



*Rewarding Learning*

**General Certificate of Secondary Education  
2016**

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## **Religious Studies**

Paper 5

Christianity through a Study  
of the Gospel of Mark

**[GRS51]**

**WEDNESDAY 18 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**

Answer **all** questions.

**AVAILABLE  
MARKS**

**1 Baptism of Jesus**

**(a) (i)** John the Baptist (1:9)  
(AO1) [1]

**(ii)** Jordan (1:9)  
(AO1) [1]

**(iii)** The heavens opened.  
Spirit came down as a dove.  
God spoke.  
(AO1) [3]

**(b)** Answers may include:  
• It marked the beginning of Jesus' mission  
• It was Jesus dedicating himself to God  
• Jesus was showing His approval to the act of baptism.  
Accept valid alternatives  
Mark in levels  
(AO1) [5]

**(c)** Answers may include:  
• By being baptised the Christian is following the example of Jesus  
• It unites the Christian with other Christians  
• Baptism washes away all sin.  
  
On the other hand:  
• You can be a follower of Jesus without being baptised  
• Not all denominations practise baptism, e.g. Salvation Army  
Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

## 2 Kingdom of God

- |         |   | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Under a bowl/bed (4:21)<br>(AO1)  | [1]             |
| (ii)    | Mustard Seed (4:31)<br>(AO1)  | [1]             |
| (iii)   | Heart<br>Soul<br>Mind<br>(AO1)  | [3]             |
| (b)     | Answers may include: <ul style="list-style-type: none"><li>• Christians donate money to organisations which help those in need, e.g. Trócaire, Concern</li><li>• Christians give up their time to help others, e.g. Food Banks, visiting the elderly</li><li>• Christians follow Jesus' teaching to 'love one another'</li><li>• By loving your neighbour Christians know that they will gain entry into the Kingdom of God.</li></ul> <p>On the other hand:</p> <ul style="list-style-type: none"><li>• It is not always easy to help those we do not like or those who have done something to hurt us</li><li>• It is hard to love people we do not know.</li></ul> <p>Accept valid alternatives<br/>Mark in levels<br/>(AO2)</p> | [10]            |
|         |   | 15              |

### 3 Transfiguration

AVAILABLE  
MARKS

- (a) Candidates should select and describe the main features of Mark 9: 3–13.

4 Then the three disciples saw Elijah and Moses talking with Jesus. 5 Peter spoke up and said to Jesus, “Teacher, how good it is that we are here! We will make three tents, one for you, one for Moses, and one for Elijah.” 6 He and the others were so frightened that he did not know what to say.

7 Then a cloud appeared and covered them with its shadow, and a voice came from the cloud, “This is my own dear Son—listen to him!” 8 They took a quick look around but did not see anyone else; only Jesus was with them.

9 As they came down the mountain, Jesus ordered them, “Don’t tell anyone what you have seen, until the Son of Man has risen from death.”

10 They obeyed his order, but among themselves they started discussing the matter, “What does this ‘rising from death’ mean?” 11 And they asked Jesus, “Why do the teachers of the Law say that Elijah has to come first?”

12 His answer was, “Elijah is indeed coming first in order to get everything ready. Yet why do the Scriptures say that the Son of Man will suffer much and be rejected? 13 I tell you, however, that Elijah has already come and that people treated him just as they pleased, as the Scriptures say about him.”

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- Jesus wanted to show Himself as being an ordinary man
- The Son of Man was a title to hide Jesus’ Messianic secret
- Jesus used this title to explain his death, ministry and Ascension.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

- (c) Answers may include:

- Reference may be made to any title, e.g. Son of God, Messiah, Christ, Son of David and explain their original meaning and relevance for today.

On the other hand:

- Christians may not fully understand why Jesus used each of his titles
- As the bible was written 2000 years ago it has little relevance for people in the 21st century.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

15

**4 Christian Discipleship**

**AVAILABLE  
MARKS**

**(a)** Candidates should select and describe the main features of Mark 6: 1–6

1 Jesus left that place and went back to his hometown, followed by his disciples. 2 On the Sabbath he began to teach in the synagogue. Many people were there; and when they heard him, they were all amazed. “Where did he get all this?” they asked. “What wisdom is this that has been given him? How does he perform miracles? 3 Isn’t he the carpenter, the son of Mary, and the brother of James, Joseph, Judas, and Simon? Aren’t his sisters living here?” And so they rejected him.

4 Jesus said to them, “Prophets are respected everywhere except in their own hometown and by their relatives and their family.”

5 He was not able to perform any miracles there, except that he placed his hands on a few sick people and healed them. 6 He was greatly surprised, because the people did not have faith.

Mark in levels  
(AO1)

[5]

**(b)** Agree

- Sunday is the only day for families to spend quality time together
- Some jobs require people to work on a Sunday, e.g. the emergency services
- The Catholic Church has a vigil mass on a Saturday evening. Therefore Catholics are not required to attend Church on a Sunday
- Christians can worship God any day of the week – it doesn’t have to be a Sunday.

On the other hand:

- The creation story states that God rested on the 7th day – Christians must do the same
- Christians should obey the commandment to keep holy the Sabbath day
- Jesus rose from the dead on a Sunday so Christians should celebrate this.

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) Candidates should select and describe the main features of Mark 9:14–29

<sup>14</sup> When they joined the rest of the disciples, they saw a large crowd around them and some teachers of the Law arguing with them. <sup>15</sup> When the people saw Jesus, they were greatly surprised, and ran to him and greeted him. <sup>16</sup> Jesus asked his disciples, “What are you arguing with them about?” <sup>17</sup> A man in the crowd answered, “Teacher, I brought my son to you, because he has an evil spirit in him and cannot talk. <sup>18</sup> Whenever the spirit attacks him, it throws him to the ground, and he foams at the mouth, grits his teeth, and becomes stiff all over. I asked your disciples to drive the spirit out, but they could not.” <sup>19</sup> Jesus said to them, “How unbelieving you people are! How long must I stay with you? How long do I have to put up with you? Bring the boy to me!” <sup>20</sup> They brought him to Jesus. As soon as the spirit saw Jesus, it threw the boy into a fit, so that he fell on the ground and rolled around, foaming at the mouth. <sup>21</sup> “How long has he been like this?” Jesus asked the father. “Ever since he was a child,” he replied. <sup>22</sup> “Many times the evil spirit has tried to kill him by throwing him in the fire and into water. Have pity on us and help us, if you possibly can!” <sup>23</sup> “Yes,” said Jesus, “if you yourself can! Everything is possible for the person who has faith.” <sup>24</sup> The father at once cried out, “I do have faith, but not enough. Help me have more!” <sup>25</sup> Jesus noticed that the crowd was closing in on them, so he gave a command to the evil spirit. “Deaf and dumb spirit,” he said, “I order you to come out of the boy and never go into him again!” <sup>26</sup> The spirit screamed, threw the boy into a bad fit, and came out. The boy looked like a corpse, and everyone said, “He is dead!” <sup>27</sup> But Jesus took the boy by the hand and helped him rise, and he stood up. <sup>28</sup> After Jesus had gone indoors, his disciples asked him privately, “Why couldn’t we drive the spirit out?” <sup>29</sup> “Only prayer can drive this kind out,” answered Jesus; “nothing else can.”

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- Jesus was a compassionate person who did not like to see people suffering, e.g. Feeding the 5000
- Jesus wanted to improve the quality of people's lives, e.g. the Leper, Woman who was bleeding
- Christians follow Jesus' example by choosing careers such as nursing.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians today believe that miracles are possible but they cannot be expected
- Many people show they have faith to go to places such as Lourdes in the hope they receive healing
- Jesus prayed after he fed the 5000. For Christians prayer is a vital part of their faith
- Some miracles which occur today cannot be explained by science.

On the other hand:

- Miracles do not happen in the 21st century
- Science can explain most 'miracles' today.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 Death of Jesus

AVAILABLE  
MARKS

- (a) Candidates should select and describe the main features of Mark 15: 1–15

Early in the morning the chief priests met hurriedly with the elders, the teachers of the Law, and the whole Council, and made their plans. They put Jesus in chains, led him away, and handed him over to Pilate. <sup>2</sup> Pilate questioned him, “Are you the king of the Jews?” Jesus answered, “So you say.” <sup>3</sup> The chief priests were accusing Jesus of many things, <sup>4</sup> so Pilate questioned him again, “Aren’t you going to answer? Listen to all their accusations!” <sup>5</sup> Again Jesus refused to say a word, and Pilate was amazed.

### Jesus Is Sentenced to Death

<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, that Pilate 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.

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- Pilate questioned Jesus twice asking him to ‘listen to their accusations.’
- After Jesus did not answer Pilate was ‘amazed’
- Pilate knew the Chief Priests had handed Jesus over because they were jealous
- Pilate gave the people the choice to free Jesus.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Agree

- To be a good Christian one must follow Jesus' command to love our neighbour
- Helping others donating to charity etc does not involve suffering
- God would not allow suffering to his followers.

On the other hand:

- When faced with difficulties Christians look at Jesus' obedience to God
- Jesus suffering on the cross gives Christians comfort when they are going through hardship and challenges in their own lives
- Jesus' death on the cross was to save us from sin as he gave his life as a ransom for many.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 7 Discipleship

(a) Candidates should select and describe the main features of Mark 11:15–19

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.

19 When evening came, Jesus and his disciples left the city.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Discipleship means making material sacrifices
- Jesus' followers must put others before themselves
- Christians must be prepared 'to take up their cross' i.e. be prepared to die for their faith
- Jesus expects Christians to publicly declare their faith in him as He will be 'ashamed of him....'

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- When we see injustice in the world we have a right to be angry as it isn't fair
- Jesus was angry when he saw the traders taking advantage of others in the temple.

On the other hand:

- Jesus taught us to love our neighbour and being angry is not showing our love
- Anger can lead to other things, e.g. violence
- Being angry about not getting what we want is wrong when we should be thinking about other people's needs.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**Section B**

**SPaG**

**Total**

**AVAILABLE  
MARKS**

20

**40**

**5**

**105**