



**General Certificate of Secondary Education
2018**

Religious Studies

Paper 5

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

[GRS51]

WEDNESDAY 16 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.

AVAILABLE
MARKS

1 Kingdom of God

- (a) (i) 1. 'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.'
2. 'Love your neighbour as yourself.' (Mark 12v29–30)
(AO1) [2]
- (ii) 'What must I do to inherit eternal life?' (Mark 10v17)
(AO1) [1]
- (iii) Any two of the following:
the path, rocky places, thorns or good soil. (Mark 4v1–20)
(AO1) [2]
- (b) Answers may include:
- Children unlike adults show enthusiasm for new ideas and are quite often very good learners.
 - Jesus highlighted a child's nature as being trusting and their innocence as a role model to the disciples.
 - Jesus used children as examples to show that the kingdom of God was open to all.
- Accept valid alternatives
Mark in levels
(AO1) [5]
- (c) Answers may include:
- Young people are too concerned what others think of them and their beliefs.
 - Young people are too ashamed to say that they are Christian due to peer pressure.
 - Young people are influenced by pop stars and celebrities rather than their faith.
 - Due to the fall in numbers of young people going to church they may feel that the church is no longer relevant to them.
 - The young people may feel that it is no longer 'cool' to be a Christian in today's society.
- On the other hand:
- Young people today are actively involved in the Christian church today by undertaking good deeds and therefore good role models to their peers.
 - It is easier to show your faith today by wearing religious symbols such as a cross.
 - Young people are actively helping with charity work at home and abroad in order to share their faith with others.
- Accept valid alternatives
Mark in levels
(AO2) [5]

15

2 Discipleship

- | | | AVAILABLE MARKS |
|---------|-------------------------------------------------|-----------------|
| (a) (i) | follower/learner
(AO1) | [1] |
| (ii) | Judas (Mark 14v10)
(AO1) | [1] |
| (iii) | Nazareth/his hometown (Mark 6v1)
(AO1) | [1] |
| (iv) | 1. Take/carry
2. Follow (Mark 8v34)
(AO1) | [2] |

(b) Answers may include:

- Peter was a close friend of Jesus as he was included in key events such as the Transfiguration, the raising of Jairus' daughter.
- Peter shows Christians that he was not a perfect disciple of Jesus. Therefore Christians do not have to be perfect followers of Jesus.
- Peter recognised who Jesus was in the Caesarea Philippi.
- Peter was a great leader. He responded to Jesus' call immediately.
- Peter was referred to as the 'rock'.
- He showed courage when he followed Jesus to the High Priest's house after Jesus was arrested and the other disciples had fled.
- There was a determination to live up to his claim that he would never deny Jesus.

On the other hand:

- Peter let Jesus down when he needed him most after he was arrested. He caved in under pressure. In the end he was disloyal to Jesus by denying him three times.
- Even though Peter recognises Jesus as Messiah, he did not always understand the implications of this title.
- Peter along with the other disciples often lacked faith, e.g. calming of the storm.
- Like everyone he had his faults and he could be outspoken at times.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 Crucifixion and Death of Jesus

AVAILABLE
MARKS

(a) Candidates should select and describe the main features of Mark 15: 23–33.

²³ Then they offered him wine mixed with myrrh, but he did not take it. ²⁴ And they crucified him. Dividing up his clothes, they cast lots to see what each would get. ²⁵ It was the third hour when they crucified him. ²⁶ The written notice of the charge against him read: THE KING OF THE JEWS. ²⁷ They crucified two robbers with him, one on his right and one on his left. ²⁹ Those who passed by hurled insults at him, shaking their heads and saying, “So! You who are going to destroy the temple and build it in three days, ³⁰ come down from the cross and save yourself!” ³¹ In the same way the chief priests and the teachers of the law mocked him among themselves. “He saved others,” they said, “but he can’t save himself! ³² Let this Christ, this King of Israel, come down now from the cross, that we may see and believe.” Those crucified with him also heaped insults on him. ³³ At noon, darkness came over the whole land until three in the afternoon.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- Jesus’ ministry ended in his death as this was part of God’s plan.
- Jesus’ death was a fulfilment of the Old Testament prophecy. It proves that Jesus is the Messiah.
- Jesus’ ministry ended in crucifixion because Jesus often broke Jewish laws which caused major conflict. For example, his attitude to the Sabbath.
- Jesus displayed anger when he overturned the tables in the Temple.
- Jesus was unpopular with Jewish leaders and he was a threat.
- Jesus openly criticised Jewish leaders on several occasions.
- Jesus’ ministry ended in crucifixion due to Pilate’s inability to give Jesus a fair trial.

Accept valid alternatives
Mark in levels
(AO1)

[5]

(c) Answers may include:

- Jesus accepted that the suffering he encountered during his trials and the crucifixion was part of God's plan for him. Christians can try to see that any suffering they have to face is also part of God's plan for their lives.
- When Jesus had to suffer unfair treatment he did so without complaining or thought of revenge. Christians can try to follow his example.
- We can only imagine how much pain was involved in being crucified. The pain Christians experience in their lives is usually much less than what Jesus experienced. Comparing the two can help Christians to cope and find meaning to their personal suffering.
- Jesus prayed and asked God for help. Christians can seek help from God through prayer to give them strength to cope with difficult situations.

On the other hand:

- Jesus has a strength and sense of destiny and duty that ordinary people do not often possess. He was prepared to fulfil God's will for his life.
- Some people may find following the example of Jesus too difficult and unrealistic. He is God's son whereas ordinary people are weak and sinful. Christians may be very negative to their circumstances.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 Miracles

(a) Candidates should select and describe the main features of Mark 7: 24–30.

²⁴ Then Jesus left and went away to the territory near the city of Tyre. He went into a house and did not want anyone to know he was there, but he could not stay hidden. ²⁵ A woman, whose daughter had an evil spirit in her, heard about Jesus and came to him at once and fell at his feet. ²⁶ The woman was a Gentile, born in the region of Phoenicia in Syria. She begged Jesus to drive the demon out of her daughter. ²⁷ But Jesus answered, "Let us first feed the children. It isn't right to take the children's food and throw it to the dogs."

²⁸ "Sir," she answered, "even the dogs under the table eat the children's leftovers!"

²⁹ So Jesus said to her, "Because of that answer, go back home, where you will find that the demon has gone out of your daughter!"

³⁰ She went home and found her child lying on the bed; the demon had indeed gone out of her.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- The miracles of Jesus are stories written by Mark to prove Jesus is the Son of God. There is no proof that the miracles actually happened.
- The miracles of Jesus are outdated as they occurred over 2000 years ago.
- People today who lack faith do not accept miracles.

On the other hand:

- The miracles are relevant because they illustrate the need to show compassion and love to those in need.
- The miracles show universalism and they reach out to all people regardless of age, sex, creed and colour.
- The miracles identify the power of God and entry into His Kingdom.
- The miracles of Jesus help to increase the faith of Christians today.
- Candidates may refer to miracle stories in Mark's Gospel to illustrate their point.

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 Identity of Jesus

- (a) Candidates should select and describe the main features of Mark 4: 35–41.

³⁵ On the evening of that same day Jesus said to his disciples, “Let us go across to the other side of the lake.” ³⁶ So they left the crowd; the disciples got into the boat in which Jesus was already sitting, and they took him with them. Other boats were there too. ³⁷ Suddenly a strong wind blew up, and the waves began to spill over into the boat, so that it was about to fill with water. ³⁸ Jesus was in the back of the boat, sleeping with his head on a pillow. The disciples woke him up and said, “Teacher, don’t you care that we are about to die?”

³⁹ Jesus stood up and commanded the wind, “Be quiet!” and he said to the waves, “Be still!” The wind died down, and there was a great calm. ⁴⁰ Then Jesus said to his disciples, “Why are you frightened? Do you still have no faith?”

⁴¹ But they were terribly afraid and began to say to one another, “Who is this man? Even the wind and the waves obey him!”

Mark in levels
(AO1)

[5]

(b) Answers may include:

- John the Baptist is the forerunner of the Messiah.
- John the Baptist was recognised as the new Elijah and Jesus is the Messiah.
- He fulfilled the prophecy of Isaiah in the Old Testament.
- He encouraged people to turn away from sin, to repent and to be baptised.
- He told the people that someone greater was coming and that he was unfit to even untie his sandals.
- He also informed the people that he baptises with water but Jesus would baptise with the Holy Spirit.
- John baptised Jesus in the River Jordan which helped to prepare Jesus for the beginning of His ministry.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- In his gospel Mark refers to a number of different titles and each one tells the reader something different about the identity of Jesus. All the titles are equally important so that all aspects of Jesus' identity are considered.
- Some titles are more difficult to understand and they need to be explained in a particular context. For example, the title Son of David needs to be seen in a Jewish context. Most Jews expected that their future Messiah would be a descendent of the great Israelite King David and this title might be difficult for people to understand.
- Messiah also has an Old Testament background and it was used to identify someone who was to carry out a special task. The Jewish people had been waiting on a Messiah who would free them from the Romans. Jesus did not see himself as the great military leader, rather he saw himself as a "suffering servant". Some people see that as a better title to describe Jesus.

On the other hand:

- Jesus often refers to himself as the Son of Man to emphasise his human nature. He wanted to show that he was an ordinary person as well as having authority from God.
- For many Christians the title Saviour is the best because it has a personal feel. Jesus offers salvation to humankind through his death and resurrection. He took the punishment for the Sins of Mankind. Many Christians refer to Jesus as their saviour.
- Son of God reminds Christians that Jesus had divine as well as human characteristics.
- The titles do not give the full description of the life of Jesus. This can only be achieved by studying all aspects of his life.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Discipleship

AVAILABLE
MARKS

(a) Candidates should select and describe the main features of Mark 12:13–17.

¹³ Later they sent some of the Pharisees and Herodians to Jesus to catch him in his words. ¹⁴ They came to him and said, “Teacher, we know that you are a man of integrity. You aren’t swayed by others, because you pay no attention to who they are; but you teach the way of God in accordance with the truth. Is it right to pay the imperial tax to Caesar or not? ¹⁵ Should we pay or shouldn’t we?”

But Jesus knew their hypocrisy. “Why are you trying to trap me?” he asked. “Bring me a denarius and let me look at it.” ¹⁶ They brought the coin, and he asked them, “Whose image is this? And whose inscription?”

“Caesar’s,” they replied.

¹⁷ Then Jesus said to them, “Give back to Caesar what is Caesar’s and to God what is God’s.”

And they were amazed at him.

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.
- Pharisees had a problem paying taxes as they believed it acknowledged Roman authority.
- If he said no, he would be committing treason against Rome.
- He would also 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.
- 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.
- Jesus’ response was clever – obey State law and God’s law.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- Jesus taught his disciples that sacrificing/giving up things were important to his follower, e.g. the Rich Young Man was required to sell everything and give his money to the poor, the widow's offering at the temple.
- Priests, nuns, missionary workers are examples of people who give up everything in order to devote their lives to God.
- Christians follow the teaching of Jesus to put others first in their lives.
- Christians are required to sacrifice their time to pray on a daily basis.

On the other hand:

- Christians do not have to give up everything to follow Jesus today as priests can spend time with their families and can have possessions.
- Christians are living in a modern society and are not subject to the same hardships as the early Christians.
- Many people today believe that you can own possessions and be a follower of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The Last Supper

AVAILABLE
MARKS

(a) Candidates should select and describe the main features of Mark 14: 17–26.

¹⁷ When it was evening, Jesus came with the twelve disciples. ¹⁸ While they were at the table eating, Jesus said, “I tell you that one of you will betray me—one who is eating with me.”

¹⁹ The disciples were upset and began to ask him, one after the other, “Surely you don’t mean me, do you?”

²⁰ Jesus answered, “It will be one of you twelve, one who dips his bread in the dish with me. ²¹ The Son of Man will die as the Scriptures say he will; but how terrible for that man who will betray the Son of Man! It would have been better for that man if he had never been born!” ²² While they were eating, Jesus took a piece of bread, gave a prayer of thanks, broke it, and gave it to his disciples. “Take it,” he said, “this is my body.”

²³ Then he took a cup, gave thanks to God, and handed it to them; and they all drank from it. ²⁴ Jesus said, “This is my blood which is poured out for many, my blood which seals God’s covenant. ²⁵ I tell you, I will never again drink this wine until the day I drink the new wine in the Kingdom of God.”

²⁶ Then they sang a hymn and went out to the Mount of Olives.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- The celebration of the Last Supper is an important part of Christian worship. Passover is an important Jewish festival.
- Passover remembers how the slaves suffered in Egypt. Jews re-enact the escape from slavery by sharing the Seder meal
- During Eucharist/Lord’s Supper Christians remember Jesus’ words “Do this in remembrance of me”.
- Jesus is the sacrificial Lamb of God who saves from sin.
- Jewish families sacrifice a lamb in remembrance of how the blood of the lamb was sprinkled on the door-post to turn away the Angel of Death.
- Jesus was celebrating Passover meal on the night of the Last Supper. He gave it a new meaning. The Eucharist service is a new Passover, a new covenant with God.
- Both Last Supper and Passover share in a symbolic meal and remembers an event from the past bringing it into the present.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) Answers may include:

- Christians should focus on following the example and teachings of Jesus as a form of witness to others.
- Living a good Christian life and doing good deeds for others is more beneficial than wasting time looking back at past events.
- It is better to live in the present than in the past.

On the other hand:

- Lessons can be learnt from past events which would benefit Christians in carrying out Christian practices.
- A study of past events gives people a sense of culture and identity. It sometimes helps to bring people together. For example, remembering the Lord's Supper is a reminder of Christ's sacrifice and the New Covenant with God.
- Christianity is based on historical events in the past.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS