

GCSE
RELIGIOUS STUDIES B
8063/2B

Paper 2B Perspectives on faith (textual studies)

Mark scheme

June 2021

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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 Examiner.

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.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

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.

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.

0 1

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

0 1 . 1

Jesus was rejected in his home town. Which one of the following was his home town?

[1 mark]

- A Nazareth**
- B Bethany**
- C Caesarea Philippi**
- D Jerusalem**

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

Answer: A Nazareth

0 1 . 2

Name two of Jesus' disciples who were present at the Transfiguration.

[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.

Peter (Simon) / James / John

0 1 . 3

Explain two contrasting beliefs in contemporary British Society about the meaning of Jesus' words 'This is my body' when he gave bread to his disciples at the Last Supper.

- You must refer to a Christian belief.
- Your contrasting belief 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

If similar beliefs are given, only one of them may be credited up to 2 marks.

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

Some Christians believe in Transubstantiation / the Real Presence / that the bread actually becomes the Body of Christ / joining in the sacrifice of Calvary / spiritual food, etc.

Some Christians believe in Consubstantiation / that the bread is spiritually the body of Jesus yet the bread is still actually only bread / it is a symbol of Jesus' body / reminds Christians of Jesus' death / his spiritual presence among followers, etc.

Some Christians believe that Jesus' death was self-sacrifice / Jesus referred to the bread as 'my body' / Jesus gave his life as a ransom for many, etc.

Some Christians believe there is no sacrificial aspect / the bread is a symbol of Jesus' body, etc.

0 1 . 4 Explain two Christian beliefs about the importance of the resurrection 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:

It is central to the Christian faith / death is not the end / hope of eternal life / good can overcome evil / hope over despair / shows God's power that he can create such a miracle / shows Jesus was telling the truth when he predicted his death and resurrection / belief that death is not the end brings comfort for the bereaved / hope of seeing our loved ones again / encourages trust in the rest of what Jesus said and did, as what he said about his resurrection came true / gives Christians encouragement to face persecution – that God will reward them in the next life / resurrection life is a present reality for Christians through baptism and other sacraments / the effects on the way in which Christians live – idea of judgement at the end of time, etc.

Sources of Authority

Mark 8: 31 – Jesus' first prediction of his suffering, death and resurrection
Mark 9: 31 – Jesus' second prediction of his suffering, death and resurrection
Mark 10:33 – Jesus' third prediction of his suffering, death and resurrection
Mark 10: 37 – The request of James and John
Mark 14: 62 – The trial before the Jewish authorities
Mark 16: 6; 9:20 – The empty tomb and the resurrection appearances

NB The focus of this question is on the importance of the Resurrection, so mere narration of the text will receive only limited credit.

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5 ‘Son of Man is the best title to help 21st century Christians understand the importance of Jesus.’

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 their 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 of 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

It is the title that Jesus preferred for himself / in some Old Testament passages it meant 'man' / Son of Man simply means 'I' / showed Jesus as a human being / with human emotions and feelings / therefore he understands us better and we can relate easier to him / a representative figure / authority to forgive sins / eg paralysed man / Christians know that if they repent they can be forgiven / authority over religious practices / eg working and eating on the Sabbath / he was a supernatural figure / he will judge at the second coming / the Old Testament book of Daniel refers to the Son of Man coming back in judgement at the end of time / Mark's Gospel contains the same picture eg at his trial before the Sanhedrin Jesus stated 'you will see the Son of Man coming with the clouds of heaven and seated at God's right hand side' / it is therefore very important to live a good Christian life / in the Old Testament book of Isaiah Son of Man is linked with the suffering servant / Jesus came to serve / and give his life as a 'ransom' for many / he showed his humility when he rode into Jerusalem on a donkey / examples for Christians to put others first / he has power to heal and save – his power and authority came from God / Christians know that they can ask for his help in times of need and that he has the power to help / ambiguity means Jesus cannot be put in a 'box' / Christians know that Jesus is there for everyone, etc.

Arguments in support of other views

Some Christians find it hard to relate to a Jewish title which is so tied to the Old Testament / Son of Man is too ambiguous and requires an understanding of Old Testament thinking / Messiah and Son of David also show Jesus' Jewish roots and have political connotations relating to kingship and liberation through revolution / status and power are important to people nowadays, and this title might encourage them to think of Jesus as a worldly king which was not how Jesus saw himself / many Christians think Son of God states clearly what Christianity teaches / it is not vague, has no political links and is not tied to a particular culture / it shows the closeness of Jesus' relationship with God / and his power to heal and save / however it can be off putting for some Christians as they prefer the more personal figure to whom they can be close / all the titles help to give a more detailed insight into the person of Jesus, etc.

0 2

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

0 2 . 1

Which one of the following did Jesus say to his disciples when they asked why they could not cast out the evil spirit from the epileptic (demon-possessed) boy?

[1 mark]

- A This kind can come out only through a miracle.**
- B This kind can come out only through a blessing.**
- C This kind can come out only through prayer.**
- D This kind can come out only through anointing.**

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

Answer: C This kind can come out only through prayer.

0 2 . 2

Give two things that Jesus said to the disciples when they tried to stop people bringing little children to him.

[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 two of the following points, but all other relevant points must be credited:

Let the little children come to me / do not hinder them / for the Kingdom of God belongs to such as these / Truly I tell you, anyone who will not receive the Kingdom of God like a little child will never enter it, etc.

0 2 . 3 Explain two contrasting views in contemporary British society about the healing of the woman with a haemorrhage.

- You must refer to a Christian view.
- Your contrasting 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 view

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

Second contrasting view

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

If similar views are given, only one of them may be credited up to 2 marks.

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

The woman was cured by her faith in Jesus / the woman had such faith that if she just touched Jesus' clothes she would be healed / she came up behind him through the crowd and touched his cloak / immediately she felt in herself that she was cured of her complaint / Jesus said her faith had made her well and to go in peace, etc.

The woman was healed by the power of God / as God's Son Jesus had inside himself the power to heal people / this cure was instant / Mark tells us that the strength of the power leaving Jesus was so great that he asked who touched him, etc.

A non-religious view would be that the story never happened / such a cure was all in the woman's mind / the story is unreliable / this was not a natural event / and not a miracle / there could be a natural cause for the bleeding to have stopped coincidentally / it was a creation by the Early Church to illustrate the importance of faith, etc.

0 2 . 4 Explain two teachings about the Kingdom of God found in the parable of the Growing Seed.

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 Kingdom of God continues to grow / it may not be very visible but its growth is inevitable / the seed grows no matter what the man does / the growth of God’s Kingdom will be gradual – in stages - slowly but surely it will develop / the Kingdom of God grows by the grace of God / no one knows how God’s Kingdom grows in a person’s heart – you cannot buy it or demand it / it is a gift from God called grace / it is a mystery / ‘someone’ sows the seed, God provides the increase / the Kingdom of God will grow to the end of time when God will gather the harvest / in the Old Testament the harvest is a metaphor for judgement [eg Joel 3:13], etc.

Sources of authority

The Parable of the growing seed – Mark 4 :26-29

²⁶ He also said, “The kingdom of God is as if someone would scatter seed on the ground, ²⁷ and would sleep and rise night and day, and the seed would sprout and grow, he does not know how.

²⁸ The earth produces of itself, first the stalk, then the head, then the full grain in the head. ²⁹ But when the grain is ripe, at once he goes in with his sickle, because the harvest has come.”

NB The focus of this question is on teachings about the Kingdom of God contained in the parable, so mere narration of the text will receive only limited credit.

NB Marks should be salvaged in relation to teachings about the Kingdom of God which are in common with the Parable of the Sower.

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5

‘The example of the widow at the treasury shows that all Christians should be poor.’

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 their 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 of 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

The widow gave all she had so Christians should follow her example / Jesus praised her sacrifice as she had nothing left / he was critical of the rich men who only gave a little of their wealth / Jesus recognised that the rich people could afford what they gave / whereas the widow could not afford her donation / this showed that the woman was prepared to make the greater sacrifice / it is in line with Jesus' advice to the rich man to sell everything he had in order to gain eternal life / he warned his disciples of the spiritual dangers of wealth / Pope Francis taught that he wanted 'a poor Church, for the poor', etc.

Arguments in support of other views

Jesus' teaching in this story is about the nature of generosity / it is not the amount you give but the proportion of your wealth / and the level of sacrifice that is important / the widow gave a small amount which people would have looked down upon but Jesus praised the woman for her sacrifice and generous spirit as she had nothing left / he was not praising her for her poverty / it is not about taking the story literally / but seeing it as about motive/intention behind giving / if all Christians were poor they would be a burden to others / it would be irresponsible and neglectful to give away everything as people have family commitments / we live in an economy which is based on possessions / it is not wrong in itself to have money / it depends on how it is used / some wealthy people give away a lot of their wealth to help the rest of society / Christians support programmes that try to eradicate poverty, not encourage it / many Christians today give generously to charities eg Trocaire, Cafod, etc.