



GCSE

Religious Studies B

8063/2B -Paper 2B Perspectives on faith (textual studies)

Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' 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.

If a student 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 student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students 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 Lead Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Theme D: St Mark's Gospel – The life of Jesus

0 1 . 1 Which one of the following did Jesus say to the paralysed man?

[1 mark]

- A You are blaspheming
- B Stand up, take your mat and go to your home
- C Follow me
- D Your faith has made you well; go in peace.

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B Stand up, take your mat and go to your home

0 1 . 2 Give two of the statements the young man in Jesus' tomb said to the women.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

Don't be alarmed / you are looking for Jesus the Nazarene / who was crucified / he has risen / he is not here / see the place where they laid him / 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.

0 1 . 3 Explain two contrasting views in contemporary British society about Mark's account of Jesus' healing of Jairus' daughter.

- You must refer to a Christian belief or view.
- Your contrasting belief or view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

Many Christians claim that as Jesus was the Son of God, anything is possible for him / if Jesus himself could rise from the dead, then he could raise someone else from the dead / God's power is seen working through Jesus / there is hope for Christians that there is life after death / and eternal life with God / Jairus' readiness to trust what Jesus said shows the importance of trusting in God's promises that death is not the end / some think that it is not possible that Jesus was able to raise the girl from the dead / it goes against scientific knowledge and experience / some think that she was in a deep state of unconsciousness / Jesus' words to the professional mourners suggest this / 'Why all this commotion and wailing? The child is not dead but asleep.' / some Christians think that the incident never happened / it was a kind of parable created by the Early Church / intended to help Christians suffering persecution and possible martyrdom / showing them that death is not the end, etc.

0 1 . 4 Explain two Christian beliefs about the importance of the death of Jesus.

You must refer to St Mark's Gospel in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to St Mark's Gospel – 1 mark.

Students may include some of the following points, but all other relevant points must be credited:

The crucifixion is what brought people back to God / it was God's plan for the salvation of humanity / there was atonement at work / blood sacrifice was necessary to get rid of sin / Jesus once spoke of his death as a ransom (Mark 10:45) / his death was a punishment for human sin / human beings may enter heaven, even though they have sinned, since Jesus has paid the penalty instead of them / without the crucifixion the resurrection could not have happened / Jesus' death on the cross proclaimed him as a victor as he conquered evil / Jesus fulfilled the Old Testament prophecies that the Messiah would suffer and die / the crucifixion was the mark of the suffering Messiah that Jesus claimed to be / the crucifixion enabled others eg the Roman centurion to recognise Jesus as Son of God / Jesus died for others / Jesus could have saved himself at any time but he was obedient to his Father / Jesus shows a self-sacrificing love for all / he set an example to his followers that

sometimes it is necessary to suffer or die for one's beliefs / he was prepared to face the pain, rejecting the drink that contained myrrh / the new relationship between God and people was symbolised by the tearing of the curtain in the Temple / it was essential in the Early Church to be clear that Jesus had actually died / the darkness was an important sign that the day of the Lord had come / Jesus was true to his teaching / he predicted that the Son of Man would suffer and die / he had integrity / he was a role model for Christians / he stood firm when he was persecuted / he was fully human in every sense / Jesus endured the physical stress of being fixed to a cross / he suffered injustice through being wrongly accused of a political crime by the inscription placed on his cross / 'The King of the Jews' / Jesus endured terrible emotional pain / the sheer humiliation of crucifixion / being mocked by passers-by, Jewish leaders and those suffering the same fate as himself / he suffered spiritually / he cried out in anguish – 'Eloi, Eloi, lema sabachthani?' ('My God, my God, why have you forsaken me?') / some Christians think that at this point carrying the whole burden of human sin weighed on him, causing a temporary sense of separation from God / this is when he took on all the sins of humanity and enabled people to get closer to God, etc.

0 1 . 5 'The disciples understood the importance of the conversation with Jesus at Caesarea Philippi.'

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to St Mark's Gospel**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3

0	Nothing worthy of credit.	0
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Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

The disciples generally did not challenge what Jesus said / they appear to have accepted Jesus' view of his role / they were willing to share in Jesus' hardships / Peter pointed out to Jesus that they had given up everything to follow him / this showed they realised that Jesus' mission was not an easy one / none of the disciples challenged Jesus when he again predicted his suffering / this suggests that they could all see its importance / nor did they query why Jesus' entry into Jerusalem was on a donkey rather than a horse / when James and John wanted positions of glory in the future, the other disciples were angry with them / they could see that this contradicted what Jesus had said at Caesarea Philippi / they understood Jesus' ministry in terms of service rather than privilege, etc.

Arguments in support of other views

Peter immediately challenged Jesus / he did not see being Messiah in terms of suffering / James and John understood Jesus' future as one of triumph and glory / they therefore asked for the best seats at the celebration banquet / the others were angry, not because they thought James and John had not understood Jesus' role as set out at Caesarea Philippi, but because they had got in first with their request / Jesus would not have needed to give his teaching on the importance of service and of his purpose, had the disciples understood the importance of the earlier conversation / the disciples clearly did not understand the importance of what Jesus said at Caesarea Philippi when they failed to support him at his arrest / they went into hiding / they did not expect him to be raised to life, etc.

Theme E: St Mark's Gospel as a source of spiritual truth

0 2 . 1 Where was Levi when Jesus called him?

[1 mark]

- A On a boat with his father and the hired men
- B By the roadside begging
- C Sitting at the tax collector's booth
- D Walking beside the Sea of Galilee.

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C Sitting at the tax collector's booth

0 2 . 2 Give two instructions that Jesus gave to the twelve disciples when he sent them out in twos on their mission.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

Authority over demons / take nothing for the journey except a staff / no bread / no bag / no money in their belts / wear sandals / but not an extra tunic / whenever you enter a house, stay there until you leave that town / and if any place will not welcome you or listen to you shake the dust of your feet when you leave, as testimony against them.

0 2 . 3 Explain two contrasting views about Jesus' reply to the Greek (Syro-Phoenician) woman when she asked him to drive a demon out of her daughter.

- You must refer to a Christian belief or view.
- Your contrasting belief or view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

Some Christians believe that perhaps Jesus wanted to avoid the authorities when he went into Gentile country / it was not to conduct a mission to the Gentiles / Jesus did not want anyone to know he was there as he did not want to be thought of as just another wandering healer / Jesus' mission was primarily for the Jews / to bring them back to God so that they could spread the good news further / some Christians think he was trying to say as gently as possible that his work at the moment was properly among the Jews / perhaps he was joking / Jesus wasn't calling anyone a dog / it was an image / Jesus was quoting what some Jewish people might have said about Gentiles at that time, not what he personally believed / it may have been a well-known proverb / perhaps he was testing her faith / Jesus healed other women and Gentiles so to suggest that he was unwilling to help her contradicts the rest of Mark's Gospel / the woman accepted what Jesus said in her reply that meant that the Jews were already receiving the good news, therefore, Gentiles should be offered it now also / her faith in Jesus was so strong that she trusted that her daughter would be healed / Jesus saw her faith and rewarded it by healing her daughter / some think that Jesus was adopting the view of his day that Jews were not expected to mix with Gentiles / they were seen as unclean / Jesus stated that the Jews must have access to his teaching first / Jesus seemed to be saying that the Jews were more important than the Gentiles / she and her daughter were not worth helping / Jesus' reply to the woman appeared very rude and unpleasant / some might even say Jesus was racist in his reply / 'First let the children eat all they want,' he told her, 'for it is not right to take the children's bread and toss it to the dogs' / Jesus referred to Jews as children and Gentiles as dogs / the woman may have thought that Jesus was calling her 'a dog', etc.

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 Explain two of Jesus' teachings on discipleship included in St Mark's Gospel.

You must refer to St Mark's Gospel in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to St Mark's Gospel – 1 mark.

Students may include some of the following points, but all other relevant points must be credited:

The call to be a disciple can be hard to resist for some / the immediate response of the first four / discipleship demands sacrifice / in the call of the disciples they gave up everything to follow Jesus / in the mission of the twelve they could only take the bare essentials with them / they would also face acceptance and rejection / in the cost of discipleship Jesus taught that there is no place for self-interest / it may involve rejection suffering and death / those who put materialistic comfort and pleasure first in life could separate themselves from God / and those who rejected Jesus in this life would be judged accordingly in the Second Coming / discipleship has rewards / Jesus taught his disciples that although persecutions would be present in life sacrifices would be more than compensated for in the Kingdom of God both in the present and the future / status in God's Kingdom would be very different to how it was on earth / faith is important / in the story of the woman with the haemorrhage, her faith made her well / she believed that if she just touched Jesus' cloak she would be healed and she was / Peter's denials shows his lack of faith and the consequences of this, etc.

0 2 . 5 'The Kingdom of God is still to come.'

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to St Mark's Gospel**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

There is too much evil on the earth for the Kingdom of God to be present / violence, discrimination / in the story of the rich young man when the disciples asked who can be saved Jesus implies that the standards of the Kingdom are not those of the everyday world - money, status, image / the standards are Christian standards – love of God and love of your neighbour / the parable of the growing seed refers to Judgement Day / when those who have accepted God's kingship are welcomed into heaven / implying a Kingdom in the future / in the story of Jesus and the children what Jesus says when the mothers brought the children to him implies a Kingdom in the future / anyone who will not accept the Kingdom like a child will not enter it, etc.

Arguments in support of other views

Some Christians view Jesus' teaching as stating that the Kingdom is a present reality / the parable of the mustard seed implies the growth of the Kingdom now / the parable of the sower implies how people respond now to God's message and how they allow its growth to flourish / the seed parables show that God's Kingdom is present now, though not all are ready for it / in the greatest commandment Jesus told the scribe that he was not far from the Kingdom of God / when he agreed that loving God and your neighbour were the most important commandments / there are many signs on earth that God's Kingdom is a present reality / when people are doing good and helping others / examples of this / some Christians view the Kingdom as an individual state / when the disciples tried to turn away the mothers and their children Jesus rebuked them and spoke about the need for individuals to be trusting, child-like and innocent to enter the Kingdom / some Christians view the Kingdom as a community on earth / the parable of the mustard seed is seen as the growth of a community of believers / starts with one man, Jesus extends to the twelve but will ultimately be a huge community of believers / the parable of the mustard seed is viewed by Christians as the Church which will offer support and help to those in need, etc.