



**General Certificate of Secondary Education  
June 2012**

**Religious Studies**

**405005**

**Specification A**

**Unit 5      *St Mark's Gospel***

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

Levels of response marking requires a quite different approach from the examiner than traditional 'point for point' marking. It is essential that the **whole response is read** and allocated to the level it **best fits**.

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

## Assessment of Quality of Written Communication

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

**Students will be given credit for reference to diversity in belief and practice within Christianity.**

**PART A**

**A1 Background to Mark's Gospel and Discipleship**

- (a) 'Mark 1<sup>1</sup> is the perfect introduction to the Gospel.'**

***What do you think? Explain your opinion.***

**Target: To evaluate the importance of the beginning of the Gospel**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Students may include some of the following points:**

The verse gives the message that Jesus is Messiah (Christ) / at once it emphasises that Jesus is sent by God / it gives the information that the book contains good news / reference to Jesus as Son of God / leaves the reader in no doubt / the person of Christ

The phrase Son of God is disputed / no mention of the birth as in other Gospels / nothing on Jesus' early life / writer assumes that 'gospel' is understood and agreed with.

**(3 marks) AO2**

- (b) Give two possible sources of Mark's Gospel.**

**Target: To demonstrate knowledge of the sources of Mark's Gospel**

Peter / other disciples / eyewitnesses / Mark's own evidence if he was the young man Gethsemane / divine inspiration / oral tradition / other written documents.

1 mark for each correct point.

**(2 marks) AO1**

- (c) ***Explain how the incident of the calming of the storm helps Christians face persecution.***

**Target:** To demonstrate knowledge of the incident of the calming of the storm and how it may help persecuted Christians

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Students may include some of the following points:**

Persecution can bring fear / anger / death and injury / the incident demonstrates that the disciples were saved even though they had little faith / Christians can have faith that Jesus will save them in the face of persecution / Jesus is with them / God understands what we are going through.

Max Level 1 for only retelling the story.

**(3 marks) AO1**

**(d) ‘The disciples make good role models for persecuted Christians.’**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.***

**Target: To evaluate whether the disciples are good role models for persecuted Christians**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Students may include some of the following points:**

**Agree**

The disciples gave up everything for faith / left families / work / followed Jesus around / tried to live up to his teaching / showed faith at times e.g. calming of storm / went out to preach and teach / tried to heal / later as apostles they maintained and spread the faith despite being persecuted / martyred themselves / they were able to demonstrate self sacrifice / take risks / they are good examples of God's power at work.

**Other views**

They showed fear and lack of faith in the calming of the storm / James and John wanted to be the most important / they did not always understand Jesus' teaching / the disciples ran away when Jesus was arrested / they were not there at the crucifixion / they were told off by Jesus at the Commission for their incredulity / Peter denied Jesus / Judas handed him over / they did not believe reports of the resurrection

The emphasis here is on 'role model', not necessarily persecution.

**(6 marks) AO2**

**A2 Discipleship**

- (a) *Jesus sent his twelve disciples out on a mission. Explain what he told them to do.***

**Target: To demonstrate knowledge of the mission of the Twelve**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Students may include some of the following points:**

Take nothing except a staff / no bread / no bag / no money / wear sandals / not an extra tunic / stay in a house / if not welcome shake the dust off their feet as they leave / gave them authority over evil spirits.

**(3 marks) AO1**

- (b) *How did the rich man react at the end of his conversation with Jesus?***

**Target: To demonstrate knowledge of the incident of the rich young man and Jesus**

**Students may include some of the following points:**

Face fell / went away / was sad / did not follow Jesus.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**



(c) ***‘The demands of Christian discipleship are too great.’***

***Do you agree? Give reasons for your answer, showing that have thought about more than one point of view. Refer to Mark’s Gospel in your answer.***

**Target: To evaluate the demands of Christian discipleship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Students may include some of the following points:****Agree**

Disciples have to make sacrifices / people leave their homes / families / religious men and women give up their lives / people are martyred / many of the early disciples were martyred / people sometimes have to give up work / in parts of the world it is dangerous to claim to be a Christian / people have been imprisoned because of their faith / can affect family life.

**Other views**

The rewards of discipleship were outlined by Jesus / people will receive more than they give up / there is the promise of eternal life / it gives people a way of life / you can learn a great deal / it gives a faith in the future / it offers guidance on how to live / can support families / the disciples were forgiven when they failed / Christians are forgiven when they fail.

**(6 marks) AO2****A3 Jesus the Miracle Worker and Teacher****(a) Describe what the disciples did in the story of Jesus feeding the 5000.****Target: To demonstrate knowledge of the incident of the feeding of the 5000**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Students may include some of the following points:**

Spoke to Jesus / said it would cost 200 denarii = 8 months of a man's wages (NIV) = 200 silver coins (GNB) / found 5 loaves / two fish / sat the people in rows / groups of 100 and 50 / distributed the bread and fish / filled 12 baskets of leftovers.

**(3 marks) AO1**

- (b) ***Explain why Jesus told the disciples to tell no-one about him after Peter called him the (Christ) Messiah?***

**Target:** To demonstrate knowledge and understanding of the historical context of Jesus' life

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Students may include some of the following points:**

Could have led to charges of blasphemy / could have been in trouble with the religious leaders / claim to be God not allowed / could have been seen as politically dangerous with the Romans / people would have the wrong expectation that Jesus would be a military Messiah / messianic secret needed to be preserved / Jesus wanted to be a peaceful Messiah / disciples might get the wrong idea / too soon – the mission was not finished / wanted people to have faith in him, not just because they thought he was the Messiah.

**(4 marks) AO1**

(c) ***‘Jesus taught more about God through miracles than through parables.’***

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.***

**Target: To evaluate whether miracles or parables teach more about God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Students may include some of the following points:**

**Agree**

The miracles taught about God's power / people could see the change in those cured / they caused amazement in the crowds / they met the physical and spiritual needs of those who experienced a miracle / they were a dramatic demonstration of God's presence / they were a sign that in the Kingdom of God there would be no suffering / changed people's lives forever.

**Other views**

Miracles are too easily questioned / some people don't believe that miracles happen any more / the parables are easy to remember / neither helps today because they are out of date / the parables relate to everyday life situations / parables easy to repeat / parables can be updated / why did only some people have a miracle happen to them? / the miracles are enacted parables / the parables were hard to understand, e.g. the disciples and the sower.

**(6 marks) AO2**

**A4 The Ministry and Person of Jesus**

**(a) Explain what Christians learn about Jesus from the story of his baptism.**

**Target: To demonstrate understanding of Jesus' baptism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Students may include some of the following points:**

Jesus is the Son of God / the voice proves that Jesus is the Son of God / the dove is an indicator of the Holy Spirit / the Holy Spirit is with him / he is beginning his ministry publically / the water is a sign of cleanliness / the water indicates the power of God in history and Jesus is part of this / Jesus had authority.

If the story is just told with no interpretation Level 1.

**(3 marks) AO1**

- (b) **Name the two Old Testament leaders who appeared at the transfiguration and briefly explain their importance.**

**Target: To demonstrate knowledge and understanding of the transfiguration**

Moses

Represented the law / the Exodus / salvation. Accepted prophet on the basis that Jesus was described as a prophet like Moses.

Elijah

Represented the prophets / will come before the Messiah.

The appearance of both shows the three disciples that Jesus is not Elijah or Moses.

1 mark for each name and 1 for correct statement of importance.

**(4 marks) AO1**

- (c) **'The transfiguration did not happen.'**

**What do you think? Explain your opinion.**

**Target: To evaluate the credibility of the transfiguration story**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Students may include some of the following points:**

Such things do not happen today / how could Jesus glow white and not be harmed? / there is no evidence outside the Bible for it / it has been exaggerated / it is made up just to make Jesus look important / better understood as a vision / allegory / symbolic story than as an event / illusion

There were witnesses / the early Church did not question this event / it is a sign of God's power / even if it happened after the resurrection and has been moved it fits with Jesus as supernatural / Jesus was the Messiah / it is just another miracle / it is important in ensuring that the disciples understood who Jesus was so God made it happen / fulfilled the prophecies.

Max Level 1 if the candidate only retells the story.

**(3 marks) AO2**

**PART B****B5 Jesus' Relationship with Others**

- (a) **Give an account of the healing of the man with a paralysed (withered) hand.**

**Target: To demonstrate knowledge of the healing of the man with the paralysed hand**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

<b>Mark 3<sup>1-6</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><sup>1</sup> Then Jesus went back to the synagogue, where there was a man who had a paralysed hand. <sup>2</sup> Some people were there who wanted to accuse Jesus of doing wrong; so they watched him closely to see whether he would heal the man on the Sabbath. <sup>3</sup> Jesus said to the man, "Come up here to the front." <sup>4</sup> Then he asked the people, "What does our Law allow us to do on the Sabbath? To help or to harm? To save someone's life or to destroy it?"</p> <p>But they did not say a thing. <sup>5</sup> Jesus was angry as he looked round at them, but at the same time he felt sorry for them, because they were so stubborn and wrong. Then he said to the man, "Stretch out your hand." He stretched it out, and it became well again.</p>	<p><sup>1</sup> Another time Jesus went into the synagogue, and a man with a shrivelled hand was there. <sup>2</sup> Some of them were looking for a reason to accuse Jesus, so they watched him closely to see if he would heal him on the Sabbath. <sup>3</sup> Jesus said to the man with the shrivelled hand, "Stand up in front of everyone."</p> <p><sup>4</sup> Then Jesus asked them, "Which is lawful on the Sabbath: to do good or to do evil, to save life or to kill?" But they remained silent. <sup>5</sup> He looked around at them in anger and, deeply distressed at their stubborn hearts, said to the man, "Stretch out your hand." He stretched it out, and his hand was completely restored.</p>	<p><sup>1</sup> Again he entered the synagogue, and a man was there who had a withered hand. <sup>2</sup> And they watched him, to see whether he would heal him on the sabbath, so that they might accuse him. <sup>3</sup> And he said to the man who had the withered hand, "Come here." <sup>4</sup> And he said to them, "Is it lawful on the sabbath to do good or to do harm, to save life or to kill?" But they were silent. <sup>5</sup> And he looked around at them with anger, grieved at their hardness of heart, and said to the man, "Stretch out your hand." He stretched it out, and his hand was restored.</p>

**(6 marks) AO1**

**(b) 'Without faith there cannot be healing.'**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.***

**Target: To evaluate the role of faith in healing**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



**Students may include some of the following points:****Agree**

In most of the miracles in Mark there is faith by someone / Jairus had faith / the woman with a haemorrhage had faith / the Greek woman had faith / Jesus said 'Your faith has healed you' / in modern times some believe that if the ill person has faith in the doctors they will get better / some have tried to research this / many people pray when they are ill, demonstrating faith and asking God for healing / there are lots of examples of faith healers around the world.

**Other views**

In the story of the man with the withered hand there is no evidence of him having faith / healing can take place just with drugs and medicine / there is no proof of the link between faith and healing / it is dangerous to think that you can get better just with faith because you might turn away life-saving drugs / some people with faith are not cured.

**(6 marks) AO2**

- (c) ***Describe the conversation which took place when Jesus was asked if it was right to pay taxes to Caesar.***

**Target: To demonstrate knowledge of the question of paying taxes to Caesar**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

<b>Mark 12<sup>15-17</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<sup>15</sup> "Why are you trying to trap me? Bring a silver coin, and let me see it." <sup>16</sup> They brought him one, and he asked, "Whose face and name are these?" "The Emperor's," they answered. <sup>17</sup> So Jesus said, "Well, then, pay the Emperor what belongs to the Emperor, and pay God what belongs to God."	<sup>15</sup> "Why are you trying to trap me?" he asked. "Bring me a denarius and let me look at it." <sup>16</sup> They brought the coin, and he asked them, "Whose image is this? And whose inscription?" "Caesar's," they replied. <sup>17</sup> Then Jesus said to them, "Give back to Caesar what is Caesar's and to God what is God's."	<sup>15</sup> "Why put me to the test? Bring me a coin, and let me look at it." <sup>16</sup> And they brought one. And he said to them, "Whose likeness and inscription is this?" They said to him, "Caesar's." <sup>17</sup> Jesus said to them, "Render to Caesar the things that are Caesar's, and to God the things that are God's."

**(6 marks) AO1**

**(d) ‘Violent protest is the only way to get things changed.’**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.***

**Target: To evaluate the effectiveness of violent protest**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Students may include some of the following points:**

**Agree**

Many rebellious people think this / the Zealots in Jesus' day believed this / Jesus had at least one Zealot in the disciples / Judas' motivation may have been to put Jesus into violent conflict with the authorities / Jesus himself seems to have used force in clearing the Temple of the traders.

**Other views**

Many protesters believe that non-violent action is the way / Jesus did not resist the authorities violently / he taught a message of peace / there are many examples of Christians and non Christians who have followed this example: Gandhi, Martin Luther King, James Mawdsley and others / violent protest can do more harm than good and people can be injured or die / one of two greatest commandments tells people to love their neighbour as themselves / recent political violence as a means of achieving change.

**(6 marks) AO2**

**B6 Jesus' Suffering, Death and Resurrection****(a) Give an account of Jesus' entry into Jerusalem.****Target: To demonstrate knowledge of the text of Jesus' entry into Jerusalem**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

<b>Mark 11<sup>7-10</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<sup>7</sup> They brought the colt to Jesus, threw their cloaks over the animal, and Jesus got on. <sup>8</sup> Many people spread their cloaks on the road, while others cut branches in the fields and spread them on the road. <sup>9</sup> The people who were in front and those who followed began to shout, "Praise God! <sup>10</sup> God bless him who comes in the name of the Lord! God bless the coming kingdom of King David, our father! Praise God!"	<sup>7</sup> When they brought the colt to Jesus and threw their cloaks over it, he sat on it. <sup>8</sup> Many people spread their cloaks on the road, while others spread branches they had cut in the fields. <sup>9</sup> Those who went ahead and those who followed shouted, "Hosanna!" " Blessed is he who comes in the name of the Lord!" <sup>10</sup> "Blessed is the coming kingdom of our father David!" "Hosanna in the highest heaven!"	<sup>7</sup> And they brought the colt to Jesus, and threw their garments on it; and he sat upon it. <sup>8</sup> And many spread their garments on the road, and others spread leafy branches which they had cut from the fields. <sup>9</sup> And those who went before and those who followed cried out, "Hosanna! Blessed is he who comes in the name of the Lord! <sup>10</sup> Blessed is the kingdom of our father David that is coming! Hosanna in the highest!"

**(6 marks) AO1**

**(b) ‘Pilate had to sentence Jesus to death.’**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.***

**Target: To evaluate Pilate’s responsibility for the death of Jesus**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Students may include some of the following points:**

**Agree**

Pilate had a duty to maintain order / Pilate knew that there would be trouble / he may have heard of Jesus as a religious teacher not a rebel against Rome / he knew that the Jewish leaders wanted him dead / Jesus admitted to nothing / he knew that there was malice in the Jewish leaders against Jesus / he asked the crowd calling for Jesus' death: what wrong he had done? / he satisfied the mob rather than make a judgement / part of God's plan.

**Other views**

Pilate should not have gone with preference / if he believed Jesus to be innocent his duty was to release him / Pilate was just weak in the face of potential violence / we cannot know what Pilate wanted in himself / if he had not wanted Jesus crucified he should have conducted a proper trial and listened to the witnesses.

Do not credit: washing of hands and his wife's dream (not Markan).

**(6 marks) AO2**

**(c) Describe the burial arrangements made after Jesus' death according to Mark.****Target: To demonstrate knowledge of the text of Mark's Gospel**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

<b>Mark 15<sup>42-47</sup></b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<sup>42-43</sup> It was towards evening when Joseph of Arimathea arrived. He was a respected member of the Council, who was waiting for the coming of the Kingdom of God. It was Preparation day (that is, the day before the Sabbath), so Joseph went boldly into the presence of Pilate and asked him for the body of Jesus. <sup>44</sup> Pilate was surprised to hear that Jesus was already dead. He called the army officer and asked him if Jesus had been dead a long time. <sup>45</sup> After hearing the officer's report, Pilate told Joseph he could have the body. <sup>46</sup> Joseph bought a linen sheet, took the body down, wrapped it in the sheet, and placed it in a tomb which had been dug out of solid rock. Then he rolled a large stone across the entrance to the tomb.	<sup>42</sup> It was Preparation Day (that is, the day before the Sabbath). So as evening approached, <sup>43</sup> Joseph of Arimathea, a prominent member of the Council, who was himself waiting for the kingdom of God, went boldly to Pilate and asked for Jesus' body. <sup>44</sup> Pilate was surprised to hear that he was already dead. Summoning the centurion, he asked him if Jesus had already died. <sup>45</sup> When he learned from the centurion that it was so, he gave the body to Joseph. <sup>46</sup> So Joseph bought some linen cloth, took down the body, wrapped it in the linen, and placed it in a tomb cut out of rock. Then he rolled a stone against the entrance of the tomb.	<sup>42</sup> And when evening had come, since it was the day of Preparation, that is, the day before the Sabbath, <sup>43</sup> Joseph of Arimathea, a respected member of the council, who was also himself looking for the kingdom of God, took courage and went to Pilate, and asked for the body of Jesus. <sup>44</sup> And Pilate wondered if he were already dead; and summoning the centurion, he asked him whether he was already dead. <sup>45</sup> And when he learned from the centurion that he was dead, he granted the body to Joseph. <sup>46</sup> And he bought a linen shroud, and taking him down, wrapped him in the linen shroud, and laid him in a tomb which had been hewn out of the rock; and he rolled a stone against the door of the tomb.

**(6 marks) AO1**

**(d) ‘Jesus could have avoided being crucified.’**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.***

**Target: To evaluate the inevitability of the crucifixion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



**Students may include some of the following points:**

**Agree**

Jesus did not have had to go through the pain of crucifixion / he could have continued his work / the disciples could have had more time to understand the message / he could have helped more sick people / he could have avoided going to Jerusalem and stayed around Galilee / he became mixed up in the political issues of the day when that was not his main purpose / he could have kept silent at his trial / could have escaped from Gethsemane.

**Other views**

Jesus predicted that it would happen / Jesus had no choice really / Gethsemane shows this / it is all part of God's plan / there was a need for a blood sacrifice / it was only if he died that the resurrection could take place / salvation comes from his death / the world would have to take notice of someone who rose from the dead but crucifixion just made him another dead teacher / without the crucifixion the disciples would never have been able to face what they later faced / he was a role model for persecuted Christians / his mother would not have had to suffer the anguish of her son dying in that way.

**(6 marks) AO1**

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