



General Certificate of Secondary Education
2013

Religious Studies

Paper 5

Christianity through a Study of the
Gospel of Mark

[GRS51]

MARK SCHEME

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses of 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 The Trials of Jesus

- (a) (i) Jerusalem.
(AO1) [1]
- (ii) Barabbas.
(AO1) [1]
- (iii) To crucify him/kill him.
(AO1) [1]
- (iv) The chief priests and elders/religious leaders.
(AO1) [1]
- (v) Passover.
(AO1) [1]
- (b) Answers may include:
There were certain rules which had to be followed for a trial and it seems that these rules were broken at the trials of Jesus:
- a court was usually not held in high priest's house
 - trials which could result in an execution could not take place at night
 - witnesses at the trial had to agree – they did not at Jesus' trial
 - Jesus had no time to arrange a proper defence
 - at a proper trial the judge does not offer a choice of prisoners to be released. Nor is he influenced by the crowds
 - Pilate knew Jesus was innocent yet he had him flogged and crucified without making it clear why he was sentencing him. The words on the cross did not explain the offence.
- Accept valid alternatives
Mark in levels
(AO1) [5]

(c) Answers may include:

- suffering plays a major role in the importance of Jesus' life because Christians see the suffering of Jesus as part of God's plan to save the human race
- Jesus could have avoided suffering but chose not to do so
- Jesus' suffering expresses his humanity and obedience to God. He is a role model
- Jesus' suffering and death is the ultimate sacrifice no other sacrifice can compare
- Jesus' suffering and death atones for sins. It is a sign of God's love.

On the other hand:

- there are many things/events which contribute to the importance of Jesus' life
- Jesus rising from the dead is the most important event in the gospel
- Jesus had the ability to overpower nature; he also performed many healing miracles, e.g. the paralysed man
- Jesus was a great teacher and preacher, he always led by example
- many people admired Jesus' life before he even had to suffer.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 The Transfiguration

- | | | AVAILABLE MARKS |
|---|------|-----------------|
| <p>(a) (i) At the top of a high mountain.
Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(ii) Answers may include:
• His clothes were dazzling white.
Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iii) Answers may include:
• Moses
• Elijah.
(AO1)</p> | [1] | |
| <p>(iv) Three tents.
Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iii) Answers may include:
• James
• John.
(AO1)</p> | [1] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • God answers prayers and people communicate with God through prayers • people continue to read the Bible which is the word of God • people attend regular Church services to praise and worship God • people experience visions and miracles. <p>On the other hand:</p> <ul style="list-style-type: none"> • many people have become atheists and do not believe in God • a loving and compassionate god would not allow suffering or evil in the world • society has become secularised • negative peer pressure. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [10] | 15 |

3 The Garden of Gethsemane**(a)** Answers may include:

- Jesus is tempted to give in to the Temptation of not fulfilling God's will
- Jesus' humanity is revealed through prayer – asking God for help
- Jesus shows that he is frightened and is seeking comfort from his father
- Jesus shows that he is obedient to his father by accepting his will
Jesus calls God "abba" which means daddy showing the humanity of Jesus
- Jesus begs his friends/disciples to keep watch – seeking comfort and security
- Jesus is upset when he finds the disciples asleep – he expresses that he has sorrow in his heart.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- disciples were afraid to lose their leader
- disciples wanted to stay awake but their bodies were too weak and they let Jesus down
- it was difficult for the disciples as they did not want to see their master/friend to show fear and anxiety
- the disciples were afraid that they too might be arrested and face death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- yes Jesus was arrested and put to death
- the disciples deserted him
- Jesus has to suffer a lot of pain
- the Romans remained in power.

On the other hand:

- Jesus conquered death through his resurrection
- Jesus established his universal Church
- Jesus foretold his death and resurrection.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Discipleship

- (a) Candidates should select and describe the main features of Mark 3:13–19.

¹³Then Jesus went up a hill and called to himself the men he wanted. They came to him, ¹⁴and he chose twelve, whom he named apostles. “I have chosen you to be with me,” he told them. “I will also send you out to preach, ¹⁵and you will have authority to drive out demons.”

¹⁶These are the twelve he chose: Simon (Jesus gave him the name Peter); ¹⁷James and his brother John, the sons of Zebedee (Jesus gave them the name Boanerges, which means “Men of Thunder”); ¹⁸Andrew, Philip, Bartholomew, Matthew, Thomas, James son of Alphaeus, Thaddaeus, Simon the Patriot, ¹⁹and Judas Iscariot, who betrayed Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- yes if they are willing to show commitment and obedience to Christ
- discipleship requires making sacrifices; people today make sacrifices on a daily basis to help the needs of others
- people today that carry out missionary work are disciples as they have received specific training as well as devoting their time and energy to carry out God’s work
- people receive a call to become a disciple both in Baptism and also in Confirmation
- some receive a call to conversion later in life.

On the other hand:

- not everyone can be a disciple as there are many who refuse to accept the teachings and work of Christ
- some find it difficult to make sacrifices and to care for the needs of others
- some find it difficult to show mercy or repentance.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

AVAILABLE MARKS

Assessment of Spelling, Punctuation and Grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

5 The Temptations of Jesus

- (a) Candidates should select and describe the main features of Mark 1:9–13.

Not long afterwards Jesus came from Nazareth in the province of Galilee, and was baptised by John in the Jordan. As soon as Jesus came up out of the water, he saw heaven opening and the Spirit coming down on him like a dove. And a voice came from heaven, “You are my own dear Son. I am pleased with you.” At once the Spirit made him go into the desert, where he stayed 40 days, being tempted by Satan. Wild animals were there also, but angels came and helped him.

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- the event recognises that Jesus is God’s son and that he is divine
- allowing himself to be baptised by John the Baptist shows Jesus identifying with mankind
- baptism was a sign that Jesus was about to start his earthly ministry and God was approving of this
- Jesus was also filled with God’s Holy Spirit.

Accept valid alternatives
Mark in levels
(AO1)

[5]

(c) Answers may include:

- Christians can follow Jesus' example and look to the Bible for guidance when they are tempted
- they can pray to God to help see temptation and to give them the power to resist it
- fellow Christians and the Church can support and encourage them
- resisting temptation can be a real struggle, but if it is resisted it makes the person stronger.

On the other hand:

- some people find following the example of Jesus too difficult and unrealistic; he is God's son whereas ordinary people are weak and sinful
- there are many temptations today (e.g. the temptation to abuse an addictive substance or to steal)
- the pressure of the media and non Christian friends to go against the teaching of the Bible.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 The question about paying taxes

- (a) Candidates should select and describe relevant sections from Mark 12:13–17.

Some Pharisees and some members of Herod’s party were sent to Jesus to trap him with questions. They came to him and said, “Teacher, we know that you tell the truth, without worrying about what people think. You pay no attention to anyone’s status, but teach the truth about God’s will for people. Tell us, is it against our Law to pay taxes to the Roman Emperor? Should we pay them or not?” But Jesus saw through their trick and answered, “Why are you trying to trap me? Bring a silver coin, and let me see it.” They brought him one, and he asked, “Whose face and name are these?” “The Emperor’s,” they answered. So Jesus said, “Well, then, pay the Emperor what belongs to the Emperor, and pay God what belongs to God.” And they were amazed at Jesus.

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- there was already tension between Jesus and the Jewish authorities
- Jesus believed they were trying to trick him
- if he said yes, he would become unpopular with the people and Pharisees who hated paying tax
- if he said no, he would be committing treason against Rome
- he also would be offending the Herodians who gave their support to the Roman Empire – because it was he who allowed the Herod Dynasty to exercise power in Palestine
- Jesus’ response was clever – obey state law and God’s law
- Pharisees had a problem paying taxes as they believed it acknowledged Roman authority
- Romans worshipped the emperor as God and his face on the coins; Jews were in danger of getting involved in idol worship – breaking the Ten Commandments
- not paying taxes meant breaking the state laws.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jesus warned about the dangers of materialism, God should be at the centre of your life not wealth or power
- many people in the modern world are obsessed with money, possessions and status/many want to reach the top by whatever means they can
- there are many unethical practices in big business, when the only concern is to make a huge profit
- people with power very often abuse it, and resort to corrupt practices and lies to hang on to it at all costs.

On the other hand:

- there is nothing wrong in desiring wealth and power providing the desire is controlled
- it depends on how wealth and power are used/power gives potential to change world for the better, to bring peace, justice and security
- people in positions of power have opportunities to influence communities for good, e.g. politicians, religious leaders, celebrities
- wealth can be used to help others and ultimately to reduce the divide between rich and poor
- Christians have to live in a consumer society and so they need to earn sufficient money to live on
- there is nothing wrong in wanting some of the luxuries of life if you have worked hard for them.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 The Kingdom of God

- (a) Candidates should select and describe the main features of Mark 4:26–32.

Jesus went on to say, “The Kingdom of God is like this. A man scatters seed in his field. He sleeps at night, is up and about during the day, and all the while the seeds are sprouting and growing. Yet he does not know how it happens. The soil itself makes the plants grow and bear fruit; first the tender stalk appears then the ear, and finally the ear full of corn. When the corn is ripe, the man starts cutting it with his sickle, because harvest time has come. “What shall we say the Kingdom of God is like?” asked Jesus. “What parable shall we use to explain it? It is like this. A man takes a mustard seed, the smallest seed in the world, and plants it in the ground. After a while it grows up and becomes the biggest of all plants. It puts out such large branches that the birds come and make their nests in its shade.”

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- both parables are about the growth of the kingdom
- the growing seed shows that the kingdom will grow gradually regardless of what is going on in people’s lives
- the kingdom grows through the actions of God
- no one knows how the kingdom grows in a person’s heart. People cannot acquire, buy or demand it
- through the grace of God – the kingdom grows
- the mustard seed – smallest seed into the largest plant
- the kingdom starts off small (Jesus and his disciples) and grows into a vast kingdom (Christianity today)
- Gentiles may enter the Kingdom of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

I agree:

- the teachings of Jesus contains all advice needed for Christians today because even though society may have changed the meaning of Jesus' teachings remain the same
- Jesus was the Son of God he came to show us the way to his father, if we follow his ways then we will be one with the father
- the key teachings of Jesus are to love God and love your neighbour, there is nothing more important than this.

Others might disagree:

- the teachings of Jesus are out of date; society has changed a lot in 2000 years
- people would rather follow secular laws which are more relevant. Jesus didn't teach us how to deal with global problems or issues like abortion and civil partnerships
- people also need to follow the teachings and laws of their church and state.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

Section B

40

SPG

5

Total

105