



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE
In Religious Studies (1RA0/4A)
Paper 4: Area of Study 4 – Textual Studies
Option 4A: Mark's Gospel

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 1RA0_4A_1806_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 4: Textual Studies 4A – Mark’s Gospel Mark Scheme - 2018

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • It shows that Peter might have been a source for Mark's Gospel (1) • Jairus demonstrates faith in Jesus (1) • It shows Jesus has power over death (1) • It reinforces the idea of the Messianic Secret (1) • The story points to Jesus' resurrection (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It shows Jesus to be the Messiah (1) it had been predicted in the Old Testament that the Messiah would go to the temple (1) • Jesus' words in the temple show his message is not just for the Jews (1) the temple should be a 'house of prayer for all nations' (Mark 11:17) (1) • Mark uses the incident to offer a motive why the Jewish authorities wanted to kill Jesus (1) and this brings him closer to his arrest and death (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • It is a title used for the Messiah (1) and it reveals he is both human and divine (1) it was used in the Old Testament, in Daniel's vision one like son of man is given God's authority (Daniel 7:13) (1) • It was the title Jesus used of himself (1) unlike the term Messiah which had political meaning for many at the time (1) only at his trial before the High Priest did he accept he was the Messiah (Mark 14:62) (1) • The title Son of Man emphasises Jesus' humanity (1) and makes his rejection, suffering and death more real (1) this links with the idea of the Suffering Servant in Isaiah 53 (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Only someone with God's powers could defy the laws of nature and create enough food for five thousand from so little: 'taking the five loaves and two fish looking up to heaven' (Mark 6:41); so Jesus must be divine to be able to do so • There are many links in Mark's account to the Old Testament emphasising that Jesus is the Messiah; such as the link with manna and the Moses tradition; the people at the time of Jesus were expecting a Messiah like Moses, this miracle shows Jesus to be that person • Jesus performs other nature miracles; so there is more evidence than just this one occasion; as these events either suspended or surpassed the normal order of life, they must be due to the activity of God. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Non-religious people would argue the event can be explained in other ways; the people brought their own food out of hiding, therefore it is not valid evidence for Jesus being the Son of God • Such stories are not meant to prove that Jesus was the Son of God; for some Christians it is the message of caring for and sharing with others that is important not its historical validity • No one event proves Jesus' divinity and Mark did not intend this to be the case as the opening words of the Gospel indicate: 'The beginning of the good news about Jesus the Messiah, the Son of God' (Mark 1:1); it was through his whole life and teachings that Jesus is seen as the Son of God, not through one miracle. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including references to sources of wisdom and authority. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including references to sources of wisdom and authority. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgments of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgments of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The responsibility is on the people to hear the message (1) • A deep rooted faith is needed to be a disciple (1) • A true disciple cannot be too interested in worldly goods (1) • Evil can prevent discipleship (1) • The Kingdom of God is the reward of discipleship (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Being a disciple means giving up everything (1) Jesus told the young man to sell everything and follow him (Mark 10:21) (1) • A disciple needs to keep the Commandments (1) but Jesus told the man more than this is required (1) • It involves total commitment (1) Jesus said those that leave their homes and families to follow him will be rewarded (Mark 10:21) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <p>Dietrich Bonhoeffer</p> <ul style="list-style-type: none"> • Bonhoeffer made a stand in the name of Jesus against the Nazi regime (1) he was willing to die for his beliefs and was executed by Nazis (1) 'when Christ calls a man, he bids him come and die' (Bonhoeffer, The Cost of Discipleship) (1) • Bonhoeffer escaped Germany but returned to resist the Nazis (1) He sacrificed his own comfort to stand as a witness of Jesus (1) 'let him deny himself and take up the cross and follow me.' (Mark 8:34) (1) • He was imprisoned for his faith (1) he said that true discipleship can involve great sacrifices; (1) 'let him deny himself and take up the cross and follow me.' (Mark 8:34) (1). <p>Accept any other valid response.</p> <p>Oscar Romero</p> <ul style="list-style-type: none"> • Oscar Romero was called to follow Jesus' example and became a figure of hope in El Salvador (1) he believed that the poorest of the poor should experience the kingdom of God (1) 'it is not God's will for some to have everything and others not' (Oscar Romero) (1) • Oscar made a stand in the name of Jesus against injustice (1) he was executed for his beliefs (1) 'let him deny himself and take up the cross and follow me.' (Mark 8:34) (1) • He was prepared to speak out against the government (1) for the poor in society, who were unable to do so (1) 'the ones who have a voice must speak for those who are voiceless' (Oscar Romero Trust) (1). 	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Accept any other valid response.

Mother Teresa

- Mother Teresa devoted her whole life to showing love of others in the name of Jesus (1) by helping those who were unloved by the rest of society (1) which is following Jesus' commandment to 'love your neighbour' (Mark 12:31) (1)
- Mother Teresa is a great example of the self- sacrifice that is involved in following Jesus (1) she dedicated the whole of her life to the service of others and God (1) 'let him deny himself and take up the cross and follow me.' (Mark 8:34) (1)
- Mother Teresa inspired others to become disciples (1) and to serve Jesus (1) and others 'let him deny himself and take up the cross and follow me.' (Mark 8:34) (1).

Accept any other valid response.

Question number	Indicative content	Mark
2(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2 Arguments for this statement:</p> <ul style="list-style-type: none"> • Women played an important role in Jesus' ministry; even though women at the time were low down in the social order Jesus chose a woman (Mark 7:24-30) as an example of one who trusted in God • It is the women that demonstrate faith and love towards Jesus through the anointing of Jesus before his death; so showing they recognise Jesus as the Anointed One, unlike the male disciples who just criticise their actions • Women were the first witnesses to the resurrection; they stayed constant witnesses when the disciples did not and therefore are an example of the strength and courage needed to be a disciple. <p>Arguments against this statement:</p> <ul style="list-style-type: none"> • Jesus did not call women to be amongst his twelve disciples and so entrusted men with the responsibility of spreading the Gospel and announcing the Kingdom of God (Mark 1:14-20) • At the key events in Jesus' life male disciples are instrumental and women are not mentioned; at the transfiguration only the male disciples are present and understand the true nature of Jesus • Jesus emphasised the dignity and vocation of women but he knowingly called men as his Apostles; today it is through the apostolic tradition that the words of Jesus are passed on to each new generation of Christians. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including references to sources of wisdom and authority. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including references to sources of wisdom and authority. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgments of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgments of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.