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GCSE  
RELIGIOUS STUDIES  
8063/2B

PERSPECTIVES ON FAITH (TEXTUAL STUDIES)

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Mark scheme

Additional specimen

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V1.1

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](http://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.

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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 Principal 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.**

**01 THEME D: ST MARK’S GOSPEL – THE LIFE OF JESUS**

Qu	Part	Marking guidance	Total marks
01	1	<p>Which <b>one</b> of the following did Jesus predict would happen to him?</p> <p><b>A</b> A man would help him to carry his cross.  <b>B</b> He would be handed over to the chief priests and scribes.  <b>C</b> A woman would wash his feet with her tears.  <b>D</b> He would die of thirst tied to a cross.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B He would be handed over to the chief priests and scribes.</p>	1
01	2	<p>Give <b>two</b> statements that Jesus made in his reply to James and John when they asked for places at his right hand and his left hand.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>You do not know what you are asking/are you able to drink the cup that I drink/or be baptised with the baptism that I am baptised with/the cup that I drink you will drink/with the baptism with which I am baptised, you will be baptised/but to sit at my right hand or at my left is not mine to grant/but it is for those for whom it has been prepared' etc.</p>	2

01	3	<p>Explain <b>two</b> contrasting views about the importance of Jesus as Son of David.</p> <ul style="list-style-type: none"> <li>• You must refer to a Christian belief or view.</li> <li>• Your contrasting belief or view may come from Christianity or from another religious or non-religious tradition.</li> </ul> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting belief</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting belief</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p><b>A Christian view</b></p> <ul style="list-style-type: none"> <li>• the Messiah was expected to be a descendant of King David/so it shows that Jesus was the Messiah/and fulfilled Old Testament prophecy, etc</li> <li>• the title refers to royalty in a spiritual sense/Jesus was not a political agitator but he brought with him the kingdom of God/he is sovereign over human hearts and lives, etc.</li> </ul> <p><b>Contrasting view</b></p> <ul style="list-style-type: none"> <li>• the title is suggestive of a political agitator/in fact this was the crime for which he was condemned to death/so it gives a false picture of Jesus' nature and his mission, etc</li> <li>• it is easy to think in terms of wealth and power/but Jesus came as a servant and not one to be served/he lived a very simple life and expected this of his followers, etc.</li> </ul>	4
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01	4	<p>Explain two ways in which Jesus' words and actions at the Last Supper are important for Christians.</p> <p>You must refer to St Mark's Gospel in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First way</b>          Simple explanation of a relevant and accurate way – 1 mark          Detailed explanation of a relevant and accurate way – 2 marks</p> <p><b>Second way</b>          Simple explanation of a relevant and accurate way – 1 mark          Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to Mark's Gospel – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• Jesus' words and actions are preserved in the communion services today/'Take my body' and 'my blood of the covenant'/Catholics use these in the Mass/he broke the bread as a sign that he was to die/ Christians still do this, etc</li> <li>• Jesus said that he would not drink wine again until he drinks it in the Kingdom of God/a sign of the promise of the afterlife, etc.</li> </ul> <p>Some students may refer to the conversation between Jesus and the disciples over who would betray him as words at the Last Supper. They may also refer to the singing of a hymn as an action.</p>	5
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01	5	<p>‘The feeding of the 5000 shows that Jesus was the Son of God.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to St Mark’s Gospel in your answer</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• the feeding of 5000 shows the power of Jesus to work miracles/he used God’s power to bring good/there was more than enough for everyone/the people were hungry and they were fed/he was able to meet both their physical needs in the feeding and their spiritual</li> </ul>																			

		<p>needs in the teaching he gave, etc</p> <ul style="list-style-type: none"> <li>the miracle is an indication of the Messianic banquet/he was the leader promised by God/some interpret this miracle as part of the coming of the kingdom of God, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>the story is not true/the Gospel was written long after the events/it was an ordinary event that became exaggerated during the period of oral tradition/so it says nothing about the status of Jesus, but only about how some of his followers viewed him, etc.</li> <li>it was a simple case of Jesus sharing what he had/and then those in the crowd who had brought food with them were shamed into sharing theirs/so there was nothing supernatural about it, etc.</li> </ul>	
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**02 THEME E: ST MARK’S GOSPEL AS A SOURCE OF SPIRITUAL TRUTH**

Qu	Part	Marking guidance	Total marks
02	1	<p>Which <b>one</b> of the following is <b>not</b> what Christians believe about the Kingdom of God?</p> <p><b>A</b> The Kingdom of God can be experienced only after death.  <b>B</b> The Kingdom of God is in the hearts of all believers.  <b>C</b> The Kingdom of God will come in power at the end of time.  <b>D</b> The Kingdom of God came in the person of Jesus.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A The Kingdom of God can be experienced only after death.</p>	1
02	2	<p>Give <b>two</b> things that Jesus told the rich man to do to gain eternal life.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Obey the Commandments/go, sell what you own/and give the money to the poor/come/follow me etc.</p>	2

02	3	<p>Explain <b>two</b> contrasting views about the importance of faith as seen in Mark's Gospel.</p> <ul style="list-style-type: none"> <li>You must refer to a Christian belief or view.</li> <li>Your contrasting belief or view may come from Christianity or from another religious or non-religious tradition.</li> </ul> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting view</b>  Simple explanation of a relevant and accurate contrast – 1 mark  Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting view</b>  Simple explanation of a relevant and accurate contrast – 1 mark  Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>A Christian view</b></p> <ul style="list-style-type: none"> <li>faith is a commitment to God and Jesus/the disciples showed faith at the call of Jesus/the disciples showed faith in going on the Mission with minimum supplies/Jesus kept faith with God throughout the arrest, trial and crucifixion</li> <li>it is shown in Mark's Gospel as part of healing/Jesus praised the woman with the haemorrhage/faith was essential to other miracles, eg the man with leprosy who asked Jesus to make him clean etc.</li> </ul> <p><b>Contrasting view</b></p> <ul style="list-style-type: none"> <li>some people may say that there is no such thing as faith/it is only a desire for an easy life/ letting someone else make the decisions/</li> <li>the disciples were rebuked by Jesus for their lack of faith/Peter's denials of Jesus show that his faith failed him under pressure/faith was not always needed in the miracles eg in the feeding of the 5000/the crowd did not need to demonstrate faith/the disciples showed a lack of faith etc.</li> </ul>	4
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02	4	<p>Explain two of the instructions or promises that Jesus gave to the Eleven in the Commission before he ascended to heaven.</p> <p>You must refer to St Mark’s Gospel in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First teaching</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second teaching</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to Mark’s Gospel – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• the Eleven will be given the same powers that Jesus had over evil of all kinds/in their actions they will show the power of Christ/this power will work through them, etc</li> <li>• ‘go into all the world and proclaim the good news to the whole creation’/the apostles had to go and spread the news about Jesus so that the Kingdom of God could grow, etc</li> <li>• ‘the one who believes and is baptised will be saved; but the one who does not believe will be condemned’/people, and not the Eleven, will be judged on their response to the teachings of the disciples etc</li> <li>• the signs that will accompany those who believe by using Jesus’ name/they will cast out demons/they will speak in new tongues/ they will pick up snakes in their hands/if they drink any deadly thing, it will not hurt them/they will lay their hands on the sick, and they will recover, etc</li> <li>• the Apostles were not acting in their own power but in the power of Jesus/God’s power/miracles are a sign of the Kingdom etc.</li> </ul> <p>NB maximum level 2 for answers that simply narrate the text.</p>	5
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02	5	<p>‘Jesus paid too much attention to the sick, sinners and others who were disregarded by society.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to St Mark’s Gospel in your answer</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>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. <b>References to religion applied to the issue.</b></td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b></td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>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. <b>Maximum of Level 2 if there is no reference to religion.</b></td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• Jesus should have avoided those outside society/as a religious teacher he should not have become unclean by touching the man</li> </ul>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
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	<p>with leprosy/should not have allowed the woman with haemorrhages to touch him etc</p> <ul style="list-style-type: none"> <li>• Jesus should have not associated with sinners but spent more time with other religious teachers and the disciples/the meal after the call of Levi led to the Pharisees asking why Jesus associated with sinners/he ate with sinners/he allowed the woman to wash his feet with perfume/he should have spent his time with the other teachers of Israel, getting them to understand the gospel/he could have spent more time with the disciples trying to ensure that they understood the message properly</li> <li>• Jesus spent time with Gentiles/in the story of the Greek (Syro-Phoenician) Woman and her daughter, Jesus spent time with someone who was both Gentile and a/woman/he should have stayed in his own territory/should have taught Jewish values/he might have avoided arrest and crucifixion if he had spent more time with the religious teachers, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• Jesus said “I have come to call not the righteous but sinners,” (Mark 2:17)/ he wanted to help people most in need/he had to spend time with them and help them in their need/whether it was with the Gentiles who believed (eg the Syro-Phoenician woman)/those with leprosy/tax-collectors/the mentally ill/he could show them how much God values even the outcast/these people were the most responsive to Jesus’ teaching/so he could have most effect on them/putting into practice the teaching of the sower and the seed/ the rich man rejected Jesus’ call/showing that the Kingdom of God is for all</li> <li>• Jesus’ message is for all people/Jesus had to show concern for everybody/the people who are disregarded by society, like the lepers, have visible issues which can make certain people either pity them or reject them/all people have their own problems/many of which are linked to mental illness/it was important that all were treated as equals by Jesus/that Jesus did spend time with those in the mainstream of society eg Jairus shows that the message is for all</li> <li>• In paying so much attention to those disregarded by society, Jesus set an example for Christians today/Mark’s Gospel shows that Jesus met needs as he saw them/this meant he spent as much time as was needed with whoever was in need/Christians today can follow this example/they work with charities and churches meeting need/they need to spend time on some of the activities in support of the sick/prisoners/asylum seekers etc/overseas aid agencies staff often work with the outsiders of the country, etc.</li> </ul>	
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