Scheme of work

**Component 2: Perspectives on faith**

**Section B: Theme E St Mark’s Gospel as a source of religious, moral and spiritual truths**

**Introduction**

This SOW offers a route through the GCSE Religious Studies Specification B (8063) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

Teachers can use the ideas below to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-8063/specification-at-a-glance).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

**General timings**

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that:

This scheme of work is designed to be covered in approximately 15 hours. Teach alongside: Catholic Christianity as studied for Component 1 and two of the thematic studies from Component 2.

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Lesson 1

Topic title

The kingdom of God.

Specification content

* The concept of the kingdom of God.
* The greatest commandment: 12:28-34.

Learning outcomes

The focus is on the Kingdom of God as a state of being/a relationship, not a geographical location, and of its different dimensions and with love at its core.

Possible teaching and learning activities

* Explain the meaning of Kingdom of God for the Jews of Jesus’ days as referring to the reign of God, ie of God as King.
* Students need to be aware of the different dimensions in the teaching of Jesus that in fact sometimes overlap:
* Present reality/future hope.
* Personal inner state/a community.
* For Jesus, as for all Jews, the key prayer was the Shema. Read Deuteronomy 6:4-5, which contains some of the Shema. Find out why this passage is called the Shema.
* Read 12:28-34. The central aspect of the Kingdom is love: love of God and love of neighbour.
* Find out from the ReQuest site what it means for Christians today to love God and their neighbour.

Differentiation and extension

Create a PowerPoint or Prezi presentation, showing how either Mother Teresa or Maximilian Kolbe showed love of God and neighbour in their lives.

Resources

* Copies of the Bible.
* [RE: QUEST](https://request.org.uk/) Search for Jesus. Contains a section on The Greatest Commandment.
* Internet research, eg [Mother Teresa](http://www.motherteresa.org/) and [Father Kolbe](https://www.stmaximiliankolbechurch.com/about-us/biography-of-saint-maximilian).

Lesson 2

Topic title

Parables of the kingdom.

Specification content

Jesus’ use of parables:

* The parable of the sower: 4:1-9, 14-20.
* The parable of the growing seed: 4:26-29.
* The parable of the mustard seed: 4:30-32.

Learning outcomes

The focus is on the nature of a parable and an allegory and the reasons for Jesus’ use of parables, together with his teaching on the kingdom of God, as shown in:

* The parable of the sower: 4:1-9, 14-20.
* The parable of the growing seed: 4:26-29.
* The parable of the mustard seed: 4:30-32.

Possible teaching and learning activities

* Discuss the following questions:
* What is a parable?
* What is an allegory?
* Why did Jesus use parables?
* If students run out of ideas, the ReQuest site and the text book will suggest reasons for Jesus’ use of parables as well as reinforcing work done on the kingdom of God.
* Find out about 1st century Palestinian farming techniques.
* Then read the parable of the sower (4:1-9;14-29). Discuss its teaching about the kingdom of God and point out that many scholars think that the explanation in vv14-20 was an allegorical creation of the Early Church. Link this to what they learned in the previous unit about the persecution context to see how it fits.
* Write a modern version of the parable of the sower.
* Read the parables of the growing seed (4:26-29) and of the mustard seed (4:30-32) and discuss their meaning. Consider similarities and differences in their portrayal of the kingdom of God. Link the parable of the mustard seed to the growth and all-embracing nature of the Church from its tiny beginnings with Jesus and four fishermen.

Resources

* [RE: QUEST](https://request.org.uk/) Three sections: on Jesus’ parables – why did Jesus use parables, an introduction to the kingdom of God and on the kingdom of God.
* Copies of the Bible or St Mark’s Gospel.

Lesson 3

Topic title

Entry into the kingdom.

Specification content

* Jesus and the children: 10:13-16.
* Jesus and the rich man: 10:17-27.

Learning outcomes

The focus is on qualities required for membership of the kingdom as shown in:

* Jesus and the children: 10:13-16;
* The rich man: 10:17-27.

Possible teaching and learning activities

* Find out where in the Bible the proverb ‘spare the rod and spoil the child’ comes from. What do students think it means?
* Read 10:13-16 and discuss:
* What being childlike means and how it is different from the adjective ‘childish’;
* How Jesus’ attitudes differed from those of his disciples and many Jews of his day.
* Read 10:17-27. Explain why the rich man was saddened by what Jesus said to him and why he might have been surprised by what Jesus said.
* Explain why the disciples were shocked by Jesus’ teaching on wealth and how that teaching differed from typical 1st century Jewish views.

Differentiation and extension

* Find out about Sylvia Wright’s response to Mark 10:21.
* Explain what Christians might learn about wealth from the example of a rich philanthropist, eg Bill and Melinda Gates or Sir Tom Hunter.

Resources

* Copies of the Bible.
* [Sylvia Wright](http://www.sylviawright.org/)
* Research rich philanthropists on the internet.

Lesson 4

Topic title

The kingdom of God.

Specification content

Significance for 21st century of the texts studied relating to the kingdom of God.

Learning outcomes

The focus is on evaluating the significance for the 21st century of the texts studied relating to the kingdom of God.

Possible teaching and learning activities

* Quick recap of the texts studied.
* Small group discussion of whether Jesus’ teaching on the kingdom of God is still significant.

Differentiation and extension

* ‘Jesus’ teaching about the kingdom of God has no relevance for Christians today.’
* Evaluate this statement. In your answer you should:
* give reasoned arguments to support this statement
* give reasoned arguments to support a different point of view
* refer to St Mark’s Gospel in your answer
* reach a justified conclusion.
* Provide a writing frame for less able or less confident students.

Resources

Copies of the Bible or of St Mark’s Gospel.

Lesson 5

Topic title

Jesus’ relationship with those disregarded by society.

Specification content

1st century attitudes to women, foreigners, tax collectors and illness.

Learning outcomes

The focus is on understanding attitudes to certain groups shown by many in Jewish society.

Possible teaching and learning activities

* Small group discussion of which groups of people in UK society might be disregarded by society.
* Feedback to rest of class.
* Discuss the attitudes of many in the 1st century to:
* Women – subject to male authority.
* Gentiles – contact with them caused ritual defilement.
* Tax-collectors – viewed as dishonest, collaborators and ritually unclean.
* Sick people - illness thought to be a punishment from God and in some cases, incurred ritual defilement and required isolation from society.
* Are there any similarities between the groups marginalised in the 1st century and those marginalised today?
* Do these 1st century attitudes have anything in common with attitudes in the 21st century world?
* Create a collage from newspaper/magazine articles showing 21st century marginalised groups.

Resources

Newspaper/magazine articles relating to groups that are marginalised in today’s world.

Lesson 6

Topic title

Jesus’ attitude to women.

Specification content

* The anointing at Bethany: 14:1-9.
* The widow at the treasury: 12:41-44.

Learning outcomes

The focus is on understanding Jesus’ attitude to women, including how and why it differed from the views of many 1st century Jews, as seen in:

* The anointing at Bethany: 14:1-9.
* The widow at the treasury: 12:41-44.

Possible teaching and learning activities

* Explain the importance of what Jesus said in defence of the woman who anointed him for the woman, for those present and for Christians today.
* Read Mark 14:1-9. For class discussion:
* The attitudes of and the other guests.
* The motivation behind the woman’s action.
* The Messianic significance of her action.
* The significance of what Jesus said.

Differentiation and extension

In ability-structured groups, discuss/prepare the following:

**Group 1**

* What Joseph Fletcher said about this incident in his book Situation Ethics, page 95.
* Whether or not the group agrees with Fletcher and why.
* (NB the teacher will probably need to help this group with the extract.)

**Group 2**

* Read 1Samuel 16:1-13 and 2 Kings 9:1-7, 11-13.
* What is the sign that someone has been chosen to be king?
* How does this connect to the story in Mark 14:1-9?

**Group 3**

* Read through the story again and create a short play on it, to be acted out in class.
* Each group to report back to the whole class.
* Read Mark 12:41-44. Explain the location and use of the Temple treasury, and consider the significance of what Jesus said.
* Watch video clip on ReQuest website.
* Discussion in pairs: is the kind of person you are more important than what you have and the motivation behind the giving more important than the amount you give? Justify your answer.

Resources

* Copies of the Bible.
* Photocopies of Situation Ethics, page 95.
* A diagram showing the layout of Herod’s Temple.
* Section on Jesus’ Teaching: giving on [RE: QUEST](https://request.org.uk/)

Lesson 7

Topic title

Jesus’ attitude to Gentiles and tax collectors.

Specification content

* The Greek (Syro-Phoenician) woman’s daughter: 7:24-30.
* The call of Levi: 2:13-17.

Learning outcomes

The focus is on Jesus’ attitude to Gentiles and tax-collectors, as shown in:

* The Greek (Syro-Phoenician) woman’s daughter: 7:24-30.
* The call of Levi: 2:13-17.
* Mark 2:13-17.

Possible teaching and learning activities

* Read 7:24-30. This narrative reveals three aspects of marginalisation: the mother and daughter were gentiles, they were women and the ancient world feared and therefore discriminated against those suffering from what was thought to be demon-possession.
* Discuss the meaning of Jesus’ words and the woman’s response and their significance, including the view of some that Jesus initially showed prejudice and how Christians might respond to this accusation.
* Explain why many Christians do not think Jesus showed prejudice when he met the Greek (Syro-Phoenician) woman.
* Research in pairs 1st century the role of tax-collectors in the 1st century and Jewish attitudes to them.
* Read 12:41-44 and discuss the contrast between popular attitudes to tax-collectors and the attitude of Jesus.

Resources

* Copies of the Bible or St Mark’s Gospel.
* [Bible History](http://www.bible-history.com/) Search for tax collectors.

Lesson 8

Topic title

Jesus’ attitude to those who were sick.

Specification content

* The man with leprosy: 1:40-45.
* The epileptic (demon-possessed) boy: 9:14-29.

Learning outcomes

The focus is on Jesus’ attitude to those who were ill, as shown in:

* the healing of the man with leprosy: 1:40-45;
* the healing of the epileptic boy: 9:14-29.

Possible teaching and learning activities

* Begin by referring to the word ‘leper’ and considering why it is a pejorative term that should not be used (a point made in the past by the UN). Agree on a phrase to use in any writing about this story that avoids using that noun.
* Students might find out about the rules for those with leprosy by reading Leviticus 13:45-46.
* Read 1:40-45. Discuss the significance of the man’s request, of Jesus’ action and of Jesus’ words and instructions. The latter combine the Messianic secret and the practical need to get the certification which would enable return into society. Consider also Jesus’ emotions as shown in the story (The Greek in verse 43 literally translates as ‘snorted like a horse’).

Differentiation and extension

* Link Mark’s portrayal of Jesus in 1:40-45 to the study of the Person of Jesus in theme G.
* Find out from the internet about Fr Damien and/or about the work today of the Leprosy Mission.
* Find out what the students know about epilepsy and consider why in ancient times it was attributed to demon possession. Is there still a stigma attaching to what is simply a physical condition, resulting from a brain malfunction? Give a list of famous people who had/have this condition.
* Read 9:14-29. Discuss the significance of the father’s words in verse 24 and of Jesus’ response. How does this story show the importance of faith and prayer? Point out the link to the final section of this topic.
* Explain briefly what Christians might learn from the conversation recorded in Mark 9:22-24.

Resources

* Copies of the Bible.
* Internet research:
* Fr Damien.
* The Leprosy Mission.
* Watch clips from the film Molokai.

Lesson 9

Topic title

Jesus’ relationships with those disregarded by society.

Specification content

Significance for 21st century of Jesus’ attitudes to those disregarded by society.

Learning outcomes

The focus is a review of the set texts for this section and their significance for 21st century Christians.

Possible teaching and learning activities

Research Monsignor Pierre-Marie Theas and explain his attitude both to Jews in Occupied France and to their persecutors.

Differentiation and extension

‘In today’s world it is impossible to treat everybody equally, as Jesus did.’ Evaluate this statement. In your answer you should:

* give reasoned arguments to support this statement
* give reasoned arguments to support a different point of view
* refer to Mark’s Gospel in your answer
* reach a justified conclusion.

Resources

* Internet research.

Lesson 10

Topic title

Faith and discipleship.

Specification content

* Incidents relating to the Twelve.
* The call of the first disciples: 1:16-20.
* The mission of the Twelve: 6:7-13.
* The commission and ascension: 16:14-20.

Learning outcomes

The focus is on the nature of discipleship and the role of disciples, as shown in:

* The call of the Twelve: 1:16-20.
* The mission of the Twelve: 6:7-13.
* The commission and ascension: 16:14-20.

Possible teaching and learning activities

Division of class into three groups (or more, depending on the size of the class.) Each group to read one of the set texts, discussing the points raised on each as suggested below, and then reporting back to the whole class.

1:16-20:

* What kind of men did Jesus choose?
* What did Jesus’ words mean?
* What was the nature of the men’s response?

6:7-13:

* What possible reasons were there for Jesus sending out the Twelve on this mission?
* What tasks were they expected to carry out?
* What explanations can be given for what there/were not allowed to take with them?
* What is the meaning behind the symbolic action referred to in verse 11?

16:14-20:

* Explain the universalism of the commission.
* What gifts were to be given to believers?
* What is the significance of the ascension, and is the passage best understood as what happened literally or is it myth? (Use the terms fundamentalist, literalists and liberal views, as learned in theme G.)

Differentiation and extension

* Students to explain how Christians still respond to what they believe to be the call of Jesus by finding out about the life of Hugh Montefiore.
* Find out about Christian groups in the USA that use snakes in their worship.

Resources

* Copies of the Bible or St Mark’s Gospel.
* Internet research: Study the life of Hugh Montefiore by reading the newspaper obituaries about him.
* Internet: Watch a YouTube clip on Appalachian Christian snake-handlers.

Lesson 11

Topic title

Challenges to discipleship.

Specification content

Costs and rewards of discipleship:

* 8:34-38; 10:28-31.
* Peter’s denials: 14:27-31, 66-72.

Learning outcomes

The focus is on Jesus’ teaching on the costs and rewards of discipleship, as shown in 8:34-38; 10:28-31 and as applying to the lives of 21st century Christians, and on 14: 27-31, 66-72 and what these passages reveal about Peter as a person and his fitness to lead the rest of the Twelve and the Church community.

Possible teaching and learning activities

* Read 8:34-38; 10:28-31. Explain the metaphorical language in both texts.
* In small groups, discuss how Jesus’ teaching on the costs of discipleship might apply to 21st century Christians.
* Read Mark 27-31, 66-72. Discuss the insights given by these texts into the personality of Peter and assess his fitness to be a leader both of the other disciples and of the future Church.

Differentiation and extension

Using all they know about Peter from this theme and theme G, students are to create a fact-file of Peter. Other relevant but non-set texts from Mark’s Gospel might be listed for more able students, eg 1:29-31, 25-29; 3:13-19; 11:20-22; 13:1-4.

Resources

* Copies of the Bible or St Mark’s Gospel.
* Use of laptops for creation of act-files.

Lesson 12

Topic title

The importance of faith.

Specification content

* As seen in texts already studied.
* The woman with a haemorrhage: 5:24b-34.

Learning outcomes

The focus is on the nature of faith as shown in texts already studied in theme H and in Jesus’ healing of a woman with a haemorrhage: 5:24b-34.

Possible teaching and learning activities

* Read through all the texts in theme H studied so far that relate to the importance of faith.
* Read 5:24b-34. Explain the nature of the woman’s condition and the ritual defilement that this incurred.
* In small groups discuss the following:
* How attitudes to the woman’s condition explain her action in verse 27 and her reaction in verse 33?
* How does the response of Jesus to human need contrast with that of his disciples?
* What is the importance of faith, as seen in this incident?
* Discuss answers to these questions with the rest of the class.
* Explain the importance of faith as seen in Mark’s Gospel.

Resources

Copies of the Bible or St Mark’s Gospel.

Lesson 13

Topic title

Faith and discipleship.

Specification content

The importance and significance of texts studied on faith and discipleship for Jesus’ disciples and today.

Learning outcomes

The focus is on a review of the set texts on this topic in theme H and set texts from theme G that relate to the disciples.

Possible teaching and learning activities

In pairs, create a list of the texts from theme G which relate to the disciples and make notes of any specific information which may be useful for answering the evaluation task that follows.

Differentiation and extension

‘Peter set an excellent example for others to follow.’ Evaluate this statement. In your answer you should:

* give reasoned arguments to support this statement
* give reasoned arguments to support a different point of view
* refer to Mark’s Gospel in your answer.

Resources

Copies of the Bible or St Mark’s Gospel.

Lesson 14

Topic title

The authority of Jesus’ teaching.

Specification content

* Secular challenges to the teaching of Jesus.
* Differing Christian views on the significance and authority of Jesus’ teaching.

Learning outcomes

The focus is on the consideration of secular challenges and differing Christian views on the significance and authority of Jesus’ teaching.

Possible teaching and learning activities

As preparation for assessment of texts studied in theme H, whole class discussion of secular challenges to the teaching of Jesus (by word and example) as recorded in the texts studied in this theme, including reasons why many people think that the teaching of Jesus is irrelevant to the 21st century. Consider differing Christian views on the significance and authority of Jesus’ teaching.

Resources

Copies of the Bible or St. Mark’s Gospel.

Lesson 15

Topic title

Assessment.

Specification content

The authority of Jesus’ teaching.

Learning outcomes

The focus is on the techniques required for and practice in AO2 extended writing.

Possible teaching and learning activities

A reminder of the skills required for the AO2 extended writing question, using the Levels of Response criterial to explain what is needed to reach each level.

**Differentiation and extension**

* ‘Jesus lived 2000 years ago so his teaching has no authority for people today.’ Evaluate this statement. In your answer you should:
* give reasoned arguments to support this statement
* give reasoned arguments to support a different point of view
* refer to Mark’s Gospel in your answer
* reach a justified conclusion.
* For less able students, a writing frame might be provided.

**Resources**

Mark scheme.