

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

Unit **B583**: Christian Scriptures 1 (Mark)

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

The following annotations are available on SCORIS:

| Annotation | Meaning |
|---|--|
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |
|  | Benefit of the doubt |
|  | No benefit of doubt given |
|  | Correct point |
|  | Incorrect point |
|  | Unclear |
|  | Accurate language |
|  | Attempts evaluation |
|  | Development |
|  | Irrelevant, a significant amount of material that does not answer the question |
|  | Too vague |

Subject-specific Marking Instructions**General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, ie no reference is made at this stage to the quality of the written communication
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

AO1 part (d) question

| | |
|--------------------------------------|---|
| <p>Level 3 5–6</p> | <p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation |
| <p>Level 2 3–4</p> | <p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation |
| <p>Level 1 1–2</p> | <p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive |
| <p>Level 0 0</p> | <p>No evidence submitted or response does not address the question.</p> |

AO2 part (e) question

| | | | |
|--|--|--------------------------------------|--|
| <p>Level 4 10–12</p> | <p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly <p>Few, if any errors in spelling, grammar and punctuation</p> | <p>Level 2 4–6</p> | <p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail. • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately <p>There may be errors in spelling, grammar and punctuation</p> |
| <p>Level 3 7–9</p> | <p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly <p>There may be occasional errors in spelling, grammar and punctuation</p> | <p>Level 1 1–3</p> | <p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms <p>Errors of grammar, punctuation and spelling may be intrusive</p> |
| | | <p>Level 0 0</p> | <p>No evidence submitted or response does not address the question.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 1 | (a) | <p>Responses might include, in quotation or paraphrase, one from:</p> <ul style="list-style-type: none"> • <i>His clothes became white</i> • Dazzling white • whiter than anyone could bleach them <p>1 mark for response.</p> | 1 | |
| | (b) | <p>Responses might include :</p> <ul style="list-style-type: none"> • Moses • Elijah <p>1 mark for each response.</p> | 2 | |
| | (c) | <p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • Peter said to Jesus “Rabbi, it is good for us to be here. Let us put up three shelters – one for you, one for Moses and one for Elijah. • He did not know what to say they were so frightened. <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p> | 3 | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The story is an important one in the gospel because the person of Jesus becomes transfigured and the disciples witness the whole event. Elijah and Moses, figures from the Old Testament, representing Prophets and the Law, appear and are seen talking with Jesus. Showing Jesus to be the continuation of the Prophets and the Law.</p> <p>Peter's reaction proves that the disciples were frightened by the events. God speaks and acknowledges Jesus as his Son (as in Jesus' baptism).</p> <p>As they came down the mountain, Jesus said to the disciples to tell no one what they have seen. The event is a significant one in terms of revealing the identity of Jesus and continuing the theme of the Messianic Secret which is specific to Mark's gospel.</p> | 6 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>It might be argued, from evidence in the set texts, that the disciples were weak in faith. Evidence to support arguments might be selected from the Calming the Storm, Transfiguration, the Last Supper, the healing of the boy with an evil spirit, Jesus' arrest or, their failure to understand Jesus' references to rising from the dead etc.</p> <p>Some candidates might give specific examples of disciples who failed Jesus eg Judas or Peter.</p> <p>However, it might be argued that it was not weakness in faith but a failure to understand. They did not fully understand Jesus and in spite of the miracles he performed, the events they witnessed and his teaching, they did not guess at his true identity.</p> <p>Some other arguments might be that the disciples gave up their livelihoods and families to follow Jesus. Peter said 'We have left everything to follow you.' And Jesus promised them reward, 'a hundred times'. Some might argue that the disciples showed loyalty to Jesus and did their best to learn and understand his teaching. After Jesus' death they preached the good news.</p> | 12 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|----------|
| 2 | (a) | <p>Responses might be one from:</p> <ul style="list-style-type: none"> The room was crowded/full Many people were gathered in the room. <p>1 mark for response.</p> | 1 | |
| | (b) | <p>Responses might include:</p> <ul style="list-style-type: none"> They went up on to the roof and made an opening They lowered the man into the room. <p>1 mark for each response.</p> | 2 | |
| | (c) | <p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> Jesus told the man his sins were forgiven The teachers of the law thought Jesus was blaspheming They thought 'Who can forgive sins but God alone?' <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p> | 3 | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The Pharisees and most ` Jews considered sick people to be sinners and outcasts being punished by God. To them, it was blasphemy for Jesus to appear to be speaking or acting as God.</p> <p>Jesus knew what they were thinking in their hearts, and he said to them “Why are you thinking these things? Which is easier to say to the paralytic, ‘Your sins are forgiven’ or to say ‘Get up, take up your mat and walk’?” Jesus’ answer to the criticism might have upset the Pharisees because he was accusing them of not believing that a sick man could be forgiven/cured. Their lack of faith is contrasted with the faith of the man and his friends.</p> <p>Also Jesus said, ‘But that you may know the Son of Man has authority on earth to forgive sins...’ He said to the paralytic, “I tell you, get up, take your mat and go home.” He used the title ‘Son of Man’ which might have made them think he was claiming to be the Messiah. They may also have been jealous of his success in healing the man and that everyone was amazed.</p> | 6 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The answer might be based solely on the healing of the paralysed man or range wider to include other miracles in the set text. Some candidates might refer to miracles outside of Mark's gospel.</p> <p>Arguments in support of the statement might be reinforced by evidence from the text/stories studied that there are difficulties in understanding the miracles.</p> <p>To understand the healing miracles it is necessary to understand the Jewish belief of the connection between sickness and sin. What was seen to be demon possession might have been mental illness. Candidates might discuss different views on the psychological reasons for the healings.</p> <p>Or, the nature miracles seem to be impossible acts but there have been attempts to find logical explanations.</p> <p>However, a balanced view might be that all Christian teaching Mark's gospel is full of dramatic miracle stories which might be taken as proof of Jesus identity as Son of God and the purpose of the gospel is to show this, so Christians and even non-Christians do not experience difficulties. For some, it is a matter of faith, part of Christian belief to accept the miracles.</p> | 12 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|----------|
| 3 | (a) | <p>Response might be one from:</p> <ul style="list-style-type: none"> • Simon • The home of Simon • Simon, the leper <p>1 mark for response.</p> | 1 | |
| | (b) | <p>Responses might include:</p> <ul style="list-style-type: none"> • She broke/opened a jar of very expensive perfume (ointment) (pure nard) • She poured the perfume on his head <p>1 mark for each response.</p> | 2 | |
| | (c) | <p>Responses might include, in quotation or paraphrase:</p> <p>They said</p> <ul style="list-style-type: none"> • 'Why this waste of perfume? • It could have been sold for more than a year's wages • and the money given to the poor.' • They rebuked the woman harshly. <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p> | 3 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Jesus asked some of those present, 'Why are you bothering her? She has done a beautiful thing to me.' Anointing was usually reserved for a King appointed by God, so the woman was acknowledging Jesus as a significant figure.</p> <p>He also said, 'the poor would always be with you' implying that there would be many opportunities to help the poor... 'But you will not always have me.' Predicting his death.</p> <p>He said she poured perfume on his body to prepare him for his burial, which was a Jewish custom (the women went to the tomb to anoint Jesus' dead body). Jesus praised the woman and also said that what the woman had done would be told in memory of her, 'wherever the gospel is preached throughout the world', and so this story appears in Mark's gospel.</p> | 6 | |

| Question | Answer | Marks | Guidance |
|----------|---|-----------|----------|
| (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>There might be a wide range of approaches to this question, all equally valid.</p> <p>Some candidates might point out that Jesus' teaching in the anointing at Bethany was that his death was more important than anything else eg more important than helping the poor. Examples, from the gospel, where he predicts his death also seem to bear this out.</p> <p>Also the crucifixion of Jesus is a long dramatic passage which appears to be the climax of some of the themes in Mark eg Old Testament prophecy, the messianic secret. Jesus' identity is revealed. The burial is also a detailed passage.</p> <p>In comparison, in the discovery of the empty tomb, in the shorter ending, the fact of the resurrection is not really established.</p> <p>A balanced view, with examples, might be that all the events in Mark's gospel are equally important and the healing miracles and ministry of Jesus carry a more significant message than the manner of his cruel death.</p> | 12 | |
| | Total | 48 | |

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