



GCSE RELIGIOUS STUDIES B 8063/2B

Paper 2B Perspectives on faith (textual studies)

Mark scheme

June 2019

Version 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 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.

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 baptised Jesus in the River Jordan?

[1 mark]

- A Mark**
- B John**
- C Peter**
- D Judas**

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

Answer: B. John

0 1 . 2 Give two things that happened, according to Mark, as Jesus came out of the water when he was baptised.

[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.

He saw the heavens torn apart / the Spirit descending / like a dove / a voice (came from heaven) / 'You are my Son (the Beloved) / with you I am well pleased.'

Allow 1 mark for reference to the temptation (Mark 1:12-13)

0 1 . 3 Explain two contrasting views in contemporary British society about the importance of the transfiguration of Jesus.

- 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 ways 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:

Take it literally (as fact) / it confirmed to the three disciples that Jesus was the Son of God / 'this is my Son' / it reinforced the importance of heeding Jesus' teaching / 'listen to him' / it showed Jesus' divinity / the bright white clothing / it presented Jesus as the fulfilment of the Old Testament / the appearance of Moses and Elijah / the fact that only Peter, James and John experienced this highlights its importance / it shows Peter's realisation of the importance of the experience / his request to build three tabernacles, etc.

It did not really happen / how could two Old Testament figures who were long since dead reappear? / it was exaggerated / it was made up just to make Jesus look important / better understood as a vision or a dream / an illusion / an allegory / a symbolic story / a myth / if it had really happened as Mark wrote it, Peter would not have denied Jesus later / the three disciples would not have deserted him / this could be a misplaced resurrection story, etc.

Credit reference to the conversation between Jesus and his disciples as they came down from the mountain ((Mark 9:9-10).

0 1 . 4 Explain two ways in which Mark’s account of the entry into Jerusalem shows that Jesus was the Messiah.

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 way

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

Second way

Simple explanation of a relevant and accurate way – 1 mark
Detailed explanation of a relevant and accurate way – 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:

By riding into Jerusalem on a donkey Jesus acted as the Messiah / humility / the prophet Zechariah had written centuries earlier that the Messiah would come to Jerusalem on a donkey / Jesus was fulfilling the scriptures / the people welcomed Jesus as the Messiah / they responded as if a king or great ruler had arrived / by placing their cloaks and palm branches on the road / the crowd shouted ‘hosanna’ which refers to saving / by referring to the coming Kingdom of David, the crowd showed that they believed Jesus to be the Messiah / the Jews believed that the Messiah would come from the line of King David / Son of David was a Messianic title, etc.

Accept reference to what preceded the actual entry (i.e. Mark 11:1-6)

Sources of authority:

The entry into Jerusalem: Mark 11: 1-11

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

0 1 . 5 ‘The empty tomb proves that Jesus rose from the dead.’

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 in your answer**
- **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

Christians argue that there is evidence for the authority of the empty tomb account and the fact that Jesus rose from the dead / the centurion confirmed that Jesus was dead / Pilate granted Jesus’ body to Joseph of Arimathea / who placed it in the tomb and rolled a stone against the door / Joseph was a respected member of the council who was also himself waiting expectantly for the Kingdom of God, so he would not have lied about the tomb / Mark’s Gospel makes it very clear that the women saw where Jesus’ body was laid (Mark:15 v47) so they would not have gone to the wrong tomb to anoint his body / the young man in the tomb told the women that Jesus had risen and gone to Galilee / he showed them the tomb was empty / no one would want to steal the body / eg the disciples were in hiding through fear of arrest / the Jewish authorities would have produced the body to prove that Jesus did not rise from the dead / touching a dead body would have made them unclean / the Romans thought of Jesus as just

another irritating teacher from Galilee and were not interested in him, etc.

Arguments in support of other views

There is no real proof / the centurion may have made a mistake and perhaps Jesus did not really die / he may have just recovered in the cool of the tomb / Joseph of Arimathea could have moved Jesus' body / others may have moved the stone away / the body may have been stolen by the disciples, the Romans or the Jewish authorities / Jesus could not have come back to life if he was dead, it is scientifically not possible / he could not have survived all that happened to him / the actual location of the tomb was forgotten and the women may have gone to the wrong tomb on the Sunday morning / the women may have been hallucinating / or had over-vivid imaginations / Mark 16 tells us that the women ran away from the tomb, for terror and amazement had seized them; and they said nothing to anyone, for they were afraid / there is no evidence outside the New Testament to such an event, etc.

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

0 2 . 1 Which one of the following did Jesus praise for her generosity?

[1 mark]

- A** The woman with a haemorrhage
- B** The Greek (Syro-Phoenician) woman's daughter
- C** The widow at the treasury
- D** The servant girl in the courtyard

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

Answer: C. The widow at the treasury

0 2 . 2 Give two places where the seed fell in Mark's account of the parable of the sower.

[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.

path / rocky ground (thin soil) / thorns / good soil

0 2 . 3 Explain two contrasting views in contemporary British society about the belief that the woman at Bethany was right to anoint Jesus.

- 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 ways 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:

It was customary to anoint guests at a meal as a sign of respect and to show they were welcome visitors / anointing was an action full of symbolism eg when people died, their body was anointed with oil and precious perfumes to preserve it for as long as possible / Jesus himself praised her for her actions / he said that she had done a beautiful thing for him / that she did what she could / that she had anointed his body for burial / that you will always have the poor with you, and you can show kindness to them whenever you wish; but you will not always have me / that her example would be remembered for ever / sign of devotion / because she was viewed as an outcast, Jesus' actions showed he was fair / because she was a woman, Jesus' reply showed equality, etc.

The reaction of those present suggests that she was not right / the perfume(nard) was very expensive / she had wasted it / it could have been sold for 300 denarii / and the money given to the poor / it was also unthinkable for a woman to do the anointing / not good stewardship to use the whole box of such an expensive oil / should be saved for special occasions, etc.

0 2 . 4 Explain two teachings of Jesus about the cost of discipleship.

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:

To deny self / a Christian must be willing to make sacrifices / put other’s needs first / not be concerned about social position / or so ambitious that they need to be first in everything / there is no place for self-interest / to take up the cross / a Christians must be prepared to suffer for one’s faith / face persecution / hardship / ridicule / mockery / even death / to follow him / a Christian must be accepting and show a Christian way of life / treading in the footsteps of Jesus / following his example as closely as possible / obedience to the will of God / ‘Whoever wants to save his life will lose it, but whoever loses his life for me and the gospel will save it’ / those who fear mockery or suffering or declaring their faith in public risk losing what matters, eternal life / ‘What good is it for a man to gain the whole world, yet forfeit his soul’ / those putting material wealth, power, comfort, etc, before God will not receive eternal life / ‘If anyone is ashamed of me and my words.... The Son of Man will be ashamed of him....’ / rejection of Jesus through word or action will be returned on Judgement Day, etc.

Allow reference to rewards only if it is clearly tied into the costs that precede them.

Sources of authority:

- The cost of discipleship: Mark 8: 34-38
- The first four disciples leave everything to follow Jesus: Mark 1:17-18, 20
- The demands of the mission of the Twelve: Mark 6:8-9
- The rich man and the conversation afterwards: Mark 10:21, 25,29-30
- The request of James and John and Jesus’ teaching on true greatness: Mark 10: 38, 43-44

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

0 2 . 5 ‘The twelve men that Jesus picked were perfect disciples.’

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
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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

Jesus obviously saw something special about these men / he recognised in them an ability to show commitment / their backgrounds were diverse / they did not hesitate when called / their response to Jesus was immediate / they left everything / they became a community around Jesus / the mission of the twelve shows how far they were prepared to go to support the ministry of Jesus / they were sent out with minimum equipment eg no bread, etc. / they were to rely on the faith and generosity of others / to believe that God would provide for them / they demonstrated their faith by following Jesus’ commands / Jesus warned them about the cost of discipleship (eg deny self, rejection, death etc,) but they stayed loyal to him / Peter became the leader of the disciples and along with James and John became the inner circle, which seemed to be accepted by the others / the faith that Jesus showed in them at the

commission was justified / they became respected leaders / fearlessly proclaiming their belief that Jesus was the Son of God / it is commonly accepted that many died as martyrs / Peter became the first Pope (bishop of Rome), etc.

Arguments in support of other views

In stories featuring the twelve Mark certainly points out their imperfections, failures and weaknesses / eg when they failed to understand Jesus' teaching in the prediction of the passion / lacked faith and courage in the calming of the storm / James and John looked for positions of personal glory / they argued with Jesus before he fed the five thousand / Peter, James and John fell asleep in Gethsemane / Judas betrayed Jesus / they all ran away when Jesus was arrested / Peter denied knowing Jesus three times / at the Crucifixion none of the disciples were there to support Jesus / they did not believe Jesus was alive after the Resurrection / however they were only human with human weaknesses / these twelve were not representative because they were all male, etc.