

General Certificate of Secondary Education

B583

Religious Studies A (World Religion(s))

Christian Scriptures 1 (Mark)

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

FOR EXAMINER'S USE ONLY	
1	
2	
3	
TOTAL	

This document consists of **12** printed pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

Just then a man in their synagogue who was possessed by an evil spirit cried out, "What do you want with us, Jesus of Nazareth? Have you come to destroy us? I know who you are—the Holy One of God!"

"Be quiet!" said Jesus sternly. "Come out of him!"

Mark 1:23-25

1 (a) In which town did Jesus drive out this evil spirit?

..... [1]

(b) How did people react after this event?

.....
.....
..... [2]

(c) Give three things the people of Jesus time believed about illness and evil spirits.

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..... [3]

(d) Explain what happened when Jesus healed a Demon-possessed Man (Legion).

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Very early in the morning, the chief priests, with the elders, the teachers of the law and the whole Sanhedrin, reached a decision. They bound Jesus, led him away and handed him over to Pilate.

“Are you the king of the Jews?” asked Pilate.

“Yes, it is as you say,” Jesus replied.

The chief priests accused him of many things. So again Pilate asked him, “Aren’t you going to answer? See how many things they are accusing you of.”

But Jesus still made no reply, and Pilate was amazed.

Mark 15:1-5

2 (a) Who questioned Jesus before he was questioned by Pilate?

..... [1]

(b) What happened when Pilate tried to set Jesus free?

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..... [2]

(c) What was Pilate’s decision and what happened to Jesus?

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..... [3]

(d) Explain the crucifixion and death of Jesus, as told by Mark.

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The apostles gathered around Jesus and reported to him all they had done and taught. Then, because so many people were coming and going that they did not even have a chance to eat, he said to them, "Come with me by yourselves to a quiet place and get some rest."

So they went away by themselves in a boat to a solitary place. But many who saw them leaving recognized them and ran on foot from all the towns and got there ahead of them. When Jesus landed and saw a large crowd, he had compassion on them, because they were like sheep without a shepherd. So he began teaching them many things.

Mark 6:30-34

3 (a) Where and when did the feeding of the five thousand take place?

..... [1]

(b) Why did the disciples approach Jesus and what was Jesus' answer?

.....
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..... [2]

(c) Give three details of what happened.

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..... [3]

(d) Why are **some** miracles performed by Jesus called 'nature miracles'?

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Unit B583: Christian Scriptures 1 (Mark)

Specimen Mark Scheme

The maximum mark for this paper is **51**.

INSTRUCTIONS TO EXAMINERS

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

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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.


AO1 part (d) question

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


AO2 part (e) question

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


Question Number	Answer	Max Mark
	<p>Just then a man in their synagogue who was possessed by an evil spirit cried out, “What do you want with us, Jesus of Nazareth? Have you come to destroy us? I know who you are—the Holy One of God!”</p> <p>“Be quiet!” said Jesus sternly. “Come out of him!”</p> <p style="text-align: right;">Mark 1:23-25</p>	
1(a)	<p>In which town did Jesus drive out this evil spirit?</p> <p>Capernaum.</p>	[1]
1(b)	<p>How did people react to this event?</p> <ul style="list-style-type: none"> • They were amazed; • they asked if this was new teaching with authority; • they spread the news across Galilee. 	[2]
1(c)	<p>Give three things the people of Jesus’ time believed about illness and evil spirits.</p> <ul style="list-style-type: none"> • Mental illness and other forms of sickness were believed to be caused by evil spirits, which possessed the person and caused disturbed behaviour; • it was thought that people could only be cured by casting out the evil spirits by exorcism; • generally, it was believed that there was a connection between sickness and sin. • most people who suffered from illness were seen as unclean and were outcasts from society. 	[3]
1(d)	<p>Explain what happened when Jesus healed a Demon-possessed Man (Legion).</p> <p>Answers are likely to include by quotation or paraphrase the main details of the healing/exorcism of Legion from Mark 5:1-20 and explain how Jesus healed the man of his madness by direct confrontation with the evil spirits.</p> <p>Candidates should be able to explain:</p> <ul style="list-style-type: none"> • the man lived among the tombs, he had once been bound and chained but he tore the chains and broke the irons. No one was strong enough to subdue him; • he was possessed with demons and cried out and cut himself with stones; • the demons in the man addressed Jesus as ‘Son of the most High God’; • they recognised the authority of Jesus when addressed by him; • the man’s name, Legion indicated he was possessed by many demons. “We are many...”; 	

Question Number	Answer	Max Mark
<p>1(d) cont'd</p> <p>1(e)</p>	<ul style="list-style-type: none"> • the demons asked to be sent into a herd of pigs. The herd rushed down a steep bank into the Lake and were drowned; • those tending the pigs ran off and spread the word; • when the people of the area investigated what had happened they saw Legion sitting there, dressed and in his right mind and they were afraid; • they asked Jesus to leave the region and take Legion with him; • Jesus instructed Legion to go home to his family and tell them 'how much the Lord has done for you'. <p>'Mark's stories of Jesus defeating evil spirits are not important to Christians today.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • an evaluation of whether the stories are important to Christians might be dealt with on a simple level of the fight between good and evil, which is always relevant, with Jesus demonstrating his power over the devil; • another view might be that the stories of exorcism meant more in New Testament times than they do today because we have a better understanding of illness and would not associate it with evil spirits; • miracle stories are still important as demonstrations of Jesus divine powers. 	<p>[6]</p> <p>[12]</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.</p>	<p>SPaG [3]</p>




Question Number	Answer	Max Mark
	<p>Very early in the morning, the chief priests, with the elders, the teachers of the law and the whole Sanhedrin, reached a decision. They bound Jesus, led him away and handed him over to Pilate. “Are you the king of the Jews?” asked Pilate. “Yes, it is as you say,” Jesus replied. The chief priests accused him of many things. So again Pilate asked him, “Aren’t you going to answer? See how many things they are accusing you of.” But Jesus still made no reply, and Pilate was amazed.</p> <p style="text-align: right;">Mark 15:1-5</p>	
2(a)	<p>Who questioned Jesus before he was questioned by Pilate?</p> <ul style="list-style-type: none"> • The high priest; <p>OR</p> <ul style="list-style-type: none"> • the Sanhedrih. 	[1]
2(b)	<p>What happened when Pilate tries to set Jesus free?</p> <ul style="list-style-type: none"> • The call for the release of Barabbas; • the envy of the chief priests, who stirred up the crowd; • the cry ‘Crucify him’, twice, in response to Pilate’s exclamations ‘What shall I do with the King of the Jews?’ and ‘He has committed no crime.’ etc. 	[2]
2(c)	<p>What was Pilate’s decision and what happened to Jesus?</p> <ul style="list-style-type: none"> • He released Barabbas; • Jesus was flogged; • Jesus was handed over to be crucified. 	[3]
2(d)	<p>Explain the crucifixion and death of Jesus, as told by Mark.</p> <p>An account of the crucifixion Mark 15:21-41. The passage begins with the carrying of the cross by Simon of Cyrene. Answers are likely to be comprehensive and accurate to the sequence of events in the passage.</p> <p>Candidates should be able to explain some of the main details:</p> <ul style="list-style-type: none"> • carrying the cross; • casting lots; • the notice; • the two robbers; • the mockery; • darkness and Jesus’ last words; • the Temple curtain; • the centurion. 	


Question Number	Answer	Max Mark
<p>2(d) cont'd</p>	<p>Answers are likely to include some of the symbolism in Mark's account:</p> <ul style="list-style-type: none"> • fulfilment of scripture; • Jesus as Messiah (The King of the Jews), a sacrifice to save sins; • the insults in the mockery; • the ambiguity of Jesus' last words 'My God, My God why have you forsaken me?'; • the possible meaning of the darkness, the Temple curtain torn – breaking down the barrier between man and God; • the centurion's recognition of Jesus as The Son of God. 	<p>[6]</p>
<p>2(e)</p>	<p>'The crucifixion is the most important event in Mark's gospel.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Answers might:</p> <ul style="list-style-type: none"> • assess the crucifixion as the climax and fulfilment of Jesus' ministry/destiny and also as a dramatic part (end?) of the gospel story; • argue the reasons why parts of the ministry/gospel are more or equally as important as the crucifixion; • the death and resurrection were a necessary progression of events from the ministry and crucifixion. 	<p>[12]</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.</p>	<p>SPaG [3]</p>

Question Number	Answer	Max Mark
	<p>The apostles gathered around Jesus and reported to him all they had done and taught. Then, because so many people were coming and going that they did not even have a chance to eat, he said to them, “Come with me by yourselves to a quiet place and get some rest.”</p> <p>So they went away by themselves in a boat to a solitary place. But many who saw them leaving recognized them and ran on foot from all the towns and got there ahead of them. When Jesus landed and saw a large crowd, he had compassion on them, because they were like sheep without a shepherd. So he began teaching them many things.</p> <p style="text-align: right;">Mark 6:30-34</p>	
3(a)	<p>Where and when did the feeding of the five thousand take place?</p> <ul style="list-style-type: none"> • A remote, solitary, quiet place; <p>AND</p> <ul style="list-style-type: none"> • late in the day. 	[1]
3(b)	<p>Why did the disciples approach Jesus and what was Jesus answer?</p> <p>His disciples approached him to send the people away to buy something to eat. His answer was to ask the people if they had brought any food with them</p>	[2]
3(c)	<p>Give three details of what happened.</p> <ul style="list-style-type: none"> • the five loaves and two fish; • the arranging of the people in hundreds and fifties; • reference to Jesus giving thanks to God before the distribution of the food, a significant part of the text, pre-figuring the Eucharist; • they all ate and were satisfied and twelve baskets were left over. 	[3]
3(d)	<p>Why are some miracles performed by Jesus called ‘nature miracles’?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • name any of the nature miracles in Mark; • refer to them as demonstrations of Jesus’ intervening power over the forces of nature, as representative of God’s power on earth. <p>The response might be a general one or specific to any of the miracles: The Calming of the Storm, Jesus Walks on Water, Feeding the Five Thousand.</p>	[6]

Question Number	Answer	Max Mark
3(e)	<p>‘The Feeding of the Five Thousand is definite proof that Jesus was the Son of God.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Answers might:</p> <ul style="list-style-type: none"> • expand on information from part (b) about the power of God to intervene on earth, to support the statement; • expand evidence from part (a) to show Jesus providing for people, as God does etc. • An alternative view might be based upon the reliability of the account or the credibility of the events as reported by Mark and how they are interpreted. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
Paper Total:		[51]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	SPaG*	Total
1(a)	1			1
1(b)	2			2
1(c)	3			3
1(d)	6			6
1(e) 		12	3	12
2(a)	1			1
2(b)	2			2
2(c)	3			3
2(d)	6			6
2(e) 		12	3	12
3(a)	1			1
3(b)	2			2
3(c)	3			3
3(d)	6			6
3(e) 		12	3	12
Totals	24	24	3	51

* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.