

GCSE
RELIGIOUS STUDIES B
8063/2B

Paper 2B Perspectives on faith (textual studies)

Mark scheme

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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 an examiner has 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 titles reminds Christians that Jesus came 'not to be served but to serve'?

[1 mark]

- A Christ**
- B Son of David**
- C Son of Man**
- D Teacher**

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

Answer: C Son of Man

0 1 . 2

Give two instructions that Jesus gave to his disciples in Mark's account of the feeding of the five thousand.

[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:

He told them to come away to a deserted place all by themselves and rest awhile / to give the people something to eat / to go and see how many loaves they had / to get the people to sit in groups (on the green grass) / to distribute the bread.

0 1 . 3

Explain two contrasting beliefs in contemporary British society about Jesus as Messiah in Mark’s account of the entry into Jerusalem.

- You must refer to a Christian belief.
- Your contrasting belief 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 belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

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 beliefs 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:

- In Mark's Gospel Jesus gives strict orders to those present not to tell anyone about his identity as Messiah / the idea that Jesus was the Messiah was seen as a threat by the Jewish religious leaders who did not understand the type of Messiah Jesus was / it was customary to enter Jerusalem on foot as only kings rode into the city as a sign of triumph after victories of conquest or authority, etc.
- As Jesus entered Jerusalem he is revealing his identity as Messiah / this is because he knew that he has come to the end of his ministry / according to Mark, Jesus was making a statement when he makes a grand entrance into the city on a colt (donkey) / by riding into Jerusalem on a colt Jesus acted as the Messiah/King / and was fulfilling the scriptures / as the prophet Zechariah had written centuries earlier that the Messiah would enter Jerusalem on a colt, etc.
- Jesus was seen as a very popular figure as he entered the city / the crowds welcomed him as the Messiah / they responded as if a king or great ruler had arrived / they placed their cloaks on the colt for Jesus / many placed their cloaks on the road and leafy branches / this shows their belief in Jesus as the Messiah, etc.
- The crowd shouted 'hosanna' which in Hebrew literally means 'save us now' / the Zealots were waiting patiently for a warrior figure Messiah who would overthrow Roman rule by force / and they were responsible for many uprisings / however, it was often used as a shout of greeting rather than a cry for help, etc.
- The impression given by Mark suggests that it was a celebration involving many people / however, those who acclaimed Jesus as Messiah might have been a small group consisting of his disciples and those who had travelled with him from Jericho / the vast majority of pilgrims would not have arrived so early in the week / and a large scale gathering would have alerted the authorities to Jesus' arrival, etc.

- By referring to the coming Kingdom of David, the crowd showed that they believed Jesus to be the Messiah / the Jews believed that the Messiah would come from the line of King David / some thought he would be a King in the political sense, a leader of the Jewish nation who would free them from the Romans / Son of David was a Messianic title, etc.
- There was a difference between the traditional view of the Messiah King the Jews expected and the type of Messiah Jesus was portraying / Jesus was portraying himself as a peaceful Messiah and not a warrior King / the significance of the colt is that it was not a horse that a warrior would ride / Jesus showed humility / he came in peace / this was considered a sign that he was not likely to take up arms against the Romans, etc.

0 1 . 4 Explain two Christian beliefs about the importance of Mark’s account of the Last Supper.

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 belief

Simple explanation of a relevant and accurate belief – 1 mark
 Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
 Detailed explanation of a relevant and accurate belief – 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:

- The Last Supper reminds Christians of the last meal that Jesus shared with his disciples / it was a Passover meal to remember when God, through Moses, saved the Jewish nation from slavery in Egypt / their covenant relationship with God had begun, sealed with the blood of sacrificial lambs / it was a family meal / and for Jews, sharing such a meal was also a sign of community, etc.
- The Eucharist was instituted by Jesus at the Last Supper / breaking bread and drinking wine are normal parts of the Passover meal but Jesus gave these actions new meaning at the Last Supper / he said, ‘Take; this is my body.’ / ‘This is my blood of the covenant’ / ‘which is poured out for many’ / indicating his broken body on the cross / and the wine a symbol of his death, etc.
- Christians look upon Jesus as the Lamb of God / who sacrificed himself for the sins of the world / and believe that his words over the bread and wine at the Last Supper symbolize that his sacrificial death would not be meaningless / it would bring about a new covenant between God and the human race / Jesus said, ‘I will not drink again of the fruit of the vine until that day when I drink it anew in the kingdom of God’ / Jesus was stating that his work was now finished but he would celebrate with his followers again in the kingdom of God / a sign of the promise of the afterlife, etc.

- For many Christians today the Eucharist is the central ceremony of their worshipping life / it is a sacred meal at which they remember the Last Supper Jesus shared with his disciples / that God rescued all people from sin through the death and resurrection of Jesus / that the bread and wine are linked to Jesus' crucifixion / that they are re-enacting or remembering Jesus' sacrificial death / and sharing in his risen life / that they are united with Jesus and one another / that they receive spiritual strength to be faithful disciples in their daily lives, etc.
- However, the names by which the service is called / the meaning of Jesus' words / and the frequency with which it is celebrated varies from tradition to tradition, etc.

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

Sources of Authority:

Mark: 14: 12-26 The Last Supper

On the first day of Unleavened Bread, when the Passover lamb is sacrificed, his disciples said to him, "Where do you want us to go and make the preparations for you to eat the Passover?" So he sent two of his disciples, saying to them, "Go into the city, and a man carrying a jar of water will meet you; follow him, and wherever he enters, say to the owner of the house, 'The Teacher asks: Where is my guest room where I may eat the Passover with my disciples?' He will show you a large room upstairs, furnished and ready. Make preparations for us there." So the disciples set out and went to the city and found everything as he had told them, and they prepared the Passover meal.

When it was evening, he came with the twelve. And when they had taken their places and were eating, Jesus said, "Truly I tell you, one of you will betray me, one who is eating with me." They began to be distressed and to say to him one after another, "Surely, not I?" He said to them, "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."

While they were eating, he took a loaf of bread, and after blessing it he broke it, gave it to them, and said, "Take; this is my body." Then he took a cup, and after giving thanks he gave it to them, and all of them drank from it. He said to them, "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."

When they had sung the hymn, they went out to the Mount of Olives.

0 1 . 5 ‘The only important teaching from Mark’s account of the healing of the paralysed man is about Jesus’ authority.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments to support 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.

Level	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	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:

- In this healing miracle Jesus acted with authority / he demonstrated authority over the illness of the man by curing him / he told him ‘to stand up, take your mat and go to your home’, etc.
- He showed in his teaching that he had the power and authority to forgive sins / he said to the paralysed man, ‘Son, your sins are forgiven’ / by using the title ‘Son of Man’ he is claiming that he was sent by God without actually saying it / he is stating that he has authority from God / ‘but so that you may know that the Son of Man has authority on earth to forgive sins’ he said to the paralysed man, ‘I say to you, stand up, take your mat and go to your home’ / Mark states that the paralysed man ‘stood up, and immediately took the mat and went out before all of them’, etc.

- The reaction of the crowd emphasises the authority of Jesus / Mark states that they were all amazed and glorified God, saying, 'we have never seen anything like this' / at the time of Jesus there were other Galilean teachers who could perform miracles, yet the crowd here see something different in Jesus / his authority is supported by his actions and teachings / and recognised by others, etc.

Arguments in support of other views:

- This miracle story also teaches about the importance of faith / the paralysed man's friends had so much faith in Jesus' ability to heal that four of them carried the paralysed man on a mat to the house where Jesus was preaching / they were unable to enter the house because of the crowd but they were so determined to get him to Jesus that they dismantled the roof and 'after having dug through it, they let down the mat on which the paralysed man lay', etc.
- The story teaches about the importance of forgiveness / Jesus rewards the men's faith when he said to the paralysed man, 'Son, your sins are forgiven' / at the time of Jesus, many Jews believed that suffering was a punishment for sin so if Jesus forgave the man's sins he would be cured of his illness, etc.
- Christians learn of the challenge Jesus faced from the authorities / Jesus' teaching in this miracle story also brought him into conflict with the teachers of the law / they did not say anything but Jesus knew they were unhappy with him / Mark states that some of the scribes were sitting there, questioning in their hearts, 'Why does this fellow speak in this way?' / they believed that only God could forgive sins and by Jesus claiming to be able to do this he was therefore making himself like God / and committing blasphemy / but Jesus proved to them that he could forgive sins when he told the man to get up and walk and the man did so, etc.

0 2

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

0 2 . 1

Which one of the following stories from St Mark's Gospel shows Jesus taking care of those disregarded by society?

[1 mark]

- A The denials of Peter
- B The man with leprosy
- C The Parable of the Growing Seed
- D The Parable of the Sower

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

Answer: B The man with leprosy

0 2 . 2

Give two things that Jesus said when he heard that the disciples were unable to heal the epileptic (demon-possessed) boy.

[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:

You faithless generation / how much longer must I be among you / how much longer must I put up with you / bring him to me / Jesus asked the father how long this has been happening to the boy / Jesus said to the father, 'If you are able! All things can be done for the one who believes' / Jesus rebuked the spirit by saying, 'You spirit that keeps this boy from speaking and hearing, I command you, come out of him' / 'and never enter him again' / Jesus told the disciples that this kind can come out only through prayer.

0 2 . 3

Explain two contrasting views in contemporary British society about how Christians today can follow the example of the disciples in Mark’s account of the mission of the twelve.

- 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:

- Jesus instructed the disciples to go in pairs mainly for their own safety / the Christian Church today encourages companionship / and for Christians to support one another in times of need / many Christians organise support groups in local communities / eg visiting the lonely / the sick / transporting patients to hospital appointments / prayer groups / Bible classes / operating call centres where people can meet, etc.
- The disciples were to take a staff on their journey for support and protection against anything that threatened them / a staff is like a shepherd’s crook, and today when bishops take part in ceremonies they carry a crozier as a sign of their pastoral office / and their role as a shepherd of the church, etc.
- The disciples could wear sandals / but not an extra shirt / no bread / no bag / no money / meaning that faith is essential in the Christian journey and that God will provide / many Christians today live simple lives / nothing elaborate or expensive / many believe there is no need to accumulate things / that trusting in God, practising their faith and relying on others in times of need are more important, etc.
- The disciples were to stay in the same house that welcomed them meaning that Jesus was praising welcome and hospitality / Christian churches today are centres of welcome / strangers are encouraged to join the congregation / teaching the Christian faith is important / there are many Church services for the youth / refugees / cross communities / interfaiths / many Christians have opened their doors to refugees, etc.

- If the disciples were not welcomed they were to shake the dust off their feet / there will be times when Christians are not welcome / persecuted / discriminated against / but they continue to keep going eg missionaries / agencies and charities working in war torn countries, etc.
- Jesus sent the twelve out to preach repentance / many Christians today do this by devoting themselves to religious life / eg ministers, priests, nuns / or becoming missionaries / working at home and abroad / eg preaching the Gospel / supporting projects to improve lives / sometimes, like the twelve, at risk to their own lives / many Christians do this by example / through worship / prayer / by trying to live a Christian life within society / following the commandments / receiving the sacraments / donating to Christian charities, etc.
- Jesus sent the twelve out to drive out demons / and to anoint the sick with oil and heal them / Christianity today has a strong tradition of healing / there are healing services in many churches / becoming a nurse, doctor is a Christian vocation / pilgrimages / mental health awareness programmes, etc.
- Some Christians today would find it very difficult to follow the example of the twelve on their mission / and would consider it unsafe to travel with only the bare essentials / and to expect people to open their houses to strangers / for some Christians the level of sacrifice would be too great / eg no food, no money, etc. / some Christians believe that the cost of living today would restrict peoples' generosity / that people are more selfish / more materialistic / some Christians would find it difficult to face persecution / or discrimination / or to give up family to do missionary work, etc.

0 2 . 4 Explain two teachings about faith shown in Mark’s account of the woman with the haemorrhage.

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.

<p>First teaching</p> <p>Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Second teaching</p> <p>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 St Mark’s Gospel – 1 mark</p>

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

- The woman had faith in Jesus’ ability to heal her / she had been suffering from haemorrhages for twelve years / she had spent all her money on treatments but was no better / she believed that if she touched Jesus’ clothes she would be made well, etc.
- Jesus rewarded the woman’s faith / her cure was instant / when she came up behind him in the crowd and touched his clothes she immediately felt that her haemorrhage had stopped / and felt in her body that she was healed of her disease, etc.
- However, her faith almost failed her when Jesus asked who had touched him / she became frightened and fell at his feet / her illness would have prevented her from working and living a normal family life / she would have been classed as unclean and by touching Jesus she would have made him unclean also, etc.
- Jesus praised her for her faith when she told him the truth / instead of being angry with her he said, ‘Your faith has made you well’ / he gave her spiritual comfort by telling her to ‘go in peace and be healed of your disease’, etc.
- By calling her ‘daughter’ this form of endearment shows that Jesus not only accepted her faith but treated her well as a person / in first century Palestine the woman would have been rejected by society / Jesus was demonstrating the equality of every person in the eyes of God / and his approach to her would have seemed unusually kind and considerate to those around him, etc.
- This story shows that anything is possible if you have faith / this woman had shown great faith in Jesus’ ability to heal her, even though she was not a disciple, etc.

NB maximum 2 marks for answers that simply narrate the text.

Sources of Authority:

Mark: 5 :24b-34: The woman with a haemorrhage

And a large crowd followed him and pressed in on him. Now there was a woman who had been suffering from a flow of blood for twelve years. She had endured much under many physicians and had spent all that she had, and she was no better but rather grew worse. She had heard about Jesus and came up behind him in the crowd and touched his cloak, for she said, "If I but touch his cloak, I will be made well." Immediately her flow of blood stopped, and she felt in her body that she was healed of her disease. Immediately aware that power had gone forth from him, Jesus turned about in the crowd and said, "Who touched my cloak?" And his disciples said to him, "You see the crowd pressing in on you; how can you say, 'Who touched me?'" He looked all around to see who had done it. But the woman, knowing what had happened to her, came in fear and trembling, fell down before him, and told him the whole truth. He said to her, "Daughter, your faith has made you well; go in peace, and be healed of your disease."

0 2 . 5 ‘Christians should sell what they have and give to the poor.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments to support 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.

Level	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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	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:

- This is what Jesus asked the rich man to do / Christians should do what Jesus asks / Jesus told the rich man that by doing this only then will he have treasure in heaven / eternal life, etc.
- Jesus looked at the rich man ‘lovingly’ because he knew he was a good man but that he was too obsessed with his riches / and that his greed presented a barrier between him and the Kingdom of God / Jesus was teaching that the man’s riches prevented him from seeing the priorities / or being sensitive to people’s needs / he needed to lose all the power and prestige which his money created for him, etc.
- When the man walked away sad because the price was too high, Jesus compares a rich man’s chances of entering Heaven to those of a camel going through the eye of a needle / perhaps meaning a small gate in Jerusalem which a camel could only pass through if it was unloaded first /

Jesus was saying that love of wealth is a burden which hinders spiritual growth / such people may be more concerned about money than they are about others, etc.

- Jesus was critical of those who allowed riches to be a barrier to their beliefs / the rich man fits well into the category of the seeds which fell among the weeds in the parable of the sower / he is choked by worldly possessions / Jesus was critical of the rich in the temple who were not generous in their giving / and praised the widow who gave away all she had / she had nothing left, etc.
- Christians believe that the privilege of wealth brings responsibility / money and riches very often distort the way a person looks at life / in spending a lifetime increasing one's wealth a person may neglect the much more important spiritual side of life / commitment to God may well involve the changing of priorities / it is how you achieve riches and what you do with them that is important, etc.

Arguments in support of other views:

- Too sweeping a statement / Christians today cannot give everything away otherwise society will not work / money is needed to survive in society today / to pay mortgages and buy essentials / society does not work on barter / it is important to support the family, etc.
- People are encouraged to save for the future / people may be married to each other and both may not be believers / it depends on the person and their circumstances, etc.
- Many active Christians are rich and should not be criticised for being rich / wealth can be seen as a reward for hard work / or a gift to be used / in Jesus' day wealth was seen as a blessing from God / it is possible to have some possessions and still give to those in need, etc.
- Meeting the needs of others less well-off is part of Jesus's teaching and being rich enables Christians to be role models for charity / many wealthy Christians demonstrate 'loving your neighbour' in practice through helping out at food banks, soup kitchens, etc. / many charities could not survive without rich people supporting them / eg Christian Aid, Cafod/Trocaire, etc.
- Jesus did not mean that all wealthy people cannot enter the Kingdom of God, it is just those obsessed with wealth and riches that cannot / there are many examples of rich people (philanthropists) who donate their money / experience / time / talent / or skills to help others / and to create a better world / many Christians take vows of poverty / eg nuns like Saint Teresa of Calcutta, etc.