



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies A (1RA0/4A)
Paper 4: Area of Study 4- Textual Studies
Option 4A Mark's Gospel

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2019

Publications Code 1RA0_4A_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Textual Studies 4A – Mark’s Gospel Mark Scheme 2019

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The Messiah would free the people from the Romans (1) • He would bring about a period of perfect peace (1) • He would be a descendant of King David (1) • He would be a warrior like leader (1) • He would be a suffering servant (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • List (maximum one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The baptism of Jesus shows his divine origin (1) as God said ‘you are my son’ (Mark 1:11) (1) • It helps Christians to understand the Trinity (1) as the Father, Son and Holy Spirit were all present (1) • It shows Jesus’ solidarity with those he came to save (1) as he was sinless and had no need to be baptised (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The healing of the paralysed man points to the identity of Jesus as the Son of God (1) as Jesus is doing something the Jews thought only God could do (1) the Law said 'Who can forgive sins but God alone?' (Mark 2:7) (1) • It shows that Jesus was the Son of Man (1) as the man is cured because Jesus forgave his sins (1) 'that the Son of Man has authority on earth to forgive sins' (Mark 2:10) (1) • It introduces the conflict that will eventually lead to Jesus' death (1). Mark records that the crowds were amazed by Jesus' words and action (Mark 2:12) (1) so the authorities thought Jesus was leading the people away from them and wanted rid of him (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The presence of Moses and Elijah (Mark 9:4) fulfilled the Old Testament hopes for a Messiah in Jesus; showing that Jesus must be from God • Peter, James and John were witnesses to this extraordinary happening and they recognise they must be in the presence of the Messiah, as they offer to build shelters for the three figures (Mark 9:5) • God spoke to them saying 'This is my Son, whom I love. Listen to him!' (Mark 9:7) showing that Jesus had authority to speak for God as he is his Son, the Messiah from God. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Non-religious people would describe this as a hallucination; as they believe there is no physical proof for such things; so they would conclude that this is not evidence for Jesus' messiahship • Some might argue that the disciples fell asleep and what is described was a dream; which gave them an insight into who Jesus was but it didn't actually happen • Some Christians believe that the event was a story written to express the belief that Jesus was the Son of God; as such whether it happened or not does not detract from their faith in him as the Messiah. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including references to sources of wisdom and authority. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including references to sources of wisdom and authority. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgments of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgments of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing.• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 marks	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • A Greek woman asks Jesus to heal her daughter (Mark 7:25-30) (1) • The woman who anointed Jesus at Bethany (Mark 14:3-9) (1) • A number of women who followed Jesus were at the Crucifixion (Mark 15:40-47) (1) • Mary Magdalene /Mary mother of James accompanied Jesus' body to the tomb (Mark 16:1-11) (1) • News that Jesus had risen was given first to women (Mark 16:1-11) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark). 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The path represents those that do listen to the message (1) the word is carried off before the person responds (1) • The good soil represents those that hear and accept the Gospel (1) allowing the Kingdom of God to grow (1) • Some people's faith is choked by worldly distractions (1) and they are too interested in seeking pleasure to become disciples (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response /development • Development that does not relate both to response given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • By showing faith that God will provide for their needs (1) and not becoming dependent on earthly possessions (1) as Jesus commanded the Twelve not to take any bread or money with them (Mark 6:8) (1) • By accepting the same mission as the disciples (1) 'to make men share in the communion between the Father and the Son in their Spirit of love' (Catechism of the Catholic Church 850) (1) to spread the good news like the disciples (1) • By showing their discipleship through service to others (1) and joining a religious order that works with the sick and needy (1) following the example of the Twelve who 'drove out many demons and anointed with oil many people who were ill and healed them.' (Mark 6:13) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
2(d)	<p>AO1 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2 Arguments for this statement:</p> <ul style="list-style-type: none"> • It is a warning about the dangers of pride not an example for what a disciple should do; as Peter had assured Jesus he would stand by him; 'even if all fall, I will not' (Mark 14:29); but then denies knowing him three times • It is a clear warning to Christians today what fear rather than having faith can lead to; as it is suggested that Peter denied knowing Jesus out of fear for his own life • It acts more as a warning that it is not easy to be a disciple, as even Peter who saw himself as a loyal friend of Jesus and became the leader of the Church, let Jesus down due to human flaws. <p>Arguments against this statement:</p> <ul style="list-style-type: none"> • The account of Peter's denial acts as an example to Christians that being a disciple involves overcoming human weakness; Mark records that Peter breaks down and cries (Mark 14:72) but he is not overcome by his guilt instead goes on to serve others • Some believe that Peter himself told the story to Mark as an example of the difficulties a disciple may face and to offer comfort to those facing persecution; that they could disappoint but still be a disciple • It is more of an example about the challenges of discipleship than a warning; as the Church exists because the disciple, who denied Jesus, went on to be convinced by his resurrection and so spread the Gospel. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief, including references to sources of wisdom and authority. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including references to sources of wisdom and authority. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgments of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief, including references to sources of wisdom and authority. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgments of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.