

**GCSE**  
**RELIGIOUS STUDIES B**  
**8063/2B**

Paper 2B Perspectives on faith (textual studies)

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**Mark scheme**

June 2023

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Mark Schemes for GCSE Religious Studies

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

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

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

### Structure

The mark scheme for each question shows:

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

### General Guidance

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

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

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

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

In questions where credit can be given to the development of a point, those developments can take the form of:

- example or evidence
- reference to different views
- detailed information.

### **1 mark multiple-choice questions**

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

### **2 mark short answer questions**

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

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

### **4 and 5 mark answer questions**

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

### **12 mark answer questions**

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

## Level of response marking instructions

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

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

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

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

## **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0 1

**Theme D: St Mark's Gospel – the Life of Jesus**

0 1 . 1

**Which one of the following was where Jesus was crucified?**

**[1 mark]**

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

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

Answer: C Jerusalem

0 1 . 2

**Give two things Jesus said to his disciples at the Last Supper.**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

Truly I tell you, one of you will betray me / one who is eating with me / it is one of the twelve / one who is dipping bread into the bowl with me / for the Son of Man goes as it is written of him / but woe to that one by whom the Son of Man is betrayed / it would have been better for that one not to have been born / take; this is my body / this is my blood of the covenant / which is poured out for many / truly I tell you, I will never again drink of the fruit of the vine until that day when I drink it new in the Kingdom of God, etc.

0 1 . 3

**Explain two contrasting views in contemporary British society about the miracle of the feeding of the five thousand.**

- 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

**Contrast may mean opposing or mean different views in terms of either belief or issue.**

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

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

Some Christians believe that if Jesus was the Son of God, then nothing was impossible for him / and that he fed five thousand people with five loaves and two fish, etc.

They also believe that Mark's Gospel was divinely inspired / it always tells the historical truth / and this miracle, therefore, occurred exactly as Mark recorded it, etc.

Others think that a miracle did happen, but that the number of those fed has been exaggerated, etc.

It has been suggested that because of their strict food laws, most people in the crowd would have taken food with them / when they saw that Jesus and the disciples were prepared to share what they had, these people were shamed into doing the same, etc.

Some Christians look for a symbolic meaning in the story / some Christians believe that something out of the ordinary did happen but that it is not possible to know exactly what / some see similarities with the Old Testament story of God providing 'manna' in the wilderness to Moses and the Israelites / each day there was enough / it became a symbol of God's generosity / many looked for the coming of a Messiah who, like Moses, would again feed people with 'manna', etc.

Some Christians point to the Old Testament where it is promised that the Messiah would ensure that all were fed / it describes an image of a Messianic Banquet that all could share / the feeding of the 5000 can be seen as a symbol of this Messianic Banquet / it shows Jesus as the Messiah / he demonstrated God's power by miraculously feeding 5000 people with a small amount of food / ensuring that their physical, as well as spiritual, needs were met, etc.

Some Christians point to the Last Supper and the institution of the Eucharist / the words used to describe Jesus' actions with the loaves are similar to those spoken at the Last Supper / some Christians think that Jesus himself had in mind the sacred meal that he would one day institute / that what each person received here was a tiny fragment of food, etc.

**0 1 . 4** Explain two ways in which Bartimaeus showed faith in Jesus when he was healed.

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:**

Bartimaeus, even though he was blind, could see that Jesus was the Messiah better than the crowds gathered around him / this was recognised when he shouted ‘Son of David’, thus declaring his faith in Jesus as the Messiah / this public declaration of Jesus’ identity was dangerous and the crowd tried to silence him but Bartimaeus shouted even more loudly, ‘Son of David, have mercy on me’, again showing his faith in Jesus’ identity / when Jesus stopped and called him Bartimaeus’ faith was shown in the way he abandoned his cloak to go to Jesus / at this time the outer garment would have been very important as it would have been spread on the ground to collect his begging money / he was so anxious to see Jesus that he left the little he had / he showed his faith in Jesus’ power to heal when he said , ‘My teacher, let me see again’ / Jesus rewarded his faith and said to him, ‘Go; your faith has made you well’ / Mark tells us that Bartimaeus’ sight was restored and that he followed Jesus on the way showing his faith as a disciple / ‘the Way’ was the name given to the early Christian community, so Mark may have intended his readers to see a deeper meaning than the obvious one in the statement that Bartimaeus followed Jesus on the way, etc.

NB maximum two marks for answers that simply narrate the text.

**Sources of Authority:**

**Mark 10: 46–52 Bartimaeus**

**46** They came to Jericho. As he and his disciples and a large crowd were leaving Jericho, Bartimaeus son of Timaeus, a blind beggar, was sitting by the roadside. **47** When he heard that it was Jesus of Nazareth, he began to shout out and say, “Jesus, Son of David, have mercy on me!” **48** Many sternly ordered him to be quiet, but he cried out even more loudly, “Son of David, have mercy on me!” **49** Jesus stood still and said, “Call him here.” And they called the blind man, saying to him, “Take heart; get up, he is calling you.” **50** So throwing off his cloak, he sprang up and came to Jesus. **51** Then Jesus said to him, “What do you want me to do for you?” The blind man said to him, “My teacher, let me see again.” **52** Jesus said to him, “Go; your faith has made you well.” Immediately he regained his sight and followed him on the way.

**0 1 . 5** 'Jesus' baptism was a more important event than his temptation.'

**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**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support:**

The baptism of Jesus was a more important event because it was the beginning of his entire ministry / it was a turning point for him in his life / he left his old life behind / Jesus' focus for the rest of his life was on his ministry / it was a public event which identified him to others / Mark gives a more detailed account about Jesus' baptism / eg Jesus was baptised by John in the Jordan / Mark included Old Testament symbols to help his readers understand the significance of Jesus' baptism / eg water / John was offering a baptism of repentance for the forgiveness of sins so water was a sign of new life and cleansing / 'heavens torn apart' is a sign of God's presence (the prophet Isaiah spoke of the heavens being opened to allow for the coming of the Messiah) / 'the Spirit descending like a dove on him' indicates the presence of God in the form of the Holy Spirit / a symbol of the Trinity / 'a voice came from

heaven' indicates the presence of God / the words spoken ('you are my Son, the Beloved, with you I am well pleased') are confirmation that Jesus is the Son of God (Psalm 2: 7 the Messiah was regarded as God's son) / and is an endorsement that Jesus was receiving direct divine approval / the lack of detail in Mark's account of the temptations of Jesus makes the event seem less important than his baptism / there is no detail about the wilderness / its location / or the temptation Jesus faced there / just that Jesus was there for forty days / was tempted by Satan / and that wild beasts were with him / many churches today use baptism as the beginning of a person's Christian commitment / some practise infant baptism / others adult [believers] baptism / both in the belief that the person now belongs to God / water is used in baptism today and is a direct link with the baptism that John was offering / and with Jesus' experiences, etc.

**Arguments in support of other views:**

The temptation of Jesus was a more important event as it was a deeply personal experience for Jesus / he was alone in the desert / the disciples had not been called so Mark was dependent on fewer sources of information / the few words that Mark uses about the temptation indicate that Jesus really suffered / and that this was a testing time for him / the fact that Jesus was 'driven out' to the wilderness points to the seriousness of the temptation / and the 40 days suggests it lasted a long time / Jews thought of Satan as an evil power in opposition to God trying to lead humans astray / and the reference to 'wild beasts' was thought by Jews to represent demons opposing the will of God / Mark states that 'angels waited' on Jesus', indicating they were God's messengers, who gave him support / and helped him overcome the difficulties he faced / the fact that Jesus triumphed over these temptations of Satan with God's help and continued with his ministry makes the temptation a more important event / Christians today remember the temptation during the period of Lent in the Church's year / the 40 days before Easter / it is seen as a time of prayer / spiritual reflection / and self-discipline / which is what Jesus would have experienced when in the wilderness / many Christians fast / give up something / or do something extra during Lent / eg raising money for charity / however, both events were equally important and significant as according to Mark the baptism of Jesus marks the beginning of his public ministry and the temptation prepared him for what lay ahead / both events indicate that Jesus had a deep religious experience, etc.

NB Allow relevant references to Gethsemane as 'temptations'.

0 2

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

0 2 . 1

**Which one of the following commandments did Jesus say was the second most important commandment, in his reply to the scribe?**

**[1 mark]**

- A You shall honour your father and your mother.**
- B You shall not steal.**
- C You shall love your neighbour as yourself.**
- D You shall not murder.**

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

Answer: C You shall love your neighbour as yourself.

0 2 . 2

**Give two ways in which Christians understand the ‘Kingdom of God’.**

**[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.

**If students provide more than two responses only the first two responses should be considered for marking.**

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

A present reality / a future hope / a personal inner state / a vision of how life should be lived / a community / a time not a place / heaven / is like a mustard seed / a state of being with God, etc.

NB credit reference to parables, as students might write, for instance, that the Kingdom starts off small but will become very large, etc./ do not credit simply the ‘parable of the mustard seed’

0 2 . 3

**Explain two contrasting views in contemporary British society about Peter's denials 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

**Contrast may mean opposing or mean different views in terms of either belief or issue.**

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

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

Most people would see Peter's actions as wrong / cowardly / at Jesus' most vulnerable moment not only had Peter left him to his fate, but he had denied even being with him / some people might think less of Peter because he denied his friend, and not only his friend but the person through whom he hoped Israel would be saved / Peter's first two denials were to a servant girl whose recognition of him posed absolutely no threat as a woman's evidence was not valid, and she was just a servant / he denied all knowledge of Jesus to her but when the bystanders commented that he was a Galilean his courage left him and he denied Jesus for the third time / this is not the example expected of a good friend and role model, etc.

Some would exonerate him because of the danger he faced / it is possible that Peter was afraid that he too would be arrested and perhaps thought that the mission was ended now that Jesus was arrested / at that time, the friends and followers of those who were found guilty of treason were often imprisoned or even executed and Peter would have known this / his discipleship may not have been secure, despite all that had happened / he had the courage to follow Jesus to the courtyard, but he reacted like someone who was afraid and alone / there is no mention of the other disciples at this point so he had no support / he should not be judged too harshly for this, the danger to his life was real, etc.

Some would take heart that even one of Jesus' closest disciples could make a mistake / it is possible to judge a situation wrongly and make an error like Peter as human beings are not perfect / Peter's feelings of guilt and despair immediately after the incident are obvious and his tears show that he repented for his mistake / he had failed the greatest test of discipleship, and he had failed a close friend / however, he had the courage to follow Jesus when he was arrested and to tell this story so that others would learn from it, etc.

Some would be encouraged because Jesus forgave Peter for his denial / when the angel of the Lord told the women at the empty tomb that Jesus had risen from the dead, he particularly told them to tell Peter the Good News, etc.

Some believe that the eye witness account of events had to come directly from Peter as Mark states that no other disciples were present / all of them deserted Jesus and fled when Jesus was arrested, etc.

Some believe it was not an eye witness account but a story that developed to encourage people facing persecution and opposition / it encourages believers to persevere even if they feel they have failed, etc.

Some would see the account of Peter's denials as a lesson for Christians today / some Christians feel they can take comfort in Mark's story of Peter's denials / being a disciple of Jesus is not easy in any generation / all Christians experience anxiety and even despair when they feel that they have let God down in some way / Peter's story is seen as an example of how to deal with such a situation / he did not give in to his despair / he picked himself up to become a leading figure in the Church after the Resurrection of Jesus / he went on to become the leader of the Jerusalem Church and eventually found himself in Rome / there he led the Roman Church and is described as the first Pope / he is credited with writing the Letters of Peter in the New Testament, etc.

**0 2 . 4** Explain two teachings about Jesus which can be learnt from Mark's account of the man with leprosy (a skin disease).

**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:**

According to Mark the desperate situation of the man with leprosy aroused Jesus' human emotions when he fell on his knees and begged Jesus for help / Mark states that Jesus was 'moved to pity' for the man / he shows his compassion and responded to the needs of the man by stretching out his hand and touching him / Jesus often used touch in healing, but in this situation it was a surprising action – not only did those at the time believe he ran the risk of contracting the disease, but physical contact also contaminated him according to the Law / but for Jesus, this did not matter; the man's needs were what mattered / by his touch Jesus had given back to the man a sense of being human and being cared about, and restored his dignity / Mark also shows Jesus' divine qualities / and his authority and

power to heal / when he said to the man with leprosy 'be made clean' immediately the leprosy left him and he was made clean / according to Mark, Jesus not only healed the man, but also made sure he would be able to take part in society again by sending him to the priest to be declared clean, as was Jewish Law / Jesus showed his commitment to the outcast and the rejected / he demonstrated that that things could be changed, and a different approach was necessary, showing love and care / Mark also gives a glimpse of Jesus as the Messiah in this story / he told the man he had cured of leprosy to tell no-one as he did not want attention drawn to his powers / however, the man ignored this request and according to Mark 'people came to him from every quarter' – such was the impact of the cure on those who heard it, etc.

**Sources of Authority:**

**Mark 1:40–45**

A leper came to him begging him, and kneeling he said to him, "If you choose, you can make me clean." Moved with pity, Jesus stretched out his hand and touched him, and said to him, "I do choose. Be made clean!" Immediately the leprosy left him, and he was made clean. After sternly warning him he sent him away at once, saying to him, "See that you say nothing to anyone; but go, show yourself to the priest, and offer for your cleansing what Moses commanded, as a testimony to them." But he went out and began to proclaim it freely, and to spread the word, so that Jesus could no longer go into a town openly, but stayed out in the country; and people came to him from every quarter.

NB maximum two marks for answers that simply narrate the text.

**0 2 . 5** ‘The teachings of Jesus are not important for Christians today.’

**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**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support:**

Jesus’ teachings are outdated / they are from another time / there is no historical basis for them so there is no reason for heeding them / the background at the time of Jesus’ teachings was very different to life today / he taught in parables about sowing seeds on different soils / they do not fit in with modern society / many new issues face Christians today which can test their faith / eg contraception, abortion, euthanasia / people want the best of everything today and to be the best at everything / they have to deal with materialism / advances in technology / power / greed / poverty / drugs / Jesus told the rich man to sell what he owned and give the money to the poor / selling everything and giving to charity would reduce a person to absolute poverty / Jesus told the disciples to leave ‘self behind, take up the cross and follow me ’ / Christians with family commitments would harm their families if they left just left them / some of the ideas in Mark 16 such as picking up snakes or drinking poison seem foolish / it is

hard for modern day Christians to relate to these teachings / life is busy today and people have no time to think about others, etc.

**Arguments in support of other views:**

Even though the world has changed the teachings of Jesus are still important to Christians today / Jesus' teachings are the word of God and many Christians today still listen to it, preach and follow it in their daily lives / Jesus taught that Christians should love God and love their neighbour and there are many examples of this in today's world / many do give up families and possessions in order to follow Jesus and help others / eg monks, nuns, priests, missionaries, evangelists / many Christians give generously to charities and support agencies which help the poor / eg CAFOD, Trócaire / there are many examples of rich people who have and continually support the Christian Church / eg Bill Gates / David Green / many stand up for the rights of the unborn / highlight discrimination / prejudice / injustice / many Christians join together for worship, prayer or to learn about their faith / many work with the homeless on the streets, providing food and shelter / peoples' lives are still being changed by the teachings of Jesus as Christianity is spreading throughout the world, etc.