

**GCSE**

**Religious Studies A (World Religion(s))**

Unit **B583**: Christian Scriptures 1 (Mark)

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

We do not use annotations in GCSE Religious Studies

**Subject-specific Marking Instructions****General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

**Specific points**

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular, the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

**Written communication, Spelling, Punctuation and Grammar**

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.**

**Spelling, punctuation and grammar (SPaG) Assessment Grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## AO1 part (d) question

<b>Level 3</b> <b>5-6</b>	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and / or depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>
<b>Level 2</b> <b>3-4</b>	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
<b>Level 1</b> <b>1-2</b>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
<b>Level 0</b> <b>0</b>	<b>No evidence submitted or response does not address the question.</b>

## AO2 part (e) question


<p><b>Level 4</b> <b>10-12</b></p>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> </ul> <p>Few, if any errors in spelling, grammar and punctuation</p>	<p><b>Level 2</b> <b>4-6</b></p>	<p>A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> </ul> <p>There may be errors in spelling, grammar and punctuation</p>
<p><b>Level 3</b> <b>7-9</b></p>	<p>A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> </ul> <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p><b>Level 1</b> <b>1-3</b></p>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> </ul> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p><b>Level 0</b> <b>0</b></p>	<p><b>No evidence submitted or response does not address the question.</b></p>



## MARK SCHEME


Question		Answer	Mark	Guidance
1	(a)	<p><b>Jesus drives out an evil spirit (Mark 1: 21-28)</b></p> <p><b>On which day of the week did this event take place?</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• Sabbath / Saturday</li> </ul> <p>One mark for response.</p>	1	
	(b)	<p>(i) <b>How did the people react to the teaching of Jesus?</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• Astonishment / amazement / they were astonished / amazed</li> </ul> <p>One mark for response.</p> <p>(ii) <b>According to the passage, who was Jesus' teaching different from?</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• The scribes / teachers of the Law</li> </ul> <p>One mark for response.</p>	1  1	
	(c)	<p><b>State <u>three</u> things that the evil spirit said to Jesus.</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• What have you to do with us (what do you want from us), Jesus of Nazareth?</li> <li>• Have you come to destroy us?</li> <li>• I know who you are (the Holy One of God / God's holy messenger).</li> </ul> <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p><b>Explain the importance of this passage for Christians today.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider the passage in general terms, or different aspects of the text, or a combination of the two.</p> <p>Some candidates might explore the importance of Jesus teaching on the Sabbath in the synagogue and being one who has authority. They might observe that it is important that there is continuity from the Jewish roots of Christianity to today and that Christians should understand their faith's location in this timeline of salvation history.</p> <p>Some might explore the idea of being possessed by unclean spirits and what the equivalent might be in the twenty-first century. For example, they might say that where there is conflict between religion and society, this could be the Devil at work. They might also explore people giving in to temptation and allowing 'evil' to rule their lives.</p> <p>Some might consider the idea of there being demons as important because it is further proof that there exist things beyond our material world.</p> <p>Some might explore the idea of Jesus' power and authority as coming from God. It is important today, with Jesus no longer present, for Christians to remember that Jesus has authority over all things and Christians should 'tap in' to this. Others might look at the idea of the demon knowing Jesus' name and the importance to some Christians of praying using Jesus' name as a mantra.</p> <p>In considering the passage more generally, candidates might explore the importance of the exorcism passages or the miracle stories in giving the reader a glimpse into Mark's vision of what God's Kingdom might be like.</p>	6	
(e)	<p><b>'Exorcisms are not true events.'</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates are free to consider this in the context of Mark's Gospel or more widely.</p>	12	


Question		Answer	Mark	Guidance
		<p>Some candidates might point to internal evidence from the Gospel to reject the truth of exorcisms. They might suggest that incidents such as Jesus killing pigs by driving demons into them are not in character for Jesus and suggest that the stories are made up. Others might suggest that there is truth behind the idea of Jesus casting out demons and individual stories might be based on tradition.</p> <p>Some might suggest that Jesus' exorcism ministry was necessary because the Devil had too much control of the world following the Fall. As the passage in Mark 1 shows, Jesus' coming to earth 'forced the issue' when it came to the battle between good and evil.</p> <p>Some might observe that there is little or no evidence for exorcisms today. They might suggest that if exorcisms were real then there would be as many instances as there seem to be in Mark's Gospel. Others might point out that Christianity talks about exorcisms in the twenty-first century, although often plays them down.</p> <p>In discussing exorcisms today, candidates might make use of examples that they have studied or case studies, for example, of the Roman Catholic Church's official exorcists. Some may analyse exorcisms in the context of healing during acts of worship, especially in charismatic traditions. Some Christians traditions make very little mention of exorcisms and consider them to be a special aspect of Jesus' ministry.</p> <p>Candidates could argue that modern understandings of medicine give different explanations for what were once termed exorcisms, such as epileptic fits.</p>		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
2	(a)	<p style="text-align: center;"><b>Jesus calms the storm (Mark 4: 35-41)</b></p> <p><b>At what time of day did this miracle take place?</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• Evening</li> </ul> <p>One mark for response.</p>	1	

Question	Answer	Mark	Guidance
(b)	<p><b>Give <u>two</u> ways in which the disciples reacted to this miracle.</b></p> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Filled with awe / terribly afraid / terrified</li> <li>• Said, 'Who is this that even the wind and sea (waves) obey him?'</li> </ul> <p>One mark for each response.</p>	2	
(c)	<p><b>Describe how Jesus calmed the storm, according to this passage.</b></p> <p>Jesus woke up / got up / stood up, he rebuked the wind (or commanded the wind to be quiet) and said to the sea, 'Peace! Be still!'</p> <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	
(d)	<p><b>Explain how this passage might strengthen the faith of a Christian.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might reflect on what might be storms in an individual's life and the Christian belief that Jesus can calm them, literally or metaphorically. This might cause a Christian to put a greater amount of trust or faith in God.</p> <p>The idea of Jesus sleeping might remind Christians that, even though Jesus is not physically present, he can still perform wonders and miracles.</p> <p>Some candidates might explore the portrayal of the disciples and the extent to which Christians might panic if they get into difficult situations or lose faith in God. This might underline the importance of faith in the modern world.</p> <p>Some might consider the storms to be things that the world brings, such as over-reliance on materialism or the noise of the modern 24/7 lifestyle.</p>	6	

Question	Answer	Mark	Guidance
	<p>Candidates could also consider the response of the disciples to the miracle. It gives us a glimpse into who Jesus is, and faith is strengthened by a greater understanding of the person of Jesus. They might also reflect on the need for awe and wonder at the power of God or the person of Christ.</p> <p>Candidates could also observe that the nature miracle shows God breaking into the world to care for his people and to provide for their physical needs and this idea of care in general is something to focus on in modern Christian prayer and reflection.</p>		
(e)	<p><b>'Mark includes too many miracle stories in his gospel.'</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Some candidates might argue in favour of the statement by suggesting that Mark's emphasis on the actions of Jesus might make him seem like a magic worker, rather than a religious figure. They might suggest that in such a short text where the life of Jesus is confined to the first half or so of the Gospel, there are a disproportionate number of miracles.</p> <p>Some candidates might suggest that to understand Jesus fully it is important to get a range of stories of his life. They might point to the absence of birth narratives, or else to there being relatively few parables or teachings of Jesus.</p> <p>Some candidates might argue that the miracles are parables in action and they point to the kingdom that Jesus began to bring to earth when he came. The nature miracles point to a world without want or need, healings point to an existence without pain and exorcisms point to God being in control over the forces of evil. Therefore, there can never be 'too many' miracle stories.</p> <p>Candidates could suggest that the reason there seem to be a number of miracle stories is that this is simply what happened and Mark was providing an accurate picture of Jesus' life as he knew it.</p> <p>Candidates might argue that the miracle stories begin to give repeated messages of Jesus' power or the breaking-in of the Kingdom of God, and that Mark did not need to</p>	12	

Question			Answer	Mark	Guidance
			include them all.  They might also argue that, given that Jesus tried not to draw attention to himself, Mark seems to give the impression that Jesus was performing public events so much that the portrayal of Jesus in the gospel is contradictory.		
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
<b>3</b>	(a)		<p style="text-align: center;"><b>The Crucifixion (Mark 15: 21-41)</b></p> <p><b>What was mixed with the wine that Jesus was offered just before his crucifixion?</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• myrrh</li> </ul> <p>One mark for response.</p>	1	
	(b)	(i)	<p><b>Who was crucified with Jesus?</b></p> <p>Response:</p> <ul style="list-style-type: none"> <li>• Two robbers / bandits</li> </ul> <p>One mark for response.</p> <p><b>At what time did darkness come over the land?</b></p>	1	
		(ii)	<p>Response:</p> <ul style="list-style-type: none"> <li>• The sixth hour / noon / 12 o'clock</li> </ul> <p>One mark for response.</p>	1	

Question	Answer	Mark	Guidance
(c)	<p><b>Describe what happened at the moment of Jesus' death in Mark's Gospel.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Jesus uttered a loud cry.</li> <li>• The curtain of the temple was torn in two from top to bottom.</li> <li>• The centurion (army officer) who was facing him said, 'Truly this man was the Son of God'.</li> <li>• Women watched from the distance</li> </ul> <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	
(d)	<p><b>Explain why the crucifixion of Jesus is important to Christian belief.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>There are a number of different directions candidates could take their responses to this question.</p> <p>Some might observe that the crucifixion led to the resurrection, which saved the world. Without the crucifixion, in essence, there would be no Christianity as it exists now. This is also important because by God saving the world we have the chance to go to heaven. Candidates might exemplify this by linking this to being saved by faith and/or by works; either approach is valid.</p> <p>Some might talk about the crucifixion fulfilling the promises of the Old Testament and even Jesus' own predictions. This is important because it shows that God keeps his promises.</p> <p>Some candidates might explain that Jesus' death was in some way a substitution for that of humanity – that, following the Fall, Jesus died so that death is not a punishment for humans. Jesus' death redeemed the world and paid the price of our sin and/or the sin of Adam.</p> <p>Some might focus on the idea of Jesus sacrificing himself as an innocent victim and</p>	6	

Question	Answer	Mark	Guidance
	the idea that it can teach people to be prepared to sacrifice themselves for people or causes in which they believe.		
(e)	<p><b>‘Christians do not need a special day to remember the death of Jesus.’</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might argue in favour of the statement by pointing out that Jesus’ death was one event for all time which does not need to be repeated in any way. The focus now for Christians should be how to live a Christian life and how to spread God’s message.</p> <p>Others might agree in a different way entirely and say that Jesus’ death should be so central to daily life that there shouldn’t be specific days on which you remember it. Daily prayer, regular worship, symbols around the home and other aspects of Christianity should be enough.</p> <p>Some could argue that Good Friday is important because Christians need the opportunity to be thankful for what God has done by dying on the cross in our place and saving us, though we do not deserve it.</p> <p>Some might also say that Good Friday provides an important methods of witnessing to this good news that many Christians believe needs to be spread so that the world might be saved.</p> <p>Some might observe that Jesus himself seemed to expect his death to be remembered through his giving of the Eucharist as a way of remembering his death.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
	<b>Total</b>	<b>51</b>	



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