

Version 1.0



**General Certificate of Secondary Education  
June 2010**

**Religious Studies**

**405005**

**Specification A**

**Unit 5 *St Mark's Gospel***

***Mark Scheme***

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

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

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

Copyright © 2010 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

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

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

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

**Part A**

**A1 Jesus' Ministry**

**(a) Outline what happened at the baptism of Jesus.**

**Target: Knowledge of the baptism of Jesus**

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

Mark 1: <sup>9-12</sup>		
RSV	NIV	GNB
In those days Jesus came from Nazareth of Galilee and was baptized by John in the Jordan. <sup>10</sup> And when he came up out of the water, immediately he saw the heavens opened and the Spirit descending upon him like a dove; <sup>11</sup> and a voice came from heaven, "Thou art my beloved Son; with thee I am well pleased."	At that time Jesus came from Nazareth in Galilee and was baptized by John in the Jordan. <sup>10</sup> As Jesus was coming up out of the water, he saw heaven being torn open and the Spirit descending on him like a dove. <sup>11</sup> And a voice came from heaven: "You are my Son, whom I love; with you I am well pleased."	Not long afterwards Jesus came from the province of Galilee and was baptized by John in the Jordan. <sup>10</sup> As soon as Jesus came up out of the water, he saw heaven opening and the Spirit coming down on him like a dove. <sup>11</sup> And a voice came from heaven, "You are my own dear Son. I am pleased with you."

For Level 3, 3 marks, answer must include either/or the dove / spirit / voice from heaven / words.

**(3 marks) AO1**

**(b) At the Transfiguration Moses and Elijah appeared. What is their importance in the story?**

**Target: To demonstrate knowledge of the Transfiguration**

**Moses**

A sign of the law / Jesus a second Moses / the old covenant.

**Elijah**

A sign of the prophets of the Old Testament / Jesus in that tradition.

Candidates may deal with both characters with similar explanations. Or offer an explanation which emphasises the religious importance of the event.

One mark each for a correctly identified meaning.

**(2 marks) AO1**

(c) **‘Christians today cannot deal with temptation as well as Jesus did.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of Christian attitudes to temptation**

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

Do not award above Level 4 if there is no reference to Christians today.

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

**Agree**

Christians cannot deal with temptation as they are not the Son of God / Jesus' temptations were obvious / the world is more complicated now / temptations are more obvious / Christians are human and will give in / there is more materialism in the world today.

**Other views**

Christians can pray for strength to overcome temptation / if they follow Christianity they will get the support of the Holy Spirit / other Christians can help them overcome temptation / Christians can follow the example of other Christians who have resisted temptation.

Other appropriate responses will be credited.

**(6 marks) AO2**

**A2 The Person of Jesus**

**(a)(i) Describe briefly how the paralysed man was brought to Jesus.**

**Target: To demonstrate knowledge of the text of Mark**

Four friends / brought him on a stretcher / broke open the roof / lowered him down / to avoid the crowd.

Any two.

**(2 marks) AO1**

**(a)(ii) Explain briefly why the religious leaders criticised Jesus.**

**Target: To demonstrate knowledge of criticism of Jesus**

Jesus speaking wrongly / blasphemy / only God can forgive sins.

One mark for simple point or superficial comment.

Two marks for two simple points or one point with development.

Credit answers taken from the Gospel as a whole if appropriate.

**(2 marks) AO1**

## (b) “The Son of Man” is the best title for Jesus.’

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

Target: Evaluation of the importance of the title Son of Man

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

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

**Agree**

Son of Man is a messianic title / if Son of Man means ‘a man’ then there would be no problem in Jesus using it / Jesus was the Messiah so was entitled to use it / Jesus was avoiding using another messianic title to protect him from his enemies until the time was right / he was teaching the disciples to understand his nature as messiah / messianic secrecy theme in Mark / Jesus’ favourite title for himself / OT references.

**Other views**

People could have misunderstood and think that Jesus was not what he seemed / it made his enemies more angry with him / other titles are clearer for believers to understand / Son of God is a better title because it links directly to God and can give hope.

Other appropriate responses will be credited.

**(6 marks) AO2**

**(c) ‘It was dangerous to call Jesus “The Christ” (“The Messiah”).’**

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

**Target: Evaluation of the possible effects of the use of the messianic title of Jesus**

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

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

Jesus could be in danger of arrest/death / the disciples also could have been in danger / publicly claiming that Jesus was the Messiah could be blasphemy / Jesus had tried to keep the messianic secret / disciples may have misunderstood and expected Jesus to be military Messiah / mission ended too soon / crazy or mad.

Credit any other correct reference to the title being used in Mark other than Peter at Caesarea Philippi, e.g. Legion / Mob.

**(3 marks) AO2**

**A3 Discipleship**

**(a) Describe the conversation when Jesus was asked which was the most important commandment.**

**Target: To demonstrate knowledge of Jesus’ teaching on the greatest commandment**

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

<b>Mark 12<sup>29-34</sup></b>		
<b>RSV</b>	<b>NIV</b>	<b>GNB</b>
<p><sup>29</sup>Jesus answered, "The first is, 'Hear, O Israel: The Lord our God, the Lord is one; <sup>30</sup>and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' <sup>31</sup>The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these." <sup>32</sup>And the scribe said to him, "You are right, Teacher; you have truly said that he is one, and besides him there is no other"; <sup>33</sup>and "to love him with all the heart, and with all the understanding, and with all the strength, and to love one's neighbour as oneself is much more than all whole burnt-offerings and sacrifices." <sup>34</sup>When Jesus saw that he answered wisely, he said to him, 'You are not far from the kingdom of God.'</p>	<p><sup>29</sup>"The most important one," answered Jesus, "is this: 'Hear, O Israel, the Lord our God, the Lord is one. <sup>30</sup>Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. <sup>31</sup>The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."  <sup>32</sup>"Well said, teacher," the man replied. "You are right in saying that God is one and there is no other but him. <sup>33</sup>To love him with all your heart, with all your understanding and with all your strength, and to love your neighbour as yourself is more important than all burnt offerings and sacrifices."  <sup>34</sup>When Jesus saw that he had answered wisely, he said to him, "You are not far from the kingdom of God."</p>	<p><sup>29</sup>Jesus replied, "The most important one is this: 'Listen, Israel! The Lord our God is the only Lord. <sup>30</sup> Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' <sup>31</sup>The second most important commandment is this: 'Love your neighbour as you love yourself.' There is no other commandment more important than these two."  <sup>32</sup>The teacher of the Law said to Jesus, "Well done, Teacher! It is true, as you say, that only the Lord is God and that there is no other god but he. <sup>33</sup>And man must love God with all his heart and with all his mind and with all his strength; and he must love his neighbour as he loves himself. It is more important to obey these two commandments than to offer animals and other sacrifices to God."  <sup>34</sup>Jesus noticed how wise his answer was, and so he told him, "You are not far from the Kingdom of God."</p>

**(4 marks) AO1**

- (b) ‘The example of the widow in the treasury shows that all Christians should be poor.’

What do you think? Explain your opinion.

**Target: To evaluate the implication of Jesus’ teaching on charity**

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

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

The widow gave all she had so Christians should follow her example / Jesus lived his life with no possessions / many Christians live without many possessions and give generously to charity / it is not realistic in today’s world / we live in an economy which is based on possessions / Jesus was saying that we should not be so obsessed by possessions and be prepared to give up everything / the story is not about giving it is included to show Jesus criticising religious leaders.

Other appropriate responses will be credited.

**(3 marks) AO2**

- (c) Explain, using an example, how a Christian today can demonstrate self-sacrifice as a disciple of Jesus.

**Target: To demonstrate knowledge of Christian discipleship today**

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

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

People give up wealthy lifestyles to serve abroad / people give to charity / some become religious leaders and have little or no income / some give time to those in need or the church / some do not marry and choose a life of celibacy / Lent.

An example might be Martin Luther King who ultimately died for his commitment to civil rights. Other “famous” Christians may be mentioned, or a Christian known to the candidate.

**(4 marks) AO1**

**A4 Background to St Mark’s Gospel**

**(a) Describe the reaction of the disciples to Jesus calming the storm.**

**Target: To demonstrate knowledge of the reaction to one of Jesus’ miracles**

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

<b>Mark 4<sup>40-41</sup></b>		
<b>RSV</b>	<b>NIV</b>	<b>GNB</b>
He said to them, “Why are you afraid? Have you no faith?” <sup>41</sup> And they were filled with awe, and said to one another, “Who then is this, that even the wind and sea obey him?”	He said to his disciples, “Why are you so afraid? Do you still have no faith?” <sup>41</sup> They were terrified and asked each other, “Who is this? Even the wind and waves obey him!”	Then Jesus said to his disciples, “Why are you frightened? Have you still no faith?” <sup>41</sup> But they were terribly afraid and said to one another, “Who is this man? Even the wind and waves obey him!”

Fear / questioning / who is this? / amazement / wind and waves obey/shock/awe.

Any three or two with development.  
Award nothing to references before the calming.

**(3 marks) AO1**

**(b) Explain two reasons why Mark’s Gospel was written.**

**Target: To demonstrate knowledge of the reasons for Mark’s Gospel being written**

To preserve the narratives of Jesus’ life / to support persecuted Christians / to preserve Peter’s memories / to teach Christians about Jesus’ ministry / to persuade people to accept Christian teaching / the early Christians were dying out and the tradition needed to be kept / divine inspiration.

Any two with an explanation of importance. Other acceptable reasons will be credited.

**(4 marks) AO1**

- (c) **‘Mark’s Gospel might have helped persecuted Christians in the past but it does not help Christians today.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: To evaluate of the role of the Gospel in Christian belief**

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

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

**Agree**

The Christian message was new and exciting so encouraging / people believed in the promise of life after death more easily in the past / the resurrection narrative was still in living memory / people seemed to be less sceptical about miracles / believers were being persecuted actively, they are not now in many parts of the world.

**Other views**

Christians are persecuted in many parts of the world today / people still treat the Gospel as new to them and can be encouraged by the stories of Jesus' ministry / miracles still happen and can give hope to Christians in difficult situations / the teaching on life after death and resurrection will help people to have hope.

Other acceptable responses will be credited.

**(6 marks) AO2**

**Part B**

**B5 Jesus' Relationship with others**

**(a) Describe the healing of blind Bartimaeus.**

**Target: to demonstrate knowledge of a healing miracle of Jesus**

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

If answer refers to the wrong incident, award a maximum of Level 2.

<b>Mark 10<sup>46-52</sup></b>		
<b>RSV</b>	<b>NIV</b>	<b>GNB</b>
<p>And they came to Jericho; and as he was leaving Jericho with his disciples and a great multitude, Bartimaeus a blind beggar, the son of Timaeus was sitting by the roadside. <sup>47</sup>And when he heard that it was Jesus of Nazareth, he began to cry out and say, "Jesus, Son of David, have mercy on me!" <sup>48</sup>And many rebuked him, telling him to be silent; but he cried out all the more, "Son of David, have mercy on me!" <sup>49</sup>And Jesus stopped and said, "Call him." And they called the blind man, saying to him, "Take heart; rise, he is calling you." <sup>50</sup>And throwing off his mantle he sprang up and came to Jesus. <sup>51</sup>And Jesus said to him, "What do you want me to do for you?" And the blind man said to him, "Master, let me receive my sight." <sup>52</sup>And Jesus said to him, "Go your way; your faith has made you well." And immediately he received his sight and followed him on the way.</p>	<p>Then they came to Jericho. As Jesus and his disciples, together with a large crowd, were leaving the city, a blind man, Bartimaeus (that is, the Son of Timaeus), was sitting by the roadside begging. <sup>47</sup>When he heard that it was Jesus of Nazareth, he began to shout, "Jesus, Son of David, have mercy on me!" <sup>48</sup>Many rebuked him and told him to be quiet, but he shouted all the more, "Son of David, have mercy on me!" <sup>49</sup>Jesus stopped and said, "Call him." So they called to the blind man, "Cheer up! On your feet! He's calling you." <sup>50</sup>Throwing his cloak aside, he jumped to his feet and came to Jesus. <sup>51</sup>"What do you want me to do for you?" Jesus asked him. The blind man said, "Rabbi, I want to see." <sup>52</sup>"Go," said Jesus, "your faith has healed you." Immediately he received his sight and followed Jesus along the road.</p>	<p>They came to Jericho, and as Jesus was leaving with his disciples and a large crowd, a blind beggar named Bartimaeus son of Timaeus was sitting by the road. <sup>47</sup>When he heard that it was Jesus of Nazareth, he began to shout, "Jesus! Son of David! Take pity on me!" <sup>48</sup>Many of the people scolded him and told him to be quiet. But he shouted even more loudly, "Son of David, take pity on me!" <sup>49</sup>Jesus stopped and said, "Call him." So they called the blind man. "Cheer up!" they said. "Get up, he is calling you." <sup>50</sup>He threw off his cloak, jumped up, and came to Jesus. "What do you want me to do for you?" Jesus asked him. "Teacher," the blind man answered, "I want to see again." <sup>52</sup>"Go," Jesus told him, "your faith has made you well." At once he was able to see and followed Jesus on the road.</p>

**(6 marks) AO1**

**(b) ‘Jesus only cured people who had faith in him.’**

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

**Target: To evaluate the healing miracles of Jesus**

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

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

**Agree**

In most of the miracle stories faith is shown / by the person needing curing / e.g. woman with haemorrhage / blind man / Jesus asked the man with the withered hand what he wanted / the people believed first / Legion (Mob) recognised Jesus' power to drive out the demons and make him well / at the beginning of his ministry people came to him from the city,

**Other views**

Jesus cured when he saw need / Jairus showed faith not his daughter / the Greek woman showed the faith not her daughter / Jesus would not perform a miracle for the Pharisees to prove his power.

Some candidates may take the opportunity to question whether the miracles happened at all and state that they are not valid so the statement is by definition wrong.

All appropriate responses will be credited.

**(6 marks) AO2**

**(c) Jesus mixed with tax collectors and sinners. Explain why this is important.**

**Target: To demonstrate knowledge of the life of Jesus**

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

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

Jesus came to call sinners not the righteous / his message was to get people to change their ways / God loved everyone equally / not just those who were religious leaders had a right to hear the good news / people could be forgiven / he was able to demonstrate that the so called hypocrites were wrong in their attitudes / tax collectors were able to be part of Jesus' group. It did cause him some problems in that the scribes and Pharisees criticised him for associating with sinners and tax collectors. Candidates may refer to Mark 2<sup>13-17</sup>: call of Levi the tax collector, eating with sinners, call the sick not the righteous.

Some candidates may make the link between illness and sin and could refer to Jesus being with those with leprosy. This may be credited as long as they relate it to sin.

**(6 marks) AO1**

(d) ‘Jesus had no right to clear the Temple.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: to demonstrate the ability to evaluate an action of Jesus

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

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

**Agree**

Jesus had no authority to interfere in the religious practices of the day / he was not a priest so had no authority in the Temple area / he was storing up trouble for himself so should have been less authoritative / he was potentially being violent yet he had taught that people should be peaceful through the entry into Jerusalem / people did not all accept his claim to be the messiah / not his place to clear the Temple.

**Other views**

Jesus saw the Temple as a house of prayer / it was not a market place / the Temple was not fulfilling its purpose / Jesus as Son of God had a right to clear God's house / it was for all nations not just Jews keeping the sacrificial cult alive / it had become a den of robbers / cleansing of the temple was an Old Testament sign of the messianic age.

Other appropriate responses will be credited.

**(6 marks) AO2**

**B6 Jesus’ Suffering, Death and Resurrection**

**(a) Give an account of the anointing at Bethany.**

**Target: To demonstrate knowledge of an incident in Jesus’ life**

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

<b>Mark 14<sup>3-9</sup></b>		
<b>RSV</b>	<b>NIV</b>	<b>GNB</b>
<p>While he was at Bethany in the house of Simon the leper, as he sat at table, a woman came with an alabaster jar of ointment of pure nard, very costly and she broke the jar and poured the ointment over his head. <sup>4</sup>But some were there who said to one another in anger, ‘Why was the ointment wasted in this way? <sup>5</sup>For this ointment might have been sold for more than three hundred denarii, and the money given to the poor.’ And they scolded her. <sup>6</sup>But Jesus said, ‘Let her alone; why do you trouble her? She has performed a good service for me. <sup>7</sup>For you always have the poor with you, and you can show kindness to them whenever you wish; but you will not always have me. <sup>8</sup>She has done what she could; she has anointed my body beforehand for its burial. <sup>9</sup>Truly I tell you, wherever the good news is proclaimed in the whole world, what she has done will be told in remembrance of her.’</p>	<p>While he was in Bethany, reclining at the table in the home of a man known as Simon the Leper, a woman came with an alabaster jar of very expensive perfume, made of pure nard. She broke the jar and poured the perfume on his head. <sup>4</sup>Some of those present were saying indignantly to one another, “Why this waste of perfume? <sup>5</sup>It could have been sold for more than a year’s wages and the money given to the poor.” And they rebuked her harshly. <sup>6</sup>“Leave her alone,” said Jesus. “Why are you bothering her? She has done a beautiful thing to me. <sup>7</sup>The poor you will always have with you, and you can help them any time you want. But you will not always have me. <sup>8</sup>She did what she could. She poured perfume on my body beforehand to prepare for my burial. <sup>9</sup>I tell you the truth, wherever the gospel is preached throughout the world, what she has done will also be told, in memory of her.”</p>	<p>Jesus was in Bethany at the house of Simon, a man who had suffered from a dreaded skin disease. While Jesus was eating, a woman came in with an alabaster jar full of a very expensive perfume made of pure nard. She broke the jar and poured the perfume on Jesus’ head. <sup>4</sup>Some of the people there became angry and said to one another, “What was the use of wasting the perfume? <sup>5</sup>It could have been sold for more than three hundred silver coins and the money given to the poor!” And they criticized her harshly. <sup>6</sup>But Jesus said, “Leave her alone! Why are you bothering her? She has done a fine and beautiful thing for me. <sup>7</sup>You will always have poor people with you, and any time you want to, you can help them. But you will not always have me. <sup>8</sup>She did what she could; she poured perfume on my body to prepare it ahead of time for burial. <sup>9</sup>Now, I assure you that wherever the gospel is preached all over the world, what she has done will be told in memory of her.”</p>

**(6 marks) AO1**

## (b) 'Jesus did not need to pray in Gethsemane because he knew he had to die.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the nature of prayer

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

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

**Agree**

Although Jesus prayed that the hour would pass – it did not / asked God to remove the cup but he did not / Jesus was then arrested and the process to crucifixion began / some people believe that their prayers are not answered because they do not get what they pray for / Jesus was praying for the wrong thing; he should have prayed for strength to face his trial and death.

**Other views**

Jesus believed that prayer was an essential part of the religious life / he would understand that answer to prayer can be 'no' / he encouraged his disciples to pray so he felt it was important to pray / prayer was part of some healings so he recognised that he needed to pray / prayer is important to those facing real difficulties in trying to understand that it does not just take the difficulties away / he had predicted his death so the prayer must have been a way of expressing his sense of vulnerability rather than a straight request for God to change his mind.

Other acceptable responses will be credited.

**(6 marks) AO2**

**(c) Describe what the women saw and heard when they visited the tomb of Jesus.**

**Target: To demonstrate knowledge of the resurrection narrative**

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

<b>Mark 16<sup>1-7</sup></b>		
<b>RSV</b>	<b>NIV</b>	<b>GNB</b>
<p>After the Sabbath was over, Mary Magdalene, and Mary the mother of James, and Salome bought spices, to go and anoint the body of Jesus. <sup>2</sup>Very early Sunday morning at sunrise, they went to the tomb. <sup>3</sup>On the way they said to one another, 'Who will roll away the stone for us from the entrance of the tomb?' <sup>4</sup>Then they looked up and saw that the stone had already been rolled back. <sup>5</sup>So they entered the tomb, where they saw a young man sitting on the right side, wearing a white robe – and they were alarmed. <sup>6</sup>'Don't be alarmed; I know you are looking for Jesus of Nazareth, who was crucified. He is not here; He has been raised; look here in the place where they put him. <sup>7</sup>Now go and give this message to his disciples including Peter He is going ahead of you to Galilee; there you will see him, just as he told you.'</p>	<p>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. <sup>2</sup>Very early on the first day of the week, just after sunrise, they were on their way to the tomb <sup>3</sup>and they asked each other, "Who will roll the stone away from the entrance of the tomb?" <sup>4</sup>But when they looked up, they saw that the stone, which was very large, had been rolled away. <sup>5</sup>As they entered the tomb, they saw a young man dressed in a white robe sitting on the right side, and they were alarmed. <sup>6</sup>"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. <sup>7</sup>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.'"</p>	<p>After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices to go and anoint the body of Jesus. Very early on Sunday morning, at sunrise, they went to the tomb. <sup>3-4</sup>On the way they said to one another, "Who will roll away the stone for us from the entrance to the tomb?" (It was a very large stone.) Then they looked up and saw that the stone had already been rolled back. <sup>5</sup>So they entered the tomb, where they saw a young man sitting on the right, wearing a white robe—and they were alarmed. <sup>6</sup>"Don't be alarmed," he said. "I know you are looking for Jesus of Nazareth, who was crucified. He is not here – he has been raised! Look, here is the place where they put him. <sup>7</sup>Now go and give this message to his disciples, including Peter: 'He is going to Galilee ahead of you; there you will see him, just as he told you.'"</p>

**(6 marks) AO1**

- (d) “The women went out and fled from the tomb. They said nothing to anyone, because they were afraid.” This is not a good ending to Mark’s Gospel.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To demonstrate an understanding of the end of Mark’s gospel

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

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

**Agree**

The early Christians did not feel that the Gospel should end at Mark 16<sup>8</sup> and added verses / it was important to include some post resurrection appearances to emphasise that Jesus had risen from the dead / without the extended end there would no commission to the disciples / it gave an opportunity to include the narrative of the Ascension / needed a happy / victorious ending, not a fearful one.

**Other views**

Not all the ancient texts include anything beyond verse eight / some texts do not go beyond verse 14 so there is a debate there / the end of verse eight “for they were afraid” is a dramatic end / it is a realistic end in that it is conceivable that they would be afraid however, it would not help the persecuted Christians though and some think that the end has been lost. The manuscript may have been torn / Mark may have died before completing the manuscript / the ending may have been removed for various reasons / could have been a form of challenge to the early Church to be the happy ending.

Other acceptable responses will be credited.

**(6 marks) AO2**

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Scriptures and additional materials quoted from the *Good News Bible* © 1994 published by the Bible Society. *Good News Bible* © American Bible Society 1966, 1971, 1976, 1992. Used with permission

Revised Standard Version of the Bible, copyright 1952 [2<sup>nd</sup> edition 1971] by the Division of Christian Education of the National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved

Scripture taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION ®. Copyright © 1973, 1978, 1984 Biblica. Used by permission of Zondervan. All rights reserved