



Rewarding Learning

**General Certificate of Secondary Education
2015**

Religious Studies

Paper 5

Christianity through a Study
of the Gospel of Mark

[GRS51]

WEDNESDAY 13 MAY, AFTERNOON

**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

Answer **all** questions.

AVAILABLE
MARKS

1 Entry into Jerusalem

(a) (i) Donkey/colt
(AO1) [1]

(ii) Cloaks and branches/palms
(AO1) [2]

(iii) Hosanna/Praise God/Hallelujah
(AO1) [1]

(iv) Temple
(AO1) [1]

(b) Answers may include:

- Jesus was confirming that he was the Messiah.
- Jesus fulfilled Zechariah's prophecy.
- Jesus confirmed that he was a humble servant by riding a colt.
- It is important as the crowds believed Jesus to be the Messiah by placing cloaks and palm branches on the ground.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- King David was regarded as the greatest king of Israel.
- Jews expected the Messiah would be a descendent of King David.
- When people used this title for Jesus they believed him to be the Messiah, e.g. Entry into Jerusalem, healing of Bartimaeus.

On the other hand:

- Jesus calls himself by other titles, e.g. Son of Man.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

2 Discipleship

- | | | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Lake Galilee
(AO1) | [1] |
| (ii) | Simon, Peter, Andrew, James or John
(AO1) | [2] |
| (iii) | Tax Collector
(AO1) | [1] |
| (iv) | He denied Jesus three times
Accept valid alternatives
(AO1) | [1] |

(b) Answers may include:

- People can show they are Christian through their everyday work, e.g. nurses, teachers.
- Some dedicate themselves by being ministers, priests, missionaries.
- Jesus gave his followers two commandments to love God and love your neighbour. Most people find this easy to follow.

On the other hand:

- It can be difficult due to temptations which young people face today, e.g. drink, drugs
- It can be hard due to peer pressure, e.g. people may laugh at you being a witness to Christ.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 The Last Supper

AVAILABLE
MARKS

(a) Answers should include a description of Mark 14: 20-26

²⁰ “It is one of the Twelve,” he replied, “one who dips bread into the bowl with me. ²¹ The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born.” ²² While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, “Take it; this is my body.” ²³ Then he took a cup, and when he had given thanks, he gave it to them, and they all drank from it. ²⁴ “This is my blood of the[a] covenant, which is poured out for many,” he said to them. ²⁵ “Truly I tell you, I will not drink again from the fruit of the vine until that day when I drink it new in the kingdom of God.” ²⁶ When they had sung a hymn, they went out to the Mount of Olives.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- The disciples knew someone was going to betray Jesus.
- Jesus announces his death.
- Jesus gives a new meaning to the Passover.
- It was to be the final meal Jesus would have with his disciples.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- The death of Jesus is what the Christian faith is based on.
- The death of Jesus fulfils all prophecies.
- Jesus often spoke about his death – He expected to die.

On the other hand:

- The miracles are important events which show who Jesus was.
- The stories and parables are also important as they give guidance on how people should live their lives.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

4 Parable

AVAILABLE
MARKS

- (a) Answers should select and describe the main features of Mark 4:13-20
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.”

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- Parables were a traditional Jewish teaching method and expressed complicated spiritual truths about the Kingdom of God in everyday language.
- They were based on common everyday situations, e.g. sowing seeds; losing something valuable.
- Stories are easy for people to understand and remember.

On the other hand:

- Sometimes the meaning is not clear and therefore people will not listen to the story.
- The true message may be lost if the story is adapted to modern day scenarios.

Accept valid alternatives

Mark in levels
(AO2)

[10]

15

Section A

60

Section B

AVAILABLE
MARKS

Assessment of Spelling, Punctuation and Grammar

If the answer does not address 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 Miracles

- (a) Answers should include a description of Mark 2: 1-12

A few days later Jesus went back to Capernaum, and the news spread that he was at home. ² So many people came together that there was no room left, not even out in front of the door. Jesus was preaching the message to them ³ when four men arrived, carrying a paralysed man to Jesus. ⁴ Because of the crowd, however, they could not get the man to him. So they made a hole in the roof right above the place where Jesus was. When they had made an opening, they let the man down, lying on his mat. ⁵ Seeing how much faith they had, Jesus said to the paralysed man, “My son, your sins are forgiven.”

⁶ Some teachers of the Law who were sitting there thought to themselves, ⁷ “How does he dare talk like this? This is blasphemy! God is the only one who can forgive sins!”

⁸ At once Jesus knew what they were thinking, so he said to them, “Why do you think such things? ⁹ Is it easier to say to this paralysed man, ‘Your sins are forgiven,’ or to say, ‘Get up, pick up your mat, and walk’? ¹⁰ I will prove to you, then, that the Son of Man has authority on earth to forgive sins.” So he said to the paralysed man, ¹¹ “I tell you, get up, pick up your mat, and go home!”

¹² While they all watched, the man got up, picked up his mat, and hurried away. They were all completely amazed and praised God, saying, “We have never seen anything like this!”

Mark in levels
(AO1)

[5]

(b) Answers may include:

- Faith was demanded by Jesus from the person who was being healed, e.g. the healing of Jairus' daughter
- It was an opportunity to meet both spiritual and physical needs of the person, e.g. healing of the paralysed man.
- Jesus showed compassion for the sick, e.g. the leper.
- Jesus showed that religious regulation should not come before the welfare of the sick.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Miracles are seen as supernatural events by some.
- Miracles cannot be proven with certainty.
- Science can offer explanations for what some perceive as miracles.

On the other hand:

- People with faith will always perceive miracles as the work of God.
- Many people have claimed to have experienced miracles in their lives.
- Some healings cannot be explained by science.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

6 Discipleship

AVAILABLE
MARKS

(a) Answers should include a description of Mark 10: 35-45

³⁵ Then James and John, the sons of Zebedee, came to Jesus. “Teacher,” they said, “there is something we want you to do for us.”

³⁶ “What is it?” Jesus asked them.

³⁷ They answered, “When you sit on your throne in your glorious Kingdom, we want you to let us sit with you, one at your right and one at your left.”

³⁸ Jesus said to them, “You don’t know what you are asking for. Can you drink the cup of suffering that I must drink? Can you be baptised in the way I must be baptised?”

³⁹ “We can,” they answered.

Jesus said to them, “You will indeed drink the cup I must drink and be baptised in the way I must be baptised. ⁴⁰ But I do not have the right to choose who will sit at my right and my left. It is God who will give these places to those for whom he has prepared them.”

⁴¹ When the other ten disciples heard about it, they became angry with James and John. ⁴² So Jesus called them all together to him and said, “You know that those who are considered rulers of the heathen nations have power over them, and their leaders have complete authority. ⁴³ This, however, is not the way it is among you. If one of you wants to be great, you must be the servant of the rest; ⁴⁴ and if one of you wants to be first, you must be the slave of all. ⁴⁵ For even the Son of Man did not come to be served; he came to serve and to give his life to redeem many people.”

Mark in levels
(AO1)

[5]

(b) Answers may include:

- The widow was an example of what it means to be generous.
- The widow had sacrificed two copper coins – she had given all she had to God.
- Jesus wants his followers to follow the example of the widow.
- People are measured by their faith not by their wealth.

Mark in levels
(AO1)

[5]

(c) Answers may include:

- Being a follower means following the example of Jesus.
- Jesus put others first, e.g. feeding the 5000, healing Bartimaeus.
- Jesus said “love your neighbour as yourself”.

On the other hand:

- Sacrificing family, friends and wealth is also important.
- Prayer is an important characteristic of being a follower of Jesus.
- Celebrating the Eucharist is fulfilling Jesus’ request “do this in remembrance of me”.

Accept valid alternatives
Mark in levels
(AO2)

[10]

20

7 Death of Jesus

(a) Answers should include a description of Mark 14: 53-65

⁵³ Then Jesus was taken to the High Priest’s house, where all the chief priests, the elders, and the teachers of the Law were gathering. ⁵⁴ Peter followed from a distance and went into the courtyard of the High Priest’s house. There he sat down with the guards, keeping himself warm by the fire. ⁵⁵ The chief priests and the whole Council tried to find some evidence against Jesus in order to put him to death, but they could not find any. ⁵⁶ Many witnesses told lies against Jesus, but their stories did not agree. ⁵⁷ Then some men stood up and told this lie against Jesus: ⁵⁸ “We heard him say, ‘I will tear down this Temple which men have made, and after three days I will build one that is not made by men.’” ⁵⁹ Not even they, however, could make their stories agree.

⁶⁰ The High Priest stood up in front of them all and questioned Jesus, “Have you no answer to the accusation they bring against you?”

⁶¹ But Jesus kept quiet and would not say a word. Again the High Priest questioned him, “Are you the Messiah, the Son of the Blessed God?”

⁶² “I am,” answered Jesus, “and you will all see the Son of Man seated at the right side of the Almighty and coming with the clouds of heaven!”

⁶³ The High Priest tore his robes and said, “We don’t need any more witnesses! ⁶⁴ You heard his blasphemy. What is your decision?”

They all voted against him: he was guilty and should be put to death.

⁶⁵ Some of them began to spit on Jesus, and they blindfolded him and hit him. “Guess who hit you!” they said. And the guards took him and slapped him.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- Jesus was a religious threat, e.g. he claimed to be the Messiah.
- Jesus was a political threat, e.g. he could cause a rebellion as there were many who were ready to follow him.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include an argument which includes any of the following and the part they played in the death of Jesus:

- The disciples
- Judas
- Jewish leaders
- Pilate
- The crowd
- God
- Caiaphas

Accept valid alternatives

Mark in levels
(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

**AVAILABLE
MARKS**