



General Certificate of Secondary Education
2017

Religious Studies

Paper 5

Christianity through a Study
of the Gospel of Mark

[GRS51]

WEDNESDAY 17 MAY, AFTERNOON

**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 of 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.**1 Jesus the Miracle Worker**

- | | | AVAILABLE MARKS |
|--|-----|-----------------|
| <p>(a) (i) 1. Loaves
2. Fish (6:38)
(AO1)</p> | [2] | |
| <p>(ii) 12 (6:43)
(AO1)</p> | [1] | |
| <p>(iii) Sleeping (4:38)
(AO1)</p> | [1] | |
| <p>(iv) "Be quiet"
"Be still" (4:39)
(AO1)</p> | [1] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • He was a man of compassion. • He showed no prejudice because he healed outcasts, men and women, Jews and Gentiles and those associated with the Roman occupying forces. • He did not perform miracles to bring glory upon himself. • They realised that he had special powers. He was not only human but divine and that he was the Son of God. • He responded to people who showed faith. • He put the welfare of others before the regulations of the religious leaders. <p>Accept valid alternatives
Mark in levels
(AO1)</p> | [5] | |
| <p>(c) Answers may include:</p> <ul style="list-style-type: none"> • Science can explain why miracles do happen. • People are more sceptical today. • Miracles can be seen as coincidences. <p>On the other hand:</p> <ul style="list-style-type: none"> • Sometimes science cannot explain why a miracle takes place. • Miracles still occur in places like Lourdes, Knock etc. • Some people have a gift of healing today. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [5] | 15 |

2 Gethsemane

- | | | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Father (14:36)
(AO1) | [1] |
| (ii) | Take this cup from me (14: 36)
(AO1) | [1] |
| (iii) | Asleep (14:37)
(AO1) | [1] |
| (iv) | Kiss (14:44)
(AO1) | [1] |
| (v) | His ear was cut off (14:47)
(AO1) | [1] |

(b) Answers may include:

- Jesus was clearly upset at what was going to happen to him “The sorrow in my heart is so great that it almost crushes me”.
- Jesus shows his human side when he asks for the cup of suffering be taken from him.
- Jesus wanted his disciples to be with him when he asked for them to keep watch.
- Jesus was disappointed with Judas’ betrayal when he was arrested.

On the other hand:

- Jesus often came into conflict with others and these times were difficult.
- The trials were difficult for Jesus as he knew that the witnesses were lying.
- Carrying his own cross was a difficult time as he knew that his death was close.
- Jesus knew he had to die to fulfil God’s purpose.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

3 Rich Young Man

AVAILABLE
MARKS

(a) Candidates should select and describe the main features of Mark 10:20–31.

²⁰ “Teacher,” he declared, “all these I have kept since I was a boy.”

²¹ Jesus looked at him and loved him. “One thing you lack,” he said. “Go, sell everything you have and give to the poor, and you will have treasure in heaven. Then come, follow me.” ²² At this the man’s face fell. He went away sad, because he had great wealth. ²³ Jesus looked around and said to his disciples, “How hard it is for the rich to enter the kingdom of God!”

²⁴ The disciples were amazed at his words. But Jesus said again, “Children, how hard it is to enter the kingdom of God! ²⁵ It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God.” ²⁶ The disciples were even more amazed, and said to each other, “Who then can be saved?” ²⁷ Jesus looked at them and said, “With man this is impossible, but not with God; all things are possible with God.” ²⁸ Peter said to him, “We have left everything to follow you!” ²⁹ “I tell you the truth,” Jesus replied, “no one who has left home or brothers or sisters or mother or father or children or fields for me and the gospel ³⁰ will fail to receive a hundred times as much in this present age (homes, brothers, sisters, mothers, children and fields—and with them, persecutions) and in the age to come, eternal life. ³¹ But many who are first will be last, and the last first.”

Mark in levels
(AO1)

[5]

(b) Answers may include:

- The story about the Rich Young Man teaches that wealth can be a barrier to God.
- Money is not everything. It is important to put God first.
- In the Widow’s Offering Jesus teaches that self-sacrifice can be good.
- Jesus teaches that we should pay our taxes to Caesar but that we should pay God what is God’s.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- Jesus rewards people for their faith, e.g. a place in heaven.
- Christians should follow the example of the disciples who gave up their families and friends to follow Jesus.
- Priests/nuns/missionaries give up everything for their faith.
- Jesus teaches that sacrifice is essential to follow him.

On the other hand:

- It can be hard to give up your wealth today as money is needed to survive.
- You can sacrifice some things but not everything.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

4 Discipleship

(a) Candidates should select and describe the main features of Mark 6:7–13

⁶ Then Jesus went around teaching from village to village. ⁷ Calling the Twelve to him, he sent them out two by two and gave them authority over evil spirits. ⁸ These were his instructions: “Take nothing for the journey except a staff—no bread, no bag, no money in your belts. ⁹ Wear sandals but not an extra tunic. ¹⁰ Whenever you enter a house, stay there until you leave that town. ¹¹ And if any place will not welcome you or listen to you, shake the dust off your feet when you leave, as a testimony against them.” ¹² They went out and preached that people should repent. ¹³ They drove out many demons and anointed many sick people with oil and healed them.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- There are missionaries worldwide proclaiming the good news and living out the Gospel values.
- People in their local situations are living out the role of discipleship in their everyday lives and are attracting others to commit to the Christian faith.
- There is continued growth of the Christian faith particularly in South American and African countries.
- With technological advances it is so much easier to communicate the message of a religion to huge numbers of people.
- The lives of inspirational religious people are examples for others to follow.

On the other hand:

- The church in Western Europe is losing its influence due to the scandals which have come to light in recent times and a decline in faith.
- It will take time to recover before it can move in a positive way again and gain new members.
- People are more self-centred and driven by materialism and are not interested in religion.
- World religions are in competition with each other and people cannot make up their minds.
- There are some parts of the world where it is illegal to preach the Gospel message.

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 Resurrection

- (a) Candidates should select and describe the main features of Mark 16:1–8

¹ When the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices so that they might go to anoint Jesus' body.

² Very early on the first day of the week, just after sunrise, they were on their way to the tomb ³ and they asked each other, "Who will roll the stone away from the entrance of the tomb?" ⁴ But when they looked up, they saw that the stone, which was very large, had been rolled away. ⁵ As they entered the tomb, they saw a young man dressed in a white robe sitting on the right side, and they were alarmed. ⁶ "Don't be alarmed," he said. "You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here. See the place where they laid him. ⁷ But go, tell his disciples and Peter, 'He is going ahead of you into Galilee. There you will see him, just as he told you.' "

⁸ Trembling and bewildered, the women went out and fled from the tomb. They said nothing to anyone, because they were afraid.

Mark in levels
(AO1)

[5]

- (b) Answers may include:

- The Resurrection of Jesus shows that God has power over evil, including death.
- Jesus' Resurrection shows that he was who he said he was – the Messiah.
- The Resurrection shows that there is life after death.
- Christians believe that they will go to heaven to be with God.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- It is difficult to believe as the women could have gone to the wrong tomb.
- The disciples may have stolen the body of Jesus and made up the story of the resurrection.
- The disciples may have hallucinated because they wanted to believe that Jesus rose from the dead.

On the other hand:

- It is hard to believe if the resurrection was not true as the disciples were prepared to die for their faith.
- The religious authorities were unable to produce a body to prove the disciples were wrong.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

6 Discipleship

(a) Candidates should select and describe the main features of Mark 2:23–28

²³ One Sabbath Jesus was going through the grain fields, and as his disciples walked along, they began to pick some heads of grain. ²⁴ The Pharisees said to him, “Look, why are they doing what is unlawful on the Sabbath?” ²⁵ He answered, “Have you never read what David did when he and his companions were hungry and in need? ²⁶ In the days of Abiathar the high priest, he entered the house of God and ate the consecrated bread, which is lawful only for priests to eat. And he also gave some to his companions.” ²⁷ Then he said to them, “The Sabbath was made for man, not man for the Sabbath. ²⁸ So the Son of Man is Lord even of the Sabbath.”

Mark in levels
(AO1)

[5]

(b) Answers may include:

- Jesus had many disagreements with these groups especially the Scribes and Pharisees over the interpretation of the Law.
- By curing the man with the withered hand on the Sabbath Jesus was challenging the Pharisees’ understanding of the Sabbath.
- When Jesus drove the traders out of the Temple he caused great anger amongst the leaders.
- Jesus healed the leper because he felt sorry for him but by touching him he was breaking the Law.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- Jesus taught that it was important to pay taxes to the Romans.
- Many of today’s laws come from the Ten Commandments so by keeping these Christians will be keeping the ‘law of the land’, e.g. do not murder, do not steal.

On the other hand:

- Jesus came into frequent conflict with the authorities and some Christians see this as an example in confronting and criticising authority where it is unjust.
- Christian teaching generally recommends obedience to both religious and secular authority though individuals must act according to their own conscience.
- Martin Luther King broke the law by peaceful protest to change his society and was frequently imprisoned.
- Dietrich Bonhoeffer, a Christian minister, was executed in Hitler’s Germany for plotting the overthrow of the Nazis.

Accept valid alternatives

Mark in levels
(AO2)

[10]

20

7 Parables

AVAILABLE
MARKS

(a) Candidates should select and describe the main features of Mark 4:21–22

²¹ He said to them, “Do you bring in a lamp to put it under a bowl or a bed? Instead, don’t you put it on its stand? ²² For whatever is hidden is meant to be disclosed, and whatever is concealed is meant to be brought out into the open.

Mark 4:26–29

²⁶ He also said, “This is what the kingdom of God is like. A man scatters seed on the ground. ²⁷ Night and day, whether he sleeps or gets up, the seed sprouts and grows, though he does not know how. ²⁸ All by itself the soil produces grain—first the stalk, then the head, then the full kernel in the head. ²⁹ As soon as the grain is ripe, he puts the sickle to it, because the harvest has come.”

Mark in levels
(AO1)

[5]

(b) Answers may include:

- This parable teaches the importance of witnessing and sharing the Christian faith.
- God’s Kingdom will come to fruition.
- It is God who decides who enters the Kingdom.
- Jesus’ message and his true identity will not be kept secret and his followers should not hide their faith either but should become examples and guiding lights for others.
- Just as a seed grows in the ground without anyone knowing or seeing so Jesus’ message may grow in people’s hearts. There is no knowing the effect of Jesus’ words on people until they show their faith publicly.
- Jesus’ message is subtly working its way into peoples’ understanding and will eventually be successful. It is a message of encouragement for the persecuted and those who may despair that goodness will triumph.

Accept valid alternatives
Mark in levels
(AO1)

[5]

(c) Answers may include:

- Jesus based the parables on the lives of people 2000 years ago. His message is no longer relevant today.
- The Jews of Jesus' day were familiar with that style of teaching. Today's society is not.
- Jesus' disciples did not always understand his parables, so it is not likely that people would understand them today.
- Many of Jesus' parables are based on farming which involve a small minority of today's population.

On the other hand:

- The background to the parables can be explored and the full meaning can be appreciated.
- Some parables can still be related to experiences today.
- The message from the parables at the time of Jesus can be related to situations today.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section B

SPaG

Total

**AVAILABLE
MARKS**

20

40

5

105