



**General Certificate of Secondary Education  
2011**

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## **Religious Studies**

**Paper 5**

**Christianity through a Study  
of the Gospel of Mark**

**[GRS51]**

**MONDAY 23 MAY, MORNING**

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# **MARK SCHEME**

## Foreword

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The purpose of mark schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

## 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 Discipleship

(a) (i) Answers may include two of the following:

- Peter/Simon
- Andrew
- James
- John.

(AO1)

[1]

(ii) Answers may include:

- Levi/Matthew.

(AO1)

[2]

(iii) Answers may include:

- follower of Jesus.

Accept valid alternatives

(AO1)

[1]

(iv) Jesus praised the widow because she gave all that she had to live on. She showed total commitment and trust in God.

Accept valid alternatives

(AO1)

[1]

(b) Answers may include:

- true disciples will be willing to make sacrifices in life in order to follow Christ
- a willingness to listen and understand
- acceptance of challenges and sorrow – a willingness to carry one's cross
- disciples need to be patient and determined
- disciples will confess their faith and love for Christ
- put the needs of others before your own needs
- to show love and care for your neighbour
- a disciple will have humility
- disciples must show faith and trust at all times.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians are too concerned about what others think
- Christianity is not considered to be fashionable or cool in the 21st century
- Christians are influenced by celebrities and pop stars more so than religion and faith
- Christians are ashamed because of the recent abuses within the Christian church
- Christians are ashamed in case they may be attacked for having certain religious beliefs, i.e. sectarianism
- recent fall in numbers attending public worship is a sign that Christians are ashamed to share their faith.

On the other hand:

- Christians may use symbols to display their beliefs and to share their faith with others, i.e. crucifix worn as a piece of jewellery
- Christians may put up religious images or symbols in their homes in order to share their faith with others
- Christians actively take part in and support Christian charities in order to share their faith with others
- Christians actively do good deeds for others – loving thy neighbour is a sign of sharing the faith.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**2 Baptism and Identity****(a) (i)** Answers may include:

- camel hair tunic
- leather belt.

(AO1)

[1]

**(ii)** River Jordan.

(AO1)

[1]

**(iii)** "You are my own dear Son, I am pleased with you."

Accept valid alternatives as translations vary

(AO1)

[1]

**(iv)** 40 days.

(AO1)

[1]

**(v)** Satan/The Devil.

(AO1)

[1]

**(b)** Answers may include:

- people should not be forced into a religion
- believer's/adult baptism is more fulfilling as it is based on personal choice and so this would highlight a stronger faith and belief
- Jesus waited until he was older before being baptised and therefore we should follow the example of Christ. Children and infants are too young to make choices for themselves; they should wait until they are adults
- only people who are interested in Christian beliefs will become baptised, this makes religion more meaningful
- there are many people who are baptised Christians and do not lead Christian lives, this is mainly because they had no choice in becoming a Christian.

On the other hand:

- children are too young to make a personal choice and so it is essential that parents make an informed choice for them so they can begin their new life with God from the moment they are born
- infant baptism is essential; it washes away original sin which all children are born with
- it allows children to begin their new life as a member of the Christian community
- it is a public sign that the child will be raised in a Christian environment
- a way of giving thanks to God for the gift of new life
- child initiated into the Covenant of Abraham.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 Jesus the Miracle Worker

- (a) Candidates should select and describe from the main events of Mark 6:37–44

“You yourselves give them something to eat,” Jesus answered. They asked, “Do you want us to go and spend two hundred silver coins on bread in order to feed them?” So Jesus asked them, “How much bread have you got? Go and see.” When they found out, they told him, “Five loaves and also two fish.” Jesus then told his disciples to make all the people divide into groups and sit down on the green grass. So the people sat down in rows, in groups of a hundred and groups of fifty. Then Jesus took the five loaves and the two fish, looked up to heaven, and gave thanks to God. He broke the loaves and gave them to his disciples to distribute to the people. He also divided the two fish among them all. Everyone ate and had enough. Then the disciples took up twelve baskets full of what was left of the bread and the fish. The number of men who were fed was 5,000.

Mark in levels  
(AO1)

[5]

- (b) Answer may include:

- all miracles are a sign of God’s power and love, Jesus is identified as the Son of God
- in the miracle stories he is presented as a Saviour, e.g. Calming of the Storm
- in the healing miracles Jesus is identified as a healer, one who shows compassion and love. Jesus also raises a sick child from the dead he is identified as being all powerful
- in the paralysed man, Jesus shows that as a Son of man he has power to forgive sins and heal
- when Jesus drives out demons, he is identified as a messiah, however, he wants to keep it a secret and silences the demons
- Jesus was seen to be a wonder worker – engaging and overcoming the powers of nature.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- faith is always necessary for healing
- in the Gospel we can see that every time Jesus healed someone it was their faith in him that made them well. Refer to different stories from Mark's Gospel when faith was shown before a miracle took place, e.g. woman with a haemorrhage showed faith and her faith saved her
- prayer strengthens a person's belief allowing miracles to happen
- people have faith in medical staff today that they know what they are doing when we are in their care.

On the other hand:

- miracles strengthen faith, therefore it has to happen first and then a person will trust and have faith
- people today require proof in order to have faith
- people find it hard to have faith in a world of suffering and strife
- some may find it hard to accept that miracles happen and consider it to be luck or a coincidence
- many Christians believe miracles are possible but they cannot be expected. Having lots of faith does not mean miracles always happen.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 The Kingdom of God

- (a) Candidates may select and describe the main events from Mark 10:17–21:

As Jesus was starting on this way again, a man ran up, knelt before him, and asked him, “Good Teacher, what must I do to receive eternal life?” “Why do you call me good?” Jesus asked him. “No one is good except God alone. You know the commandments: ‘Do not commit murder; do not commit adultery; do not steal; do not accuse anyone falsely; do not cheat; respect your father and your mother.’”

“Teacher,” the man said, “ever since I was young, I have obeyed all these commandments.” Jesus looked straight at him with love and said, “You need only one thing. Go and sell all you have and give the money to the poor, and you will have riches in heaven; then come and follow me.” When the man heard this, gloom spread over his face, and he went away sad, because he was very rich.

Mark in levels  
(AO1)

[5]

- (b) Answers may include:

- Christians should as they are expected to die or face persecution for their beliefs in Christ just like the first Christians – to carry the cross
- Christians today do not face the same hardships as the early Christians
- Jesus explained that discipleship involves making sacrifices, costs
- forget (deny) self – put the needs of others first
- there are many Christians who have shown that it is not impossible to give up all and risk their lives for faith
- a readiness to give up material possessions and family. Priests, ministers and missionary workers give up all in order to live out their vocation.

On the other hand:

- Jesus' teaching on the cost of discipleship is hard to apply in today's world
- society today has caused changes in the attitude of people. Most people like to know what they will get in return for giving up their time, money, etc.
- Christians today rely too much on material possessions and so are unable to make such sacrifices
- Christians today have become very cynical and are not willing to devote time and energy into something they doubt
- Christians who devote their life to Christ do not have to give up everything. Priests and ministers spend time with family and own possessions.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**Section A**

AVAILABLE  
MARKS

15

**60**

## Section B

AVAILABLE  
MARKS

## 5 Trials of Jesus

- (a) Candidates may select and describe the main features from Mark 14:53–65

Then Jesus was taken to the High Priest's house, where all the chief priests, the elders and the teachers of the Law were gathering. Peter followed from a distance and went into the courtyard of the High Priest's house. There he sat down with the guards, keeping himself warm by the fire. The chief priests and the whole Council tried to find some evidence against Jesus in order to put him to death, but they could not find any. Many witnesses told lies against Jesus, but their stories did not agree.

Then some men stood up and told this lie against Jesus: "We heard him say, 'I will tear down this Temple which men have made, and after three days I will build one that is not made by men.' "

Not even they, however, could make their stories agree.

The High Priest stood up in front of them all and questioned Jesus, "Have you no answer to the accusation they bring against you?" But Jesus kept quiet and would not say a word. Again the High Priest questioned him, "Are you the Messiah, the Son of the Blessed God?" "I am," answered Jesus, "and you will all see the Son of Man seated on the right of the Almighty and coming with the clouds of heaven!" The High Priest tore his robes and said, "We don't need any more witnesses! You heard his blasphemy. What is your decision?"

They all voted against him: he was guilty and should be put to death. Some of them began to spit on Jesus, and they blindfolded him and hit him. "Guess who hit you!" they said. And the guards took him and slapped him.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- he broke the Jewish law, e.g. he healed on the Sabbath; he touched outcasts
- he was not the political leader they expected as seen in the way he entered Jerusalem
- he took an interest in all people and not just Jews.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- yes, he was as he found Jesus not guilty, but had him executed in order to keep the peace
- Mark's Gospel portrays Pilate as being weak as he gave in to the crowd. He was the leader and therefore it was up to him to make the decision, and so it is Pilate that is to blame
- had he been a stronger leader he would have set Jesus free. Pilate ultimately had the final say and so is very much to blame
- to release Jesus would have been likely to cause a riot; Pilate could have lost control of the city, and possibly the province.

On the other hand:

- Pilate had no choice, he was trying to protect his province
- the chief priests and Jewish leaders are to blame as they plotted to kill Jesus from the very beginning of Mark's Gospel
- the chief priests and teachers of the law instigated the whole trial, it was them who made false accusations and brought him to Pilate
- Jesus himself is to blame as he could have defended himself, however, he knew his fate and remained obedient to his Father
- the crowd is to blame as they shouted "Crucify him". They had a choice to set Jesus free but instead chose Barabbas – a terrorist
- Pilate is not to blame as he put the final decision to the crowd who were stirred by the chief priests and Jewish elders.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Sabbath**

(a) Candidate may select and describe the main events from Mark 3:1–6

Then Jesus went back to the synagogue, where there was a man who had a paralysed hand. 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. Jesus said to the man, "Come up here to the front." 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?" But they did not say a thing. 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. So the Pharisees left the synagogue and met at once with some members of Herod's party, and they made plans to kill Jesus.

Mark in levels  
(AO1)

[5]

(b) Answers may include:

- they differed over their interpretation of the Jewish Law
- Jesus criticised the oral traditions of the Pharisees
- the Pharisees created 39 Sabbath prohibitions – things not allowed to do on the Sabbath. These laws were very strict
- the Pharisees came into conflict with Jesus as they believed he was breaking their Sabbath Laws – oral tradition and so preventing the coming of the Kingdom
- Jesus believed that Sabbath was made for the good of man; man was not made for the Sabbath. Therefore it is better to help someone in need on the Sabbath rather than obey the Sabbath Law which counted healing and helping as work
- Jesus believed the Torah was intended to give glory to God and to help humans. Saving lives was more important than just an action to prevent death; it was about enabling someone to enjoy life to the full
- Jesus believed by healing the man he was fulfilling the Torah.

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) Answers may include:

- Christians today are not doing enough to care for the oppressed and outcast as poverty worldwide has increased
- there have been reports of an increase in the number of racial attacks in Northern Ireland towards foreign nationals
- Christians can be very self-centred, especially in a corrupt and materialistic society
- there are many Christians who would walk by people living homeless on the streets and not consider ways in which they could help.

On the other hand:

- Christians today have followed the example of Christ by caring for the sick, poor and needy
- some Christians devote their lives to working with the poor in a developing country, as an aid worker in a refugee camp, e.g. nurse or doctor
- Christians take gap years to do voluntary work in poverty stricken areas
- organisations such as L'Arche, care for those who have disabilities and NI hospice for terminally ill
- Christians may ensure that companies follow disability regulations by ensuring all needs are catered for
- organisations have been set up to help people who suffer from drug and alcohol abuse
- Christians may take care when buying products in supermarkets that they are fair trade and avoid products that exploit the poor
- Christians support outcasts and oppressed through constant prayer
- Christians support charities such as Trocaire, Christian Aid, Salvation Army, to help support those suffering poverty
- during Lent Christians practise the teachings of Jesus from Matthew's Gospel on prayer, fasting and giving alms.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 Burial and Death of Jesus**

- (a) Candidates may select and describe the main events from mark 15:42–47

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. 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. After hearing the officer's report, Pilate told Joseph he could have the body. 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. Mary Magdalene and Mary the mother of Joseph were watching and saw where the body of Jesus was placed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Christians believe the death of Jesus was part of God's plan to save the human race. Jesus could have avoided the crucifixion but chose not to
- Christians receive hope when reflecting on the suffering and death of Jesus and accept that they too, like Jesus, will have to suffer and die
- they believe they may enter heaven even if they have sinned because Jesus' death was a ransom for many. He suffered and died to save us from sin
- Jesus' suffering and death bridges the gap between God and the human race and it reconciles human beings with the Father. Removes the barrier and enables Christians to grow closer to God
- it is important as it is a sign of Jesus' self-giving love, this is comforting for all Christians giving them both strength and courage
- Christians believe that Jesus conquered evil, and in his self-sacrifice, love conquered hate. His ministry may appear to have ended in failure but Jesus' death on the cross proclaims victory
- the crucifixion is a sign of God's love. "God so loved the world that He gave His only Son, that whoever believes in Him shall never perish but have eternal life"
- suffering important as Jesus suffered, he is the best person to turn to and rely on when we are suffering.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- “He has risen”, are the most important words as it announces to all Christians that death is not the end, there is life after death
- Jesus conquered death through his resurrection
- “He has risen”, means Jesus did not cease to exist when he died. Christians believe that when they die they will not cease to exist. They believe there will be life in heaven for those who love and serve Jesus
- the words “he has risen” are proof that Jesus was resurrected from the dead which is at the heart of the Christian faith. If Jesus did not rise from the dead we would have no foundation for belief
- it is proof that Jesus was who he said he was – the Messiah, the Son of God, and that everything he said was true
- Christians believe that it is God’s guarantee that, as he had raised Jesus to life, so too he would raise his people to life as well.

On the other hand:

- “He has risen” are not the most important words as there is no proof to suggest that he had
- Mark ends his Gospel abruptly chapter 16 verse 8. Mark does not actually record resurrection appearances of Jesus and so these possibly could have been made up by someone else in order to give Mark’s Gospel a more interesting ending
- the teachings and work of Jesus is what is most important to Christians as they are examples of how God wants us to live on earth
- loving God and loving your neighbour are the most important words in Mark’s Gospel as it is relevant to daily life
- the words of the Last Supper, “This is my body and this is my blood, do this in memory of me”, are more important for Christians because Jesus has requested that we continue this action in memory of his sacrificial death.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

20

**Section B**

**40**

**Total**

**100**