.
- Without the resurrection Jesus’ life had no significance.
- The resurrection proves Jesus’ identity.
- The resurrection gives Christians something to live for.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

20

## 7 The Nature of Discipleship

(a) Candidates should select and describe the main features of Mark 14:66–72

Peter was still down in the courtyard when one of the High Priest’s servant women came by. <sup>67</sup> When she saw Peter warming himself, she looked straight at him and said, “You, too, were with Jesus of Nazareth.” <sup>68</sup> But he denied it. “I don’t know... I don’t understand what you are talking about,” he answered, and went out into the passageway. Just then a cock crowed. <sup>69</sup> The servant woman saw him there and began to repeat to the bystanders, “He is one of them!” <sup>70</sup> But Peter denied it again. A little while later the bystanders accused Peter again, “You can’t deny that you are one of them, because you, too, are from Galilee.” <sup>71</sup> Then Peter said, “I swear that I am telling the truth! May God punish me if I am not! I do not know the man you are talking about!” <sup>72</sup> Just then a cock crowed a second time, and Peter remembered how Jesus had said to him, “Before the cock crows twice, you will say three times that you do not know me.” And he broke down and cried.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- Making huge sacrifices, e.g. leaving family, friends or jobs
- They had put their lives at risk – e.g. threat of persecution.
- They encountered criticism from the Jewish authorities and Jewish people.
- They found it difficult to understand the teachings of Jesus.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Peter recognised the importance of Jesus.
- Peter’s weaknesses show that Christians do not have to be perfect to follow Jesus.
- Peter was a leader who always tried to do what was right.

On the other hand:

- Peter caved in under pressure.
- Peter lacked faith, e.g. calming of the storm
- Peter did not always understand the type of Messiah Jesus was.
- He was disloyal and denied Jesus three times.
- Peter was unable to practise what he preached.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

AVAILABLE  
MARKS